2018-2019 Academic Catalog

Available Online at:

http://carroll.smartcatalogiq.com/2018-2019/Academic-Catalog

Table of Contents

INTRODUCTION 4
ACADEMIC AFFAIRS 7
ACADEMIC INTEGRITY POLICY 25
ADMISSION 30
ATHLETICS 36
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 AS AMENDED 37
FINANCIAL AID 40
INFORMATION TECHNOLOGY 50
STUDENT LIFE 51
DEGREE REQUIREMENTS 54
MAJORS, MINORS AND CERTIFICATE PROGRAMS 58
PRE-PROFESSIONAL PROGRAMS 167
SPECIAL PROGRAMS 172
COURSE DESCRIPTIONS 176
SCHOOL OF RECORD COURSES 341
TUITION, FEES AND PAYMENT 347
THE PEOPLE OF CARROLL COLLEGE 355
GRADUATE PROGRAMS BULLETIN 2018-2019 369

2018-2019 ACADEMIC CATALOG

Welcome to the 2018-2019 Carroll College Academic Catalog!

The catalog lists all of our:

- Majors
- Minors
- Certificate programs
- Degree and program requirements
- Course descriptions
- Other important academic information

Also listed in the catalog is information about athletics, information technology, admission, financial aid, student life, academic affairs, policies, tuition, fees and payment, and the people of Carroll (including information about the President, the Board of Trustees, college administration, and faculty and staff).

Archived Catalogs

Below is a list of archived Carroll College Academic Catalogs. Each catalog is in PDF format.

- 2017-2018 Academic Catalog (PDF)
- 2016-2017 Academic Catalog (PDF)
- 2015-2016 Academic Catalog (PDF)
- 2014-2015 Academic Catalog (PDF)
- 2013-2014 Academic Catalog (PDF)
- 2012-2013 Academic Catalog (PDF)
- 2011-2012 Academic Catalog (PDF)
- 2010-2011 Academic Catalog (PDF)
- 2009-2010 Academic Catalog (PDF)

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 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.

The baccalaureate degree in nursing at Carroll College is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation). The program is also approved by the Montana State Board of Nursing.

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

Students who would like to obtain or review documentation of Carroll's accreditation may contact the Office for Institutional Effectiveness or the appropriate academic department.

Carroll's Vision

Carroll College will enhance its nationally recognized status for excellence by preparing students for vocation and enlightenment in an increasingly GLOBAL and DIGITAL age with dynamic and distinguishing academic and co-curricular programs. As a diocesan Catholic college inspired by FAITH, Carroll will further integrate liberal arts, professional studies and service to others. Carroll will nurture leaders to live fully in the present and prepare for the future while engaged in their LOCAL community.

Enduring Commitments

To realize its Vision, Carroll College must rise to the occasion of these four Enduring Commitments:

1. Strengthen academic and co-curricular programs
2. Enhance campus life for students, faculty, staff, and the extended community
3. Increase enrollment
4. Improve financial vitality and sustainability

Carroll College Mission Statement

Founded in 1909 by Bishop John Carroll, Carroll College is a Catholic, diocesan, liberal arts college in the ecumenical tradition of the Second Vatican Council. It advances its mission by fulfilling the following objectives.

Instilling an enduring wonder for knowledge that will prepare students for leadership and their chosen vocations
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.

Offering an integrative and value-centered education rooted in freedom of inquiry
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.

Engaging faithfully the intellectual tradition and the teachings of the Catholic Church
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.

Serving all with humility, especially our neighbors who are poor and marginalized
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 the marginalized the right to life, to personal and social dignity, and to equality of opportunity in all aspects of human activity.

Welcoming all persons of good will in a cooperative journey toward truth and virtue
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

New format officially adopted by the Carroll College Board of Trustees November 7, 2014

Core Themes

The Mission Statement, Vision 2018 Vision Statement, and Enduring Commitments have informed the following four Core Themes:

Core Theme One: Embodying Faith
Strategic Plan Goals and Strategies: Faithful 1, 3, 4, and 5

The objectives for this core theme aim to ensure and promote understanding of the Catholic teachings and traditions to create opportunities that engage conversations around faith, providing opportunities for the community to enrich and share their spiritual lives, and to encourage active engagement in service.

Core Theme Two: Excellence in Teaching, Learning, and Scholarship
Strategic Plan Goals and Strategies: Strengthen Academic and Co-curricular programs 1, 4, and 5; Enhance Campus Life 6

The objectives of this core theme are to demonstrate the achievement of student learning outcomes that foster the dual goal of vocation and enlightenment as stated in the Carroll College mission. The objectives also reflect the college's desire to support experiential learning opportunities for students; to support faculty who are actively engaged in teaching, scholarship, and learning; and to ensure that programs, where applicable, seek the highest standards of quality through professional accreditation.

Core Theme Three: Vibrant Campus Community
Strategic Plan Goals and Strategies: Strengthen Academic and Co-curricular programs 1; Enhance Campus Life 1 and 3

The objectives of this core theme promote student participation and learning throughout the co-curricular experience by connecting learning in and out of the classroom, helping students develop an appreciation for health and wellness, and encouraging participation in activities that develop skills to achieve career goals. These objectives reflect the latest research on student interest, learning, and retention in higher education.

Core Theme Four: Engaged Locally and Globally

Strategic Plan Goals and Strategies: Local 1-4; Global 2 and 4

The college seeks and promotes global engagement through internationalizing the curriculum, education abroad, faculty exchange programs, international internships, and international community service. The Artaza Center for Excellence in Global Education coordinates international experience efforts, including education abroad programs and the invitation of international students and visitors. Interdisciplinary programs such as Gender Studies and Latin American Studies facilitate student and faculty appreciation of cultural commonalities and differences. The Global Diversity requirement of the Core curriculum provides an opportunity for all students to experience cultures different from their own.

Carroll College defines mission fulfillment more specifically as demonstrating an acceptable performance on outcomes/thresholds for the four vision statements and four enduring commitments.

Notice of Nondiscrimination

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 may be directed to the Title IX Coordinator(s) or to the U.S. Department of Education, Office of Civil Rights. Carroll College's Title IX Coordinator is the Director of Human Resources, Renee McMahon, 214 O'Connell Hall, 406-447-5501, rmcmahon@carroll.edu.

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 2018 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

Academic Support 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.

First Year Cohort (FYC) courses (p. 8) serve as a critical component to achieving our goals in academic advising. Every first-year student takes an FYC course in their first semester at Carroll. In addition to the critical reading, writing and thinking skills students 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 of 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. Services from the ARC are free, and all students are welcome.

Career 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 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 and experiential education are important components of one's education, and 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 for entering the job market. Career Services also offers a Career Resource Library which contains a collection of online materials, including occupational and job market information, internship information, and graduate school resources. Career Services maintains an extensive web page that covers all aspects of career development and job search.

Career Services staff assists students in preparing for and locating appropriate internships and experiential education connected to their academic majors and to develop learning objectives consistent with their career goals. Students can take advantage of opportunities in Helena, throughout Montana, across the U.S., as well as internationally.

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, special events, and individual appointments throughout the academic year to help promote students' career development and job readiness.

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.

First Year Cohort (FYC) Courses

One course with an FYC designation is required for all first year students and is taken in the fall semester. The FYC course is taught by a faculty member who serves as the students' first-year advisor for both the fall and spring terms. This course is a unique opportunity for students to make a close connection with their advisor, as they spend a minimum of three hours of classroom time per week together, in addition to more traditional advising appointments. After the first year, students select or are assigned to faculty advisors in their majors or areas of interest.

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 Civil Engineering Building is a 4,290 square-foot facility that includes a 2,000 square-foot, high-bay laboratory on the lower level and a 32-seat classroom and two faculty offices on the upper level. The laboratory has modern equipment and instrumentation for soils testing, construction materials testing, water treatment, as well as for fluid mechanics and hydraulics experiments. The building has wireless network access throughout and five student computer stations that have Microsoft Office and the specialized software (AutoCAD, Matlab, Visual Analysis, WaterCAD, etc.) used by engineering students for courses and projects. There is a work area with a desk and telephone for the lab supervisor.

Education Lab

The Department of Education 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 databases that provide access to hundreds of thousands of electronic academic journals and books, a print monograph collection of over 80,000 volumes, 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 Academic Technology 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.

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 tution and fees are paid.

Code of Conduct and Classroom Deportment

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 Associate 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 instructor about class assignments and content missed. In individual courses, attendance may influence the grade the student receives. For absences due to college sanctioned activities, please read below.

Attendance Policy Addressing Absences due to College Sanctioned Activities

I. Policy

The Carroll College faculty, staff, and administration agree that they will work together to optimize student learning—both in and out of the classroom— by sharing the responsibility for communicating about and minimizing class absences due to activities that are under the supervision of college faculty or staff. Students will not be routinely penalized in course progress or evaluation for absences due to college sanctioned activities as long as all parties follow the procedures outlined below. This policy aims to help students, in collaboration with faculty and staff, navigate conflicts between class attendance and participation in college sanctioned activities.

II. Definition

For the purposes of this policy, approved sanctioned activities include:

1. Collegiate academic competitions (e.g. Forensics, Enactus, Moot Court, Mathematical Modeling)
2. Commitments on behalf of the College (e.g. ASCC, Pep Band, Jazz Combo, Choir, Theater)
3. Intercollegiate athletic competitions (not practices)
4. Class field trips approved by the Academic Vice President's office (w/ appropriate paperwork)
5. Professional activities recognized by the College related to academics (e.g. professional conference attendance, ROTC field leadership exercise)
6. Co-curricular service activities (e.g. Engineers Without Borders, Headlights)

where such activities are under the supervision of faculty or staff advisors.

III. Procedures

A. Responsibilities of Faculty and Staff Sponsors of College Sanctioned Activities

Faculty and staff leading college sanctioned activities will work to enable participating students to miss as few classes as possible, keeping in view the detrimental impacts caused by absences from the classroom.

Faculty and staff sponsors of college sanctioned activities will provide students with a written schedule by the first day of classes and will post competition schedules on the Carroll College website and portal.

Faculty and staff sponsors of college sanctioned activities will, as a rule, not schedule events during reading days or the week of final examinations. They will also, whenever possible, avoid scheduling events during the week prior to both fall and spring break, due to the fact that midterm exams are often scheduled during these weeks. Rare exceptions to this rule might occur to accommodate playoffs.

Faculty and staff sponsors of college sanctioned activities will not penalize participating students for an absence from an event if their academic success in a course prohibits such absence. Sponsors are encouraged to communicate with faculty about the student and course in question.

B. Responsibilities of Students Participating in College Sanctioned Activities

Students participating in college sanctioned activities will communicate, verbally and in writing, with faculty during the first week of class about the dates they expect to be absent for scheduled events. For events scheduled later in the semester, students will inform faculty no later than one week prior to the event. Students will also remind the faculty immediately prior to an upcoming absence.

Students will verify, at the faculty's request, that an absence was caused by a college sanctioned event.

Students will notify sponsors of college sanctioned activities, at least one week in advance, of potential conflicts between scheduled events and course requirements. This will provide sponsors and faculty with the opportunity to communicate about the student and course in question.

Students will recognize that they are not excused from academic work and that in some cases it is impossible to provide alternative assignments or reschedule critical learning experiences. Students, in consultation with course faculty and their academic advisors, should carefully consider whether a particular course, due to the nature of the learning experiences involved, will work with their participation in a co-curricular activity and plan accordingly.

In the case where a student has conflicting college sanctioned activities, s/he will work with the activity sponsors and the academic advisor to reach a resolution.

C. Responsibilities of Faculty Teaching Academic Courses

Faculty will make a good faith effort to accommodate students who miss a reasonable number of classes because of their participation in college sanctioned activities.

Faculty will clearly articulate their attendance policies on their course syllabi. This policy should directly address student absences due to participation in college sanctioned activities, as well as student absences due to illness, family functions and crises, etc.

Faculty are encouraged to communicate directly with students and sponsors of college sanctioned events in the event that a student has a specific conflict between his/her success in an academic course and his/her role in a college sanctioned event.

Faculty will communicate with students if excessive absences, caused by college sanctioned events either alone or in combination with other factors, point to withdrawal from the class or an incomplete as an advisable option.

IV. Appeal Process

Students with complaints that faculty or staff are not working under this policy must initiate the following procedure as soon as possible:

1. Initial attempts to resolve the matter should be made in writing to the faculty/staff person, who shall have five (5) school days to respond to the student in writing.
2. If the student is dissatisfied with the response, he/she may request a review in writing by the appropriate Department Chair/Supervisor. The Chair/Supervisor must meet with the student and the faculty/staff person involved within five (5) school days after the student has requested the review and issue a written resolution to both parties within five (5) school days of the meeting.
3. If either party should be dissatisfied with the response, a written grievance may be filed with the Associate Vice President for Academic Affairs within five (5) school days. The Associate VP will convene a meeting involving the faculty/staff person, and the student and issue a final resolution with five (5) school days of the meeting.
4. This appeal process can be initiated anytime during the semester. It does not replace the final grade appeal, which can only be initiated after final grades for the term have been posted.

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 15–16 credits per semester. Any study load exceeding 19 credits must have the approval of the Registrar.

Students who officially represent Carroll College by participating in extracurricular, 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—fall and spring— 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. Experiential learning opportunities that take place during winter break are included as part of the spring term for academic, financial aid, and tuition purposes. Carroll also offers an optional summer term, divided into different sessions; there is a special summer tuition rate that is charged in addition to academic year tuition.

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, A-, B+, B, B-, C+, C, C-, D, F, I, P, W, NR and AU. The option for +/- grading went into effect beginning with academic year 2015-2016. Grades are interpreted as follows:

A/A- indicates excellence of performance in every aspect of the course

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

C+/C/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 receiving credit for a course 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 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	4.0 grade points per credit
A-	3.667 grade points per credit
B+	3.333 grade points per credit
B	3.0 grade points per credit
B-	2.667 grade points per credit
C+	2.333 grade points per credit
C	2.0 grade points per credit
C-	1.667 grade points per credit
D	1.0 grade points per credit
F	0.0 grade points per credit

Neither the notation "W" nor the grade "P" is computed when calculating the grade point average of a student.

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 Associate 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 2.00. In order to remain in good standing, a student must have a 2.00 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 (2.00 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; however, acute or significant failure to meet minimum academic standards after one semester may warrant academic suspension. Likewise, academic suspension may result upon completion of a second consecutive semester of unsatisfactory work or upon completion of a total of three 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 vice president for academic affairs, 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 2.00), 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 or service 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 2.00 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:

- Courses taken on a pass/fail basis are not accepted into the major or minor;
- Beginning Fall 2017*, courses taken on a pass/fail basis are not accepted as fulfilling Core Curriculum requirements;
- Writing intensive courses may not be taken pass/fail;
- To elect pass/fail grading, a student must have completed 60 or more semester hours of college work (junior standing) with a cumulative grade point average of 2.00;
- A student may only enroll in one course per semester on an elected pass/fail basis, with a maximum of two such courses allowable 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, minor, or (as of Fall 2017*) Core Curriculum requirements if taken on a pass/fail basis. No more than two such courses will be allowed toward graduation whether they are taken at Carroll or at another institution.

Students taking courses on a pass/fail basis should pay special attention to faculty grading policies.

*This policy was implemented campus-wide for all students and courses beginning Fall 2017. Carroll courses and transfer courses taken before Fall 2017 that met the previous pass/fail policy conditions were grandfathered in; courses taken Fall 2017 and later fall under the revised policy, regardless of when the student began his or her studies at Carroll.

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 two times. Grades earned for courses repeated at other institutions and accepted as transfer credit are not calculated into the Carroll College 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 3.00 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 the Associate Vice President for Academic Affairs 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 (6-10 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 via Carroll Self-Service 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.

Administrative Withdrawal from the College

Carroll College reserves the right to require a student to withdraw from the College when the student is either unable or unwilling to withdraw voluntarily, and it is determined to be necessary for the interest and well-being of the student and/or the College to

terminate enrollment. Reasons for an administrative withdrawal may include one or more of the following:

1. Failure to comply with the Carroll Code of Student Conduct, including behavior that is in violation of the Self-Care Expectations, Self-Destructive and Threatening Behaviors policy, as described in the Carroll College Student Handbook;
2. Failure to make appropriate payment or payment arrangements when a student's account is in default;
3. Behavior that has resulted in significant disengagement from the academic activities of the College;
4. Behavior that has resulted in significant disruption of the teaching and learning activities of members of the academic community, which will substantially impede the education processes of the student.

This policy does not take the place of disciplinary action associated with a student's behavior that violates the Carroll Code of Student Conduct or any other College policies or regulations. This policy is to be invoked in extraordinary circumstances when, in the discretion of the appropriate Vice President or designee, the conduct board process cannot be used or is not appropriate.

Students who are administratively withdrawn from the College are subject to the same financial aid and refund policies as students who elect to withdraw from the institution.

Students who are notified of an administrative withdrawal will be afforded the right to appeal to the Vice President for Enrollment. Appeals must be made by the student, in writing, and must be submitted within 5 class days of the initial notification. The Vice President for Enrollment will then convene a committee to review the appeal and will issue a decision back to the student within 10 class days.

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 and fees 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 Return of Federal Title IV Funds Policy (p. 47).

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; address changes can be made in Carroll Self-Service. 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 initial enrollment or the requirements of a subsequent catalog. Generally, if a student interrupts attendance, s/he must graduate under the requirements in effect at the time of re-admission; however, a student who takes a one- or two-semester break from the College and leaves in academic good standing may be eligible to return under her or his original catalog year, providing s/he can complete the requirements within six years of initial enrollment. Determination of appropriate catalog years is made by the Registrar.

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 Vice President for Academic Affairs.

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 an 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 thesis and/or 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 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 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 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. For a full list of AP exams accepted for addition to Carroll transcripts, please visit the AP and IB Policy webpage at https://www.carroll.edu/apply/ap-ib-policy.

Carroll Early Access and 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. Carroll Early Access program students will enroll for college credit only; as part of a two-year pilot program, these students will not be charged tuition (other fees will apply). Advanced College Experience program students will enroll for both college credit and high school credit under dual-credit agreements with local high schools; these students will be charged a per-credit tuition rate, plus applicable fees. While some restrictions apply, the Carroll Early Access and Advanced College Experience programs are open to students with a minimum high school cumulative GPA of 3.25 and approval from their high school counselor and/or parent if the student is homeschooled. Students may register for a maximum of two courses (typically 6-8 credits) per semester. Application forms and further information are available through the Office of Admission.

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, to bypass introductory courses, or fulfill Carroll College Core Curriculum or major and program requirements. Using CLEP credit to fulfill major and program requirements requires approval of the department chairperson. Students will not receive credit for courses whose content is at a lower level than what they have already completed at Carroll College.

Carroll follows the College Board's recommendations for awarding credit based on B-level scores. Academic 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 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 not graded.

For a full list of CLEP exams accepted for addition to Carroll transcripts, visit the Registrar's Office. For exam and pricing information, please visit the CLEP web page. Please note: CLEP exams are no longer administered on the Carroll College campus.

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, 6, or 7 on the International Baccalaureate higher level examinations may be awarded college credit. No credit will be awarded for subsidiary level examinations. Reports on examinations must be sent to the Registrar directly from the International Baccalaureate Organization. For a full list of IB exams accepted for addition to Carroll transcripts, please visit the AP and IB Policy webpage at https://www.carroll.edu/apply/ap-ib-policy.

International Leaving Exams

Credit and/or advanced standing for international leaving exams is con-sidered on a case by case basis. For more information, please contact the Office of International Admission at intl@carroll.edu.

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

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

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 62 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 (p. 23) as described in this Catalog
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 or minor. No more than 2 such courses will be

allowed toward graduation, whether they are taken at another institution or at Carroll. Beginning Fall 2017, courses taken on a pass/fail basis do not fulfill Core Curriculum requirements.

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. Graduate coursework will not transfer.
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).

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 as enumerated in the Catalog and Student Handbook.

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 and publication in print, on television and radio, and in electronic and online media such as the college's website, YouTube and other social media channels, and 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. It is the policy of Carroll College that human research activities conducted under the oversight of the Carroll College Institutional Review Board (IRB), will be conducted in accordance with applicable federal law 45CFR part 46 (subparts A-E), applicable Montana state laws, the Belmont Report, and the Carroll College IRB’s institutional policies. The Carroll College Office of Academic Affairs authorizes and empowers the IRB to have authority over the development and enactment of Carroll College IRB policies in regards to oversight of research conducted with human subjects by both internal and external principal investigators.

As a student, faculty or staff member of Carroll College, if you are doing research (including class projects and 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.

See the Carroll College IRB Policies and Procedures Manual or obtain an IRB application at https://www.carroll.edu/academic-services/institutional-review-board.

Institutional Animal Care and Use Committee

The Institutional Animal Care and Use Committee (IACUC) is a standing committee at Carroll College that oversees the College’s animal care and use program. The Committee's composition and responsibilities regarding animal research are mandated by the Animal Welfare Act (Public Law 99-198). The committee ensures the appropriate care, use and humane treatment of animals used for research, testing and teaching. The responsibilities of the IACUC include reviewing and approving requests to use live vertebrate animals, ensuring compliance with all applicable regulations, and investigating animal welfare concerns. The IACUC performs inspections of all areas where animals are housed and used. The IACUC serves as a resource to investigators, research staff, students and administrators, by providing guidance in planning and conducting research.

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

know the following:

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

Find more information about the Carroll College Institutional Animal Care and Use Committee at https://www.carroll.edu/academic-services/institutional-animal-care-use.

Honors and Awards

Dean's Honor List

(Effective August 1, 2018)

A student who completes 12 semester hours or more at Carroll, and whose grade point average for the semester is 3.50 or higher, is placed on the Dean's Honor List. The Dean's List is published each semester.

Graduation with Honors Policy

(Effective August 1, 2016)

To be eligible for graduation honors, a student must 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 3.90 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 3.70–3.89 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 3.50–3.69 grade point average

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

Graduation honors are announced at Commencement. Please keep in mind that the Commencement booklet is printed many weeks before final spring grades are submitted. Therefore, the academic marks that will be used to determine graduation with honors or graduation with distinction for Commencement are a student's grade point average and completed credits at the conclusion of the most recent fall semester.

Graduation with Distinction Policy

(Effective August 1, 2016)

To be eligible for graduation with distinction, a student must successfully complete the senior thesis with a grade of "B" (3.0) or higher and must graduate with a cumulative grade point average of not less than 3.25.

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

Graduation honors are announced at Commencement. Please keep in mind that the Commencement booklet is printed many weeks before final spring grades are submitted. Therefore, the academic marks that will be used to determine graduation with honors or graduation with distinction for Commencement are a student's grade point average and completed credits at the conclusion of the most recent fall semester.

Senior Thesis Policy

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic.

Interested students should decide upon a thesis topic 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 attempted at Carroll College.

The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis

committee should assist and mentor the student during the entire project.

For any projects involving human or animal participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB) an/or the Institutional Animal Care and Use Committee (IACUC). Students must submit a copy of their IRB and/or IACUC approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants.

The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived.

Applications and further information are available in the Registrar's Office.

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 Alpha Alpha Eta 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 Beta Delta

Sigma Beta Delta, an international honor society for business students, was established to honor students who attained superior scholarship and achievements in business programs in schools and colleges with regional accreditation. Sigma Beta Delta signifies wisdom, honor, and pursuit of meaningful aspirations. To be inducted into the society, students must rank in the upper 20 percent of their junior, senior, or master's class and be recommended by faculty officers. Sigma Beta Delta encourages students to distinguish themselves through honorable service to humankind. Carroll College evidences this service through KIVA micro-loans in emerging economies.

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, HPE 102, or LAS 102) and certain Military Science (MSL) courses; in the case of HPE 101, HPE 102, and LAS 102 physical activity courses, only two (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 or transfer* students who have earned an AA or AS degree prior to enrolling at Carroll. Effective Fall 2017, Core requirements cannot be fulfilled through elected pass/fail grading.

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. We also encourage transfer* students who have earned an Associate of Arts or Associate of Science degree to continue their studies toward a four-year degree at Carroll. For students who have earned a Bachelor's degree from a regionally accredited institution prior to enrolling at Carroll, all Core Curriculum requirements will be considered fulfilled, except for three (3) credits of philosophy and three (3) credits of theology. For transfer* students who have earned an Associate of Arts or Associate of Science degree from a regionally accredited institution prior to enrolling at Carroll, all Core Curriculum requirements will be considered fulfilled, except for three (3) credits of philosophy and three (3) credits of TH 101 Theological Foundations. Equivalent courses meeting these required philosophy and theology credits may be transferred from a previously attended institution.

*The Core Curriculum policy for transfer students does not apply to students who matriculate to Carroll as first-year students (who earned their AA or AS degree via dual-enrollment) or re-admit students. For these students, a course-by-course evaluation will be used to determine which Core courses have been met with transfer credits.

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. The student's academic advisor(s) and, if applicable, athletic or college-sponsored activity coaches will be copied on the notification. 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 Procedure

During the appeal process, 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 submitting and presenting his/her own information and, therefore, the advisors are not permitted to participate directly in any of the appeal process.

Step 1:

Within at least 15 school days of receiving the official notification from the Registrar’s Office, the student may request in writing a review by the Department Chair or a designee of the Associate Vice President for Academic Affairs (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 last necessary 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.

Step 2:

If the appeal is not resolved to either the student’s or the faculty/staff member’s satisfaction, he/she can proceed to Step 2. 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.

Step 3:

Within five (5) school days of receipt of the written appeal, the Associate Academic Dean shall meet or confer with the student and faculty member, which may include an attempt to facilitate a resolution of the matter. This can be done with all parties present or individually. 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 last necessary 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 4:

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 integrity 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 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.

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/HiSet Exam scores (if applicable)
3. Official ACT or SAT scores
4. Secondary school report or letter of recommendation (encouraged but not required)

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®	The SAT®
act.org	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 regular consideration 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. For a full list of AP exams accepted for addition to Carroll transcripts, please visit the AP and IB policy webpage at https://www.carroll.edu/apply/ap-ib-policy.

International Baccalaureate

Carroll College recognizes the International Baccalaureate as a challenging program of student and takes this into consideration when reviewing the student's application for admission. Students who present scores of 5, 6, or 7 on the International Baccalaureate (IB) higher level examinations may be awarded college credit. No credit will be awarded for subsidiary level examinations. Reports on examinations must be sent to the Registrar directly from the International Baccalaureate Organization. For a full list of IB exams accepted for addition to Carroll transcripts, please visit the AP and IB policy webpage at https://www.carroll.edu/apply/ap-ib-policy.

International Leaving Exams

Credit and/or advanced standing for international leaving exams is considered on a case by case basis. For more information, please contact the Office of International Admission at intl@carroll.edu.

Home School Applicants

Carroll College welcomes students who have been educated through homeschool 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 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/HiSet Exam (if applicable)
3. Results of a standardized test (ACT, SAT, or COMPASS)
4. Letter of recommendation, by someone other than a parent, addressing academic potential and accomplishments (encouraged but not required)

Please note: Although not required for admission consideration, homeschooled 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 a minimum of 24 credits 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 24 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 are encouraged but not required.

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 62 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 (p. 54).
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 or minor. No more than 2 such courses will be allowed toward graduation, whether they are taken at another institution or at Carroll. Beginning Fall 2017, courses taken on a pass/fail basis do not fulfill Core Curriculum requirements.
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. Graduate level coursework will not transfer.
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 Admission 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 first 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).
4. All applicants requiring an F1 or J1 visa 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 admission website or by contacting the Office of International Admission at intl@carroll.edu.

5. All international students are required to show proof of medical insurance before attending classes. The Office of International Admission can assist international students and provide recommendations regarding the requirement. All J1 students must secure insurance that meets the US Department of State insurance requirements.
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

Freshman Applicants	Deadline	Notification Period
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.

Transfer Applicants	Deadline	Notification Period
Regular Decision	March 15	Rolling Notification
Rolling Consideration	August 1*	Rolling Notification

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

Direct Entry Nursing Transfer Applicants	Deadline	Notification Period
Regular Decision	May 15	June 15th

Spring Semester

Freshmen and Transfer	Deadline	Notification Period
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 Nursing (p. 138) program or the Teacher Education (p. 92) program requires submission of an additional application and supporting credentials. Nursing offers both a direct entry and pre-nursing option. 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 $400 ($750 for international students) 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. Generally, if a student interrupts attendance, s/he must graduate under the requirements in effect at the time of re-admission; however, a student who takes a one- or two-semester break from the College and leaves in academic good standing may be eligible to return under her or his original catalog year, providing s/he can complete the requirements within six years of initial enrollment. Determination of appropriate catalog year is made by the Registrar. 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, which can be found online at www.carroll.edu.
2. Complete registration according to the dates specified in the semester schedule.
3. 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.
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.

Carroll Early Access and 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. Carroll Early Access program students will enroll for college credit only; as part of a two-year pilot program, these students will not be charged tuition (other fees will apply). Advanced College Experience program students will enroll for both college credit and high school credit under dual-credit agreements with local high schools; these students will be charged a per-credit tuition rate, plus applicable fees. While some restrictions apply, the Carroll Early Access and Advanced College Experience programs are open to students with a minimum high school cumulative GPA of 3.25 and approval from their high school counselor and/or parent if the student is homeschooled. Students may register for a maximum of two courses (typically 6-8 credits) per semester. Application forms and further information are available through the Office of Admission.

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 College offers intercollegiate athletic competition for women in basketball, cross country, golf, soccer, softball, track and field, and volleyball and for men in basketball, cross country, football, golf, soccer, and track and field. As a member of the National Association for Intercollegiate Athletics (NAIA), Carroll College competes against Lewis-Clark State College, Montana State University-Northern, Montana Tech, Rocky Mountain College, University of Great Falls, and the University of Montana-Western in the sports of basketball, cross country, football, golf, track and field, and volleyball, and Eastern Oregon University, Southern Oregon University, and the University of Idaho in football. Soccer and softball compete in the Cascade Collegiate Conference. Carroll athletic teams also compete against athletic teams from other colleges and universities outside of the Frontier Conference and Cascade Collegiate Conference in regular 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, Cascade Collegiate 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.

Athletic Facilities

Physical Education Center

Facilities of the P.E. Center include a multipurpose arena that is used for basketball and volleyball competition and intramurals, a fitness center for student-athletes that includes cardio equipment and weights, a mini court for basketball and volleyball, six locker and shower rooms, athletic weight training facilities, a conference room, a concession area, and offices for the athletic staff. All Carroll students are admitted to conference and non-conference athletic events in the P.E. Center free of charge for students presenting their student ID card.

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 security and fire safety 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

Types	Location	Custodian
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
Progress	Office of Student Academic Advising	Academic Advising Staff
	Academic Success and Disability Services	Director
	Academic Advisor	Advisor
	Registrar	Registrar's Staff
Disciplinary	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 and are generally limited to four years.
- 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 October of each year for the following academic year. The costs for a full-time, resident student for 2018 is as follows:

Tuition	$	34,506
Room and Board Allowance	$	9,980
Fixed Fees	$	980
Personal Expense* Allowance	$	4,522
Total Cost of Attendance	$	49,988

*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	$	49,988
Less: Calculated EFC (assume $8,000)	$	8,000
Calculated Financial Need	$	41,988

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

Academic year 2018-2019:

- Possess a high school diploma or equivalent
- Priority given to students with FAFSA results submitted to Carroll by December 1. Deadline to submit FAFSA and receive Carroll need-based aid is February 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

Academic year 2018-2019:

- 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 October 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 only mandatory for ROTC students.
- Review the Student Aid Report (SAR) sent by the processing center and submit necessary corrections.

Financial Aid Notification

Academic year 2018-2019:

Students who have been accepted for admission and for whom Carroll received results of the FAFSA on or before December 1 will receive need-based financial aid packages in January. 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 January 1, 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 or by Carroll College. In this process, Carroll College will be comparing information from the FAFSA with signed copies of the verification worksheet, student (and parent's) Federal tax transcripts, W-2 forms or other financial documents. The law requires the college verify this information before disbursing 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 September 1, 2018, for the 2018-19 academic year or prior to enrollment for new spring term starts. 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 bank 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 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. 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 December 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.

Student complaints can be submitted to the Office of the Commissioner of Higher Education: http://www.mus.edu/che/default.asp at 2500 Broadway, PO Box 203201, Helena, MT 59620-3201 or 406-444-6570.

Scholarships and Awards

Freshmen students entering in academic year 2018-2019
Bishop Carroll Level: $19,000
Presidential Level: $17,000
Trustee Level: $16,000
All Saints Level: $14,000
Founders Level: $12,000

All full-time students who have applied and been accepted to Carroll in the 2018-2019 academic year are automatically considered for the above guaranteed minimum scholarships and awards based on official recalculated high school transcripts and test scores. Merit scholarships are awarded for up to four years of full-time study. Other Carroll College institutional aid is generally awarded for up to four years. 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 1 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 February 1 each year.

Activity Scholarships and Grants

Activity scholarships and grants are offered to students involved in forensics, theatre, student government, choir, jazz band, pep band, drumline 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 Theatre Department, Ms. Kim Shire
Choir: Contact the Choir Director, Mr. Jason Phillips or Rev. Marc Lenneman
Pep Band: Contact the Pep Band Coordinator, Patrick Harris
Jazz Band: Contact the Jazz Band Director, Dr. Lynn Petersen
Drumline: Contact the Drumline Director, TBD
Men's Basketball: Contact the Head Coach, Mr. Kurt Paulson
Women's Basketball: Contact the Head Coach, Ms. Rachelle Sayers
Men & Women's Cross Country: Contact the Head Coach, Mr. Ryan Utsey
Men's Football: Contact the Head Coach, Mr. Mike Van Diest
Men & Women's Golf: Contact the HeadCoach, Mr. Bennett MacIntyre
Men's Soccer: Contact the Head Coach, Mr. Doug Mello
Women's Soccer: Contact the Head Coach, Mr. David Thorvilson
Women's Softball: Contact the Head Coach, Mr. Aaron Jackson
Men & Women's Track & Field: Contact the Head Coach, Mr. Harry Clark

Women's Volleyball: Contact the Head Coach, Ms. Maureen Boyle
ROTC: Contact the ROTC office, Captain Mark Thompson

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 February 1 to 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). Recipients of the employer matching grant are not eligible for any other Carroll aid or benefit. 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 2018-2019:

Presidential Scholarship	$14,000
Trustee Scholarship	$12,000
All Saints Award	$10,000

All full-time transfer students who have applied and been accepted to Carroll in the 2018-2019 academic year are considered for the above scholarships and awards based on official transcripts and a recalculated, cumulative transfer grade point average. Merit scholarships are awarded for up to three years of full-time study. Other Carroll College institutional aid is generally awarded for up to three years. Students must maintain a 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 October 1. Request that your Student Aid Report be sent to Carroll College, Title IV Code 002526. (www.fafsa.gov) Students (and parents, if applicable) must have an FSA ID number to sign the FAFSA electronically. 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 December 1. ROTC students must submit a FAFSA prior to December 1 each year to be eligible for room and board grants.

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. Award amounts are subject to change based on federal funding due to sequestration.
- 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 are awarded on a need and non-need basis as documented through the FAFSA.
  a. 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.
  b. 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.
- The Higher Education Act of 1965 as amended (HEA) suspends aid eligibility for students who have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal student aid (grants, loans, and/or work study).

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. 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 (fall, spring, summer).

Measurement Standards of SAP

Qualitative Measurement

A student must possess a cumulative GPA of 2.0 or higher. Students accepted into the Nursing Program must possess a cumulative GPA of 2.75 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.

Qualitative and Quantitative Measurement Explanations

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. If repeating a course, the most recent grade shall be the one counted in computing GPA. The credit hours for a repeated course will be counted only once as completed but both count toward attempted. Incompletes and pass/fail classes are considered as credits attempted when considering maximum time frames. Incompletes are considered failed for GPA until completion of the course. Transfer credits are considered when determining maximum time frames but not GPA. 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. Students with multiple majors or who change majors must adhere to the same qualitative and quantitative measures (measures do not expand or restart). Post Baccalaureate or second degree students are limited to 243 cumulative credits attempted and only credits toward the new degree will count toward GPA.

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. Students with multiple majors or who change majors who exceed timeframe must appeal to continue receiving aid. Post Baccalaureate or second degree 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 (email and/or mail), after term grades post, if he or she has not met SAP standards and that the financial aid package may be cancelled. At the same time, the student will be notified of the appeal process if required (described below). A student may be placed on Financial Aid Warning status if they were making SAP in the payment period. A

Financial Aid Warning status reinstates aid eligibility for one payment period and does not require an appeal by the student.

Exceptions/Warnings/Appeals

A student who is notified of failure to meet SAP standards may be placed on warning or may need to 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. Nursing students must be approved to stay in the program for the upcoming term by the Nursing Department Chair before the Office of Financial Aid will consider an appeal for financial aid eligibility reinstatement.

Appeal Requirements

If the student is not placed on a warning status, the student must respond and appeal 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 or for nursing students, the Director of Nursing. 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 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. Return of Title IV Calculations are based on the official and the unofficial last date of attendance as determined by the school. 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 the 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. A school must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

- Unsubsidized Direct Loans (other than Direct PLUS Loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of Title IV funds is required
- FSEOG for which a return of Title IV funds is required
- TEACH Grants for which a return of Title IV funds is required
- Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required.

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 or a post-withdrawal 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.

Any post-withdrawal disbursement due must meet the current required conditions for late disbursements. A school is required to make (or offer as appropriate) post-withdrawal disbursements. A post-withdrawal disbursement must be made within 180 days of the date the institution determines that the student withdrew. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating earned Title IV aid and has no relationship to incurred educational costs. A post-withdrawal disbursement, whether credited to the student's account or disbursed to the student or parent directly, must be made from available grant funds before available loan funds. Available grant or loan funds refers to Title IV program assistance that could have been disbursed to the student but was not disbursed as of the date of the institution's determination that the student withdrew. A school must obtain confirmation from a student, or parent for a Direct Parent PLUS Loan, before making any disbursement of loan funds from a post-withdrawal disbursement. A school is permitted to credit a student's account with the post-withdrawal disbursement of Title IV grant funds without the student's permission for current charges for tuition, fees, and room and board (if the student contracts with the school) up to the amount of outstanding charges.

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.

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 or administrative withdrawal 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 or administrative withdrawal and does not appeal within the time frame allowed then the date of the initial suspension letter is used in the calculation; the College may, at its discretion, use the last date of attendance as described above.
- 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) manages and supports all campus computing, technology and telecommunication systems. Technology support is offered to students, faculty, and staff through the CCIT Support Center, in St. Charles Hall, during regular college office hours. The CCIT Support Center can also be reached by calling 406-447-HELP (4357). You will find the latest information regarding our computing services online at https://www.carroll.edu/campus-services/ccit.

All Carroll College students, faculty and staff are provided with a computer account giving them access to the local area network, the Learning Management System (Moodle), Carroll Apps and the campus portal (MyCarroll). Network access includes shared software, network storage space, printing, e-mail, and Internet access. Wireless access (WiFi) is available 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 https://www.carroll.edu/ccit/policies.

Students have access to a web-based Student Information System, via the MyCarroll portal, 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.

Academic Computing

Carroll provides general use and classroom computer labs in several locations on campus, including in Simperman Hall, the Corette Library, as well as in each residence hall. All lab systems provide access to Microsoft Office and Google Apps as well as specialized software for coursework. Students are able to access lab software via virtual desktop from their personal computers as well. Classroom computer labs are generally available for use during open building hours while residence hall labs are available 24 hours/day. Network printers are provided nearby for each lab. Classrooms are equipped with presentation technology. Additional details concerning Academic Technology, including lab locations, hours, and type of equipment available may be found online at https://www.carroll.edu/ccit/academic-technology.

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. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties.

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

Student Life Departments

Community Living (Student Housing and Conduct)

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. In each area, one CA also serves as a Resident Assistant Director (RAD) and serves alongside the professional staff in the Senior Staff On Call rotation and provides additional administrative support for the area. An Assistant Director of Community Living, a professional trained in hall administration, community development and staff supervision, supports the campus apartments and each residence hall.

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 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 cannot 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 Services

Health Services 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.

Hunthausen Activity Center

The Hunthausen Activity Center provides students with the opportunity to engage in recreation, fitness, intramurals and outdoor programming. The facility consists of a climbing tower, bouldering wall, outdoor recreation center, multi-purpose exercise rooms, gymnasium, cardiovascular equipment and weight equipment. The purpose of the center is to promote the health and wellness of Carroll College students and employees.

Hunthausen Activity Center staff will provide leadership opportunities for student employees to supervise facilities and programming. Building managers, desk workers, fitness instructors, intramural officials and Carroll Adventures and Mountaineering Program (CAMP) leaders will gain valuable employment experience in the operation of the Hunthausen Activity Center. Students will benefit from educational programming on outdoor recreation which will be supplemented by CAMP hiking, backpacking, and camping trips.

Carroll employees, spouses and dependents over the age of 18 have the opportunity to use the Hunthausen Activity Center. The intent is to promote the sense of community between Carroll College students, staff and faculty through the use of a common recreation and fitness facility.

The rules, policies and procedures for the building can be found on the Hunthausen Activity Center web page. It is expectation that all who use the building are familiar with the policies and procedures outlined at https://www.carroll.edu/hunthausen-activity-center/policies-procedures.

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; Carroll Adventure and Mountaineering Programs (CAMP); and the Associated Students of Carroll College (ASCC), 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, 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.

Additional Student Departments

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 and Cascade Conferences and the National Association for Intercollegiate Athletics. 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, one associate director and one assistant director of campus ministry programs, student interns, and peer ministers. 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 as well as respects the religious liberty of all.

Student Life Expectations

Carroll Code of Student Conduct

The Carroll Code of Student Conduct outlines the written expectations for student behaviors and student conduct procedures for students enrolled at Carroll College. Specifically, the Carroll Code provides the definitions, authority, jurisdiction, interaction with law enforcement, expectations for student conduct, student conduct procedures, sanctions, appeals and interpretation and revision of the code.

The Carroll Code has been established to reflect the mission, vision and values of Carroll College as a Catholic, diocesan, residential and liberal arts college with pre-professional programs. The Carroll Code further seeks to develop parameters for student conduct within the contexts of living in a community and learning in and out of the classroom.

The Carroll Code promotes responsible and healthy decisions by students that support the development of the individual and their responsibility to the community. Failure to comply with the Carroll Code may result In sanctions including separation of the student from the college.

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 activities. New Student Orientation for the spring semester is conducted in one day and focuses on mid-year transitions to college and academic life.

Housing and Meal Requirement

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 are for extreme financial hardship as evidenced from the student's Free Application for Federal Student Aid (FAFSA) report, a medical condition that Carroll College is not able to accommodate evidenced by the medical case file and a letter from a physician, or if the student delayed enrollment in college by three or more years beyond high school graduation. All students residing at the campus must also have a meal plan at the college. The choice of meal plans is determined by year in school and residence hall.

Student Qualification for Student Offices and Honors

Student government officers, class officers, managers, editors, community advisors, and 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, residence hall expulsion, or subject to any other disciplinary action inconsistent with the office or honor in question.

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 (p. 55) (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, HPE 102 or LAS 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.
    *NOTE: The only Bachelor of Science degrees offered at Carroll College are in Nursing, Civil Engineering and Engineering Science.

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.

Bachelor's Degree Requirements for Transfer Students with an Earned AA or AS Degree

Transfer students* who have earned an Associate of Arts or Associate of Science degree from a regionally accredited institution prior to enrolling at Carroll College must meet the following requirements:

1. Completion of 3 credits of philosophy and 3 credits of TH 101 Theological Foundations to satisfy 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, HPE 102 or LAS 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.

*NOTE: The Core Curriculum policy for transfer students does not apply to students who matriculate to Carroll as first-year students (who earned their AA or AS degree via dual-enrollment) or re-admit students.

Residence Requirements for Transfer Students with an Earned AA or AS Degree

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.

Bachelor's Degree Requirements for Post-baccalaureate Students

Post-baccalaureate students who have earned a Bachelor's degree from a regionally accredited institution prior to enrolling at Carroll College must meet the following requirements:

1. Completion of 3 credits of philosophy and 3 credits of theology to satisfy 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. 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.

Expected Time to Completion

All Bachelor of Arts and Bachelor of Science degree programs at Carroll College are designed to be completed in four years (eight full-time semesters) or equivalent, depending on incoming transfer credits. Sample four year plans are available through the Academic Advising office, and students are encouraged to meet with their academic advisor(s) regularly about course planning, progress, and degree completion.

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
TH 101	Theological Foundations	3
ENWR 102	College Composition II	4
CO 101	Basic Communication	3

LAS 101: waived for first-year students in Fall 2018; during the 18-19 academic year, students will be registered for a First Year Cohort (FYC) course in lieu of Alpha Seminar.

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 (AS, BI, CH, EAS, ES, PHYS) - lab course is required	3–4 credits
Philosophy	6 credits
Social Science (AN, ANZ, EC, GNDR, PO, PSY, SO)	6 credits
Theology - TH 101 may not be used to fulfill this requirement	3 credits

III. Writing-Intensive Requirement (WI):

Two (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:

Two (2) courses/experiences (one from A and one from B):

1. Global Diversity
    a. approved study abroad
    b. 3 credit class (GD) that meets criteria
    c. approved second language course
2. National Diversity
    a. 3 credit class (ND) that meets criteria

b. approved experiential learning opportunity
c. approved second language course

Note: Members of the Honor Scholars Program (HSP) have unique course requirements and fulfill 15 of their Carroll College Core Curriculum (Core) credits by participating in HSP seminars. See the Honors Scholars Program 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 (p. 56) (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, HPE 102 or LAS 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.

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

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
TH 101	Theological Foundations	3
ENWR 102	College Composition II	4
CO 101	Basic Communication	3

LAS 101: waived for first-year students in Fall 2018; during the 18-19 academic year, students will be registered for a First Year Cohort (FYC) course in lieu of Alpha Seminar.

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, ES, PHYS) - lab course is required	3–4 credits
Philosophy	3 credits
Social Science (AN, ANZ, EC, GEOG, GNDR, PO, PSY, SO)	3 credits
Theology - TH 101 may not be used to fulfill this requirement	3 credits

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

IV. Diversity Requirement: 1 course/experience

1. Global Diversity
   a. approved study abroad
   b. 3 credit class (GD) that meets criteria

    c. approved second language course
2. National Diversity
    a. 3 credit class (ND) that meets criteria
    b. approved experiential learning opportunity
    c. approved second language course

Majors, Minors and Certificate Programs

Accounting

ADEL DIMIAN, PH.D.
ASHLEY STARK HOPE, D.B.A., CPA
PETER LARSEN, PH.D.
BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE
JULIA MULL, M.B.A., M.S., M.A., CFP®, SERIES 6, 63 AND 65 LICENSES
ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, PH.D., J.D.

Mission and Goals

The Department of Business offers Bachelor of Arts degrees with majors in Accounting, Finance, or Business Administration. Business Administration majors may select concentrations in Economics, International Business, Management, Marketing, or Sports Management. Minors are available in Accounting, Economics, Business or Marketing, and an Associate of Arts degree is offered in Business Administration. Students may combine majors, minors and concentrations.

The Business Department's mission is consistent with Carroll College's dual goals of vocation and enlightenment and prepares students for graduate school or entry into the workforce. Framed by a strong foundation in liberal arts education, the mission of the Business Department is to provide students with the strong ethical foundation and globally informed knowledge and skills necessary for today's dynamic professional environment.

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.

ACCOUNTING, B.A.

I. Major Program Requirements

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

BA 203	Principles of Accounting I	3
BA 204	Principles of Accounting II	3
BA 301	Business Law I	3
BA 302	Business Law II	3
BA 303	Intermediate Financial Accounting I	3
BA 304	Intermediate Finacial Accounting II	3
BA 310	Governmental & Not-For-Profit Accounting	3
BA 311	Individual Federal Taxation	3
BA 313	Managerial Finance	3
BA 315	Cost Accounting	3
BA 360	Accounting & Finance Information Systems	3
BA 365	Financial Analysis Using Excel	3
BA 405	Auditing (WI)	3
EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3

II. Other Program Requirements

Required classes:

CS 213	Management Information Systems	3

MA 117	Difference Equations and Linear Algebra	3
	or	
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 207	Introduction to Statistics	3

Notes:

1. All accounting majors and minors must earn a grade of “C-” or better in all required courses.
2. The Business Department, in addition to Carroll’s regional accreditation, has received specialized business accreditation through IACBE for the degrees in Accounting, Finance, and Business Administration with concentrations in economics, international business, management, and marketing. 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.
3. For students interested in sitting for the CPA exam, Montana requires 150 semester credit hours for certification as a CPA. The requirement to sit for the CPA exam includes 24 upper division accounting hours and 24 business related hours. Students may complete the requirements through the Bachelor of Arts degree with a major in Accounting combined with the Master of Accountancy. Students should meet with their advisors to select appropriate courses to satisfy the 150 hour or graduate school admission requirements.

ACCOUNTING MINOR

Minor Program Requirements

Twenty-one semester credits of accounting, including:

BA 203	Principles of Accounting I	3
BA 204	Principles of Accounting II	3
BA 303	Intermediate Financial Accounting I	3
BA 313	Managerial Finance	3
BA 315	Cost Accounting	3
BA 360	Accounting & Finance Information Systems	3

BA 360: optional

Notes:

1. All accounting majors and minors must earn a grade of “C-” or better in all required courses

Anthropology

JAMIE M. DOLAN, PH.D
LAURI TRAVIS, PH.D.

Mission and Goals

Anthropology is the study of human cultural and biocultural diversity and development. To understand the complexity of cultures, the anthropology department integrates the perspective of social, biological, and natural sciences. The application of interdisciplinary knowledge is used to explore human dilemmas and possible solutions. Culture is used as a framework for understanding similarities and differences in behavior and values in human societies which provides a cross-cultural/global understanding of human behavior and diversity.

Student Learning Outcomes

In pursuing this program, students will:

1. Come to understand anthropological core concepts and theory
2. Discover an awareness of human diversity and how diversity is often adaptable
3. View human behavior through biological/evolutionary models
4. Apply anthropological concepts to global problems
5. Understand the structure and history of global social systems
6. Apply information and methods used in class to comprehend global, local and individual viewpoints
7. Learn anthropological approaches to the study of human biology as it interacts with culture
8. Use critical and investigative thinking skills

ANTHROPOLOGY MINOR

The Anthropology minor is a multidisciplinary program offered through the Department of Sociology and 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 cross-listed with sociology and taken for the minor cannot be counted toward the requirements for the minor in sociology. However, anthropology courses cross-listed with sociology taken for the anthropology minor may count towards a major in sociology.

Twenty-one semester credits, including:

Core Courses

Students must take the following courses (6 credits):

AN 331	Social Science Research Methods	3
AN 496	Capstone Project	3

AN 331: No pre-requisites for AN minors

Students must take two of the following courses (6 credits):

AN 204/SO 204	Cultural Anthropology (GD)	3
AN 245/SO 245	Physical Anthropology	3
AN 318/SO 318	North American Archaeology-GD	3
LL 220	Introduction to Linguistics (ND or GD)	3

Elective Courses

Students must take three of the following courses or any other core options listed above (9 credits). At least one of these courses must be upper division (300 and 400 level):

SO 200	Social Problems (ND)	3
ES 205/AN 205	Human Ecology	3
AN 208/SO 208	The Family (ND)	3
AN 218/SO 218	Intro to Native American Studies (ND)	3
SO 225/GNDR 225	Sociology of Gender	3
SO 317/AN 317	Ethnic and Racial Relations(ND)	3
CO 325G/CO 325N	Intercultural Comm (GD)	3
AN 341	Archaeological Field School	4
SO 360	Environmental Sociology	3
CO 420	Globalization Gender & Communication-GD	3

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

Anthrozoology

H. MARIE SUTHERS, D.V.M., DIRECTOR
JESSE MCCLURE, PH.D.

Mission and Goals

Anthrozoology is the scholarly study of human-animal interactions and relationships, including the human-animal bond with domestic and wild animals, the role of animals in service and therapy, and evolving human responsibilities for animal welfare and wild animal conservation.

Student Learning Outcomes

By completing this major students will:

- Increase their understanding of the role animals play in human society.
- Recognize the interconnectedness of human and animal well-being.
- Acquire knowledge and skills from the biological, social and psychological sciences to describe and explain the interactions between humans and animals.
- Study and apply various therapeutic and educational approaches to improve the well-being of both humans and animals.

Carroll College’s unique combination of classroom instruction and hands-on experience with horses, dogs, and some wild animals prepares students for graduate or professional study or immediate entry into an animal-related profession. The curriculum benefits any student interested in animal-assisted activities and therapies, animal-related non-profit organizations, counseling, veterinary medicine, physical and occupational therapy with animal-assisted modalities, wildlife biology, animal care and rehabilitation, animal advocacy, social work, and many other fields.

ANTHROZOOLOGY, B.A.

The Anthrozoology program is designed to meet the specific academic needs of a diverse student body ranging from those who seek immediate employment to those who seek graduate and professional studies upon graduation. The curriculum is flexible and can be customized to fit individual interests and needs.

Students who choose to pursue veterinary, physical therapy, or occupational therapy school must select elective courses that meet the respective pre-professional requirements. Students desiring to pursue graduate degrees in psychology, counseling or social work need to select elective courses consistent with graduate school requirements. Some students may want to start an animal-related business, in which case elective courses in business, environmental studies, or sociology are relevant. The program offers both a major and minor in Anthrozoology.

In addition to the general course requirements set by Carroll College, the major requires students to complete 37 credits specifically in Anthrozoology, and 13 credits from other disciplines including biology, business, psychology or sociology, and statistics. The minor requires 28 credits in Anthrozoology of which 13 credits are in either the equine or canine field of specialization, and 4 credits from other disciplines.

I. Major Program Requirements

Thirty-seven semester credits of Anthrozoology courses, including:

ANZ 107	Introduction to Anthrozoology	3
ANZ 108	Survey of Animals in Service	3
ANZ 202	Learning & Cognition	3
ANZ 221	Canine Science: Nature of Dog	3
ANZ 231	Horses & Humans: Historical Perspective	3
ANZ 233	Connecting W/ Horses: Basic Equine Skills	2
ANZ 321	Introduction to Canine Training	3
ANZ 321L	Introduction to Canine Training Lab	2
ANZ 322	Advanced Canine Training Appl & Princple	3
ANZ 322L	Adv Canine Training: Appl/Priciple Lab	2
ANZ 332	Equine Science: Nature Horses	4
ANZ 441	Animal Behavior (WI)	3
ANZ 442	The Science of Animal Welfare	3

Recommended electives:

ANZ 252	Wild Animals and Society	3
ANZ 421	Specialized Canine Training	2
ANZ 422	Specialized Canine Training	2
ANZ 431	Equine Assisted Activities and Therapies	4

II. Other Program Requirements

Required courses:

BA XXX	Business elective course	3
BI 102	Human Biology	4
	or	
BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
	or	
BI 201	Intro to Human Anatomy & Physiology I	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PSY 105	General Psychology	3
	or	
SO 101	Introduction to Sociology	3

Plus one research methods course:

Choose **one** of the following research methods courses from related disciplines, in consultation with your Anthrozoology advisor:

ES 304	Environmental Field Methods	4
HS 307	Evidence Based Research Methods (WI)	3
PSY 309	Research Methods (WI)	4
SO 331	Social Science Research Methods	4

All program requirements apply to pre-professional students. See more information about recommended courses for pre-veterinary, pre-physical therapy, and pre-occupational therapy in the pre-professional programs (p. 167) section.

III. Elective Options

Recommended Courses for Careers in Wild Animal Conservation and Related Disciplines

Select the number of elective credits you need from the following:

ANZ 252	Wild Animals and Society	3
BI 101	Life Science	4
ES 121	Environmental Science	4
GIS 110	Intro to Geographical Infomation Systems	2
PHIL 206	Environmental Ethics	3
PHIL 208	Bioethics	3
ES 205/AN 205	Human Ecology	3
SO 360	Environmental Sociology	3
PO 321	Citizenship: Think Global, Act Local-ND	3
BI 255	Field Ornithology	3
ES 300	Environmental Field Studies	3
ES 300G	Environmental Field Study(GD)	3

BI 101: in addition to the required Biology

Recommended Courses for Careers in Criminal Justice

Select the number of elective credits you need from the following courses:

PSY 321	Law, Justice & Forensic Psychology	3
SO 101	Introduction to Sociology	3
SO 262	Alcohlsm, Drug Abuse, Dependent Behavior	3
SO 309	Crime & Criminology (ND)	3
SO 312	Juvenile Deliquency/Deviant Behavior-ND	3
SO 314	Sociology of Law (GD)	3
SO 389	Special Topic	1.00 - 3.00
TH 216	Violence & Atonement	3

ANTHROZOOLOGY MINOR

I. Minor Program Requirements

Twenty-eight semester credits of Anthrozoology classes, including:

ANZ 107	Introduction to Anthrozoology	3
ANZ 108	Survey of Animals in Service	3
ANZ 202	Learning & Cognition	3
ANZ 441	Animal Behavior (WI)	3
ANZ 442	The Science of Animal Welfare	3

and all of the classes within either the canine track or the equine track (13 credits each).

A. Canine Track

ANZ 221	Canine Science: Nature of Dog	3
ANZ 321	Introduction to Canine Training	3
ANZ 321L	Introduction to Canine Training Lab	2
ANZ 322	Advanced Canine Training Appl & Princple	3
ANZ 322L	Adv Canine Training: Appl/Priciple Lab	2

B. Equine Track

ANZ 231	Horses & Humans: Historical Perspective	3
ANZ 233	Connecting W/ Horses: Basic Equine Skills	2
ANZ 332	Equine Science: Nature Horses	4
ANZ 431	Equine Assisted Activities and Therapies	4

II. Other Program Requirements

Plus four semester credits of the following:

BI 102	Human Biology	4
	or	
BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
	or	
BI 201	Intro to Human Anatomy & Physiology I	4

Biochemistry/ Molecular Biology

TRAVIS ALMQUIST, PH.D.
EJ BLITZER, PH.D
ALYSSA CARLSON, PH.D.
WREN CHEATUM, M.S.
JENNIFER GLOWIENKA, PH.D.
DAN GRETCH, PH.D.
DAVID HITT, PH.D.
JULIE KESSLER, PH.D.
THERESA A. MCHUGH, 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.

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.

BIOCHEMISTRY/ MOLECULAR BIOLOGY, B.A.

I. Major Program Requirements

Biology Courses		
BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
BI 281	Genetics	4
BI 382	Cell Biology	4
BI 329	Molecular Biology	4
	or	
BI 330	Molecular Biology(WI)	4
BMB 496	Biochemistry Molecular BI SeniorSeminar	1
Chemistry Courses		
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
CH 353	Biochemistry	4
CH 354	Biochemistry II	4
CH 390	Physical Chemistry for Life Sciences	4

II. Other Program Requirements

Required classes:

MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
	and	
MA 122	Integral Calculus	3
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4

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

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ALYSSA CARLSON, PH.D.
JENNIFER GLOWIENKA, PH.D.
DAN GRETCH, PH.D.
THERESA A. MCHUGH, PH.D.
STEPHANIE OTTO-HITT, PH.D.
BETH SHEAFOR, M.S.
BRANDON SHEAFOR, 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.

BIOLOGY, B.A.

(minimum of 60 total credits)

I. Foundational Program Requirements (36 credits)

Required classes:

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
BI 281	Genetics	4
BI 496	Senior Seminar	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
	or	
CH 285	Intermediate Organic Chemistry	4

PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4

CH 285: Students who require only one semester of organic chemistry should enroll in CH 285.

At least seven math credits selected from the following list:

MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 131	Calculus of Single Variable Functions	4
MA 141	Introduction to Mathematical Modeling	4
MA 315	Probability and Statistics	3

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	4
BI 382	Cell Biology	4
BI 350	Developmental Biology	4
BI 329	Molecular Biology	4
	or	
BI 330	Molecular Biology(WI)	4

Subdiscipline 2: Organismal Biology

BI 306	Plant Biology	4
BI 307	Animal Physiology	4
BI 323	Comparative Anatomy	4

Subdiscipline 3: Ecology and Evolution

BI 311	Ecology (WI)	4
BI 312	Global Change Ecology	4
BI 370	Evolutionary Analysis(WI)	4

Other Science Electives:

CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
CH 353	Biochemistry	4
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4

III. Other Program Requirements

1. All biology majors must take the following courses, or their equivalent, in sequence: BI 171, BI 172, BI 281.
2. 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.
3. All degree students should review requirements for graduation as described in this catalog.

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

1. All program requirements (sections I, II and III above) apply to pre-professional students.
2. Pre-professional students should consider the following:
   a. 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 CH 353 as part of your course requirements in section II.
   b. 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.
   c. More information can be found in the Pre-Professional Programs (p. 167) section of this catalog.

BIOLOGY FOR SECONDARY EDUCATION, B.A.

I. Major Program Requirements

Required classes:

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3

BI 172L	Biological Principles II Lab	1
BI 281	Genetics	4

Two additional upper division course from the following list:

BI 305	Microbiology	4
BI 306	Plant Biology	4
BI 307	Animal Physiology	4
BI 311	Ecology (WI)	4
BI 323	Comparative Anatomy	4
BI 350	Developmental Biology	4
BI 370	Evolutionary Analysis(WI)	4
BI 382	Cell Biology	4
BI 329	Molecular Biology	4
	or	
BI 330	Molecular Biology(WI)	4
CH 353	Biochemistry	4

II. Other Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
	or	
CH 285	Intermediate Organic Chemistry	4
MA 315	Probability and Statistics	3
MA XXX	One additional course in mathematics	
PHIL 252	Philosophy & History of Science	3
PHYS XXX	One course in physics is recommended	

CH 285: Students who require only one semester of organic chemistry should enroll in CH 285.

III. Professional Education Requirements

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 346	Teaching Science in the Secondary School	2
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course(s) (p. 91).

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
4. See Secondary Education Requirements (p. 90).

BIOLOGY MINOR

I. Minor Program Requirements

Required classes:

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
BI 281	Genetics	4

Two additional upper-division course from the following list:

BI 305	Microbiology	4
BI 306	Plant Biology	4
BI 307	Animal Physiology	4
BI 311	Ecology (WI)	4
BI 323	Comparative Anatomy	4
BI 350	Developmental Biology	4
BI 370	Evolutionary Analysis(WI)	4
BI 382	Cell Biology	4
BI 329	Molecular Biology	4
	or	
BI 330	Molecular Biology(WI)	4
CH 353	Biochemistry	4

II. Other Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
	or	
CH 285	Intermediate Organic Chemistry	4

(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).

BIOLOGY FOR SECONDARY EDUCATION MINOR

I. Minor Program Requirements

Required classes:

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
BI 281	Genetics	4

One additional upper-division course from the following list:

BI 305	Microbiology	4
BI 306	Plant Biology	4
BI 307	Animal Physiology	4
BI 311	Ecology (WI)	4
BI 323	Comparative Anatomy	4
BI 350	Developmental Biology	4
BI 370	Evolutionary Analysis(WI)	4
BI 382	Cell Biology	4
BI 329	Molecular Biology	4
	or	
BI 330	Molecular Biology(WI)	4
CH 353	Biochemistry	4

II. Other Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
	or	
CH 285	Intermediate Organic Chemistry	4
ED 346	Teaching Science in the Secondary School	2
MA 315	Probability and Statistics	3
PHIL 252	Philosophy & History of Science	3

(Students who require only one semester of organic chemistry should enroll in CH 285.)

III. Teacher Licensure

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

ED 408	Student Teaching in the Minor Area	5
	or	
ED 410	Student Teaching	12

See Professional Requirements for Secondary Education (p. 91).

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

Note:

1. 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; 3) earn a minimum 2.65 grade point average in Minor Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).

Business Administration

ANDREW THOMAS, PH.D., J.D.
ASHLEY STARK HOPE, D.B.A., CPA
PETER LARSEN, PH.D.
BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE
JULIA MULL, M.B.A., M.S., M.A., CFP®, SERIES 6, 63 AND 65 LICENSES
ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, PH.D., J.D.

Mission and Goals

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

The Business Department's mission is consistent with Carroll College's dual goals of vocation and enlightenment and prepares students for graduate school or entry into the workforce. Framed by a strong foundation in liberal arts education, the mission of the Business Department is to provide students with the strong ethical foundation and globally informed knowledge and skills necessary for today's dynamic professional environment.

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

Upon completion of the requirements:

- Students will be able to distinguish the principal concepts, theories, and practices in and recognize the interrelationships between the functional areas of business.
- Students will be able to recognize cultural perspectives, social responsibilities, and ethical perspectives and apply them to organizational decision-making.
- Students will be able to construct coherent oral and written forms of communication and present them in a professional manner.
- Students will be able to apply theory and practice in the business functional areas to strategic planning and analysis of organizational problems and challenges.

BUSINESS ADMINISTRATION WITH AN AREA OF CONCENTRATION, B.A.

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

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

BA 203	Principles of Accounting I	3
BA 204	Principles of Accounting II	3
BA 301	Business Law I	3
BA 302	Business Law II	3
BA 306	Marketing	3
BA 313	Managerial Finance	3
BA 365	Financial Analysis Using Excel	3
BA 375	Fundamentals of Management	3
BA 392	International Business(GD&WI)	3
BA 410	Business Policy	3
EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3
EC 309	Financial Markets and Institutions	3
	or	
EC 406	International Economics	3

EC 406: for students concentrating in International Business only

Plus one of the following areas of concentration (18 credits):

A. Economics

BA 409	Operations Research	3
EC 304	Public Finance	3
EC 306	Int'l Trade/Global Organization	3
EC 401	Intermediate Microeconomics	3
EC 402	Intermediate Macroeconomics	3
EC 406	International Economics	3

B. Management

BA 377	Entrepreneurship (WI)	3
BA 408	Human Resource Management	3
BA 409	Operations Research	3
BA 413	Organizational Behavior	3

CO 320	Organizational Communication	3
PMGT 210	Project Planning,Scheduling &Estimating	3

C. International Business

Required courses:

BA 401	International Marketing	3
EC 306	Int'l Trade/Global Organization	3
SA	Study Abroad Experience	3-12
FR/SP/GM/GK/LA	6 credits of a modern foreign or classical language	6

Plus one of the following:

BA 393/EC 393	India: Socioeconomic Issues(GDorND)	3
CO 325G/CO 325N	Intercultural Comm (GD)	3

D. Marketing

Required course:

BA 320	Market Research	3

Plus three of the following:

BA 322	Consumer Behavior	3
BA 324	Marketing Communication & Promotion	3
BA 326	New Product Development	3
BA 328	Personal Selling	3
BA 401	International Marketing	3

Plus two of the following:

CO 250	Social Media and Communication	3
CS 202	Web Design and Development	3
CS 310	Database Design	4
GIS 220	GIS Databases	3

E. Sports Management

Required courses:

BA 320	Market Research	3
BA 324	Marketing Communication & Promotion	3
BA 425	BA Internship	1-9
CO 215	Introduction to Public Relations I	3
ENWR 305	Workplace Writing (WI)	3

BA 425: minimum 3 credits required

Plus one of the following:

BA 322	Consumer Behavior	3
BA 328	Personal Selling	3
EC 305	Economics & Strategies of Sports	3
HS 325	Applied Anatomical Kinesiology	3
HS 413	Exercise Physiology/Human Performnce	3

Suggested Electives:

BA 227	Nonprofit Fundraising and Philanthropy	3
BI 102	Human Biology	4
CO 108	Digital Publishing	3
CO 166	Fund Film/TV Prod II:Aesthetics Film/TV	3
CO 225	Professional Communication	3
CO 280/GNDR 280	Gender Communication (ND)	3

II. Other Program Requirements

Required classes:

CS 213	Management Information Systems	3
MA 117	Difference Equations and Linear Algebra	3
	or	
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 207	Introduction to Statistics	3

Notes:

1. All business majors and minors must earn a grade of "C-" or better in all required courses.
2. The Business Department, in addition to Carroll's regional accreditation, has received specialized business accreditation through IACBE for the degrees in Accounting, Finance, and Business Administration with concentrations in economics, international business, management, and marketing. 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.
3. 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 18 credits, 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.
4. 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.

BUSINESS ADMINISTRATION MINOR

Minor Program Requirements

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

BA 203	Principles of Accounting I	3
BA 204	Principles of Accounting II	3
BA 306	Marketing	3
BA 313	Managerial Finance	3
BA 375	Fundamentals of Management	3
EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3

Notes:

1. All business majors and minors must earn a grade of "C-" or better in all required courses.

BUSINESS ADMINISTRATION, A.A.

Curriculum

Program Requirements

BA 203	Principles of Accounting I	3
BA 204	Principles of Accounting II	3
BA 306	Marketing	3
BA 375	Fundamentals of Management	3
EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3

And 1 of the following:

BA 301	Business Law I	3
BA 313	Managerial Finance	3
BA 408	Human Resource Management	3

Notes:

1. All business majors and minors must earn a grade of "C-" or better in all required courses. All degree students should review requirements for graduation as described in this catalog.

ECONOMICS MINOR

Minor Program Requirements

Twenty-one semester credits of economics courses, including:

EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3

Five upper-division (300-400 level) economics courses, including:

BA 409	Operations Research	3

Notes:

1. All economics minors must earn a grade of “C-” or better in all required courses.

MARKETING MINOR

Minor Program Requirements

Twenty-one semester credits, including:

BA 203	Principles of Accounting I	3
BA 204	Principles of Accounting II	3
BA 306	Marketing	3
BA 375	Fundamentals of Management	3

Plus 9 additional credits from the following:

BA 320	Market Research	3
BA 322	Consumer Behavior	3
BA 324	Marketing Communication & Promotion	3
BA 326	New Product Development	3
BA 328	Personal Selling	3
BA 401	International Marketing	3

Notes:

1. All marketing minors must earn a grade of “C-” or better in all required courses.

ENTREPRENEURSHIP CERTIFICATE

Description

The Entrepreneurship Certificate is designed to allow students to obtain the necessary skills and abilities to pursue the development of an/their entrepreneurial idea with a professional individual as a mentor.

Student Learning Outcomes

- The student will learn how to develop a business plan
- The student will develop a business plan for their own idea or work with others on theirs.
- The student will work with a professional mentor to develop their idea as far as possible, hopefully to commercialization

Certificate Program Requirements

Required Courses:

BA 307	Accounting & Finance for the Entrepreneur	1
BA 326	New Product Development	3
BA 328	Personal Selling	3
BA 377	Entrepreneurship (WI)	3
BA 378	Entrepreneurship Practicum	3

Optional Course:

BA 178	Entrepreneurship Lecture Series	1

Notes:

1. All entrepreneurship certificate students must earn a grade of “C-” or better in all required courses.

PROJECT MANAGEMENT CERTIFICATE

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.

Certificate Program Requirements

Required classes:

PMGT 210	Project Planning,Scheduling &Estimating	3
PMGT 220	Project Risk Mngmnt, Monitoring Control	3
PMGT 310	Project Leadership: Change/Success	3
EC 203	Project Management Economics	3

Notes:

1. All project management certificate students must earn a grade of “C-” or better in all required courses. The classes may be taken in any order and must be taken at Carroll

Chemistry

WREN CHEATUM, M.S.
DAN GRETCH, PH.D.
DAVID HITT, PH.D.
JULIE KESSLER, PH.D.
CAROLINE PHARR, PH.D.
JOHN ROWLEY, PH.D.
KYLE S. STRODE, 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.

CHEMISTRY, B.A.

I. Major Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3

CH 301L	Organic Chemistry I Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
CH 306	Instrumental Methods	3
CH 391	Physical Chemistry	3
CH 392	Physical Chemistry	3
CH 411	Integrated Lab I	2
CH 412	Integrated Lab II(WI)	2
CH 496	Senior Seminar	1

One additional upper-division course from the following list:

CH 405	Advanced Inorganic Chemistry	3
CH 406	Advanced Organic Chemistry	3

II. Other Program Requirements

Required classes:

MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 233	Multivariable Calculus	4
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4

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.

CHEMISTRY FOR SECONDARY EDUCATION, B.A.

I. Major Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1

Two additional upper division Chemistry courses

II. Other Program Requirements

Required classes:

MA 121	Differential Calculus	3
PHIL 252	Philosophy & History of Science	3

One additional two-semester course from the following list:

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
	and	
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4
	and	
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
PHYS 205	Physics Using Calculus I: Mechanics	4
	and	
PHYS 206	Physics Using Calculus II	4

III. Professional Education Requirements

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3

ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 346	Teaching Science in the Secondary School	2
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course(s) (p. 91)

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Individuals pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
3. See Secondary Education Requirements (p. 90).

CHEMISTRY MINOR

I. Minor Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1

Plus 1 additional upper-division chemistry course

CHEMISTRY FOR SECONDARY EDUCATION MINOR

I. Minor Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1

II. Other Program Requirements

Required classes:

ED 346	Teaching Science in the Secondary School	2
MA 121	Differential Calculus	3
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PHIL 252	Philosophy & History of Science	3

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	5
	or	
ED 410	Student Teaching	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Individuals pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Minor Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See for Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).

Classical Studies

JEANETTE FREGULIA, PH.D.
JEREMY JOHNSON, PH.D.
WILLIAM B. PARSONS JR., PH.D.
ELVIRA RONCALLI, PH.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:

1. Read, understand, and interpret a classical language
2. Demonstrate knowledge and understanding of Greco-Roman culture
3. Connect with other disciplines and expand knowledge
4. Develop insight into their own language and culture
5. Participate in wider communities of language and culture

CLASSICAL STUDIES, B.A.

I. Major Program Requirements

Thirty-nine semester credits, including:

HI 239	History of the Ancient Mediterranean	3

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	3
TH 236	Introduction to New Testament (WI)	3
TH 341	History of Christian Thought: Early Church & Partistics	3
TH 342	HCT: Middle Ages Through Reformation	3

Classical Philosophy (3 credits)

PHIL 200	Ancient Philosophy	3
PHIL 202	Medieval Philosophy	3
PO 330	Topics in Political Theory	3
PO 331	Classical Political Thought	3

Classical Art and Literature (3 credits)

ART 120	Art History Ancient - Thirteenth Century	3
ART 121	Fourteenth Century to Contemporary	3
LL 220	Introduction to Linguistics (ND or GD)	3
ENLT 215	Introduction to Literature	3
ENLT 216	Introduction to Literature (WI)	3
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	Introductory Latin (GD)	3
LA 102	Introductory Latin (GD)	3
	and	
LA 203	Intermediate Latin (GD)	3
LA 204	Intermediate Latin (GD)	3
	or	
GK 201	Ancient Greek (GD)	3
GK 202	Introductory Greek (GD)	
	and	
GK 301	Ancient Intermediate Greek I	
GK 302	Ancient Intermediate Greek II	
FR 101	Elementary French I (GD)	3
FR 102	Elementary French II (GD)	3
	and	
FR 203	Intermediate French (GD)	3
FR 204	Intermediate French (GD)	3
	or	
SP 101	Acquisition of Spanish I (GD) or (ND)	3
SP 102	Acquisition Spanish II(GD) or (ND)	3
	and	
SP 203	Acquisition of Spanish III (GD) or (ND)	3
SP 204	Acquisition of Spanish IV(GD) or (ND)	3

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

CLST 485	Independent Study	1.00 - 3.00
	or	
CLST 499	Senior Thesis	1.00 - 3.00

CLASSICAL STUDIES MINOR

I. Minor Program Requirements

Twenty-one semester credits, including the following:

HI 239	History of the Ancient Mediterranean	3

Two courses (6 credits) selected from these three thematic categories:

Classical Culture and its Reception		
HI 204	Medieval History	3
TH 236	Introduction to New Testament (WI)	3
TH 341	History of Christian Thought: Early Church & Partistics	3
TH 342	HCT: Middle Ages Through Reformation	3
Classical Philosophy		
PHIL 200	Ancient Philosophy	3
PHIL 202	Medieval Philosophy	3
PO 330	Topics in Political Theory	3
PO 331	Classical Political Thought	3
Classical Art and Literature		
ART 120	Art History Ancient - Thirteenth Century	3
ART 121	Fourteenth Century to Contemporary	3
LL 220	Introduction to Linguistics (ND or GD)	3
ENLT 215	Introduction to Literature	3
ENLT 216	Introduction to Literature (WI)	3
ENLT 416	Myth in Literature	
Competency in at least one classical language to through the intermediate level:		
LA 101	Introductory Latin (GD)	3
	and	
LA 102	Introductory Latin (GD)	3
	and	
LA 203	Intermediate Latin (GD)	3
	and	
LA 204	Intermediate Latin (GD)	3
	or	
GK 201	Ancient Greek (GD)	3
	and	
GK 202	Introductory Greek (GD)	
	and	
GK 301	Ancient Intermediate Greek I	
	and	
GK 302	Ancient Intermediate Greek II	

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

COMMUNICATION STUDIES, B.A.

I. Major Program Requirements

Thirty-seven semester credits of communication courses, including:

CO 101	Basic Communication	3
CO 108	Digital Publishing	3
CO 206	Small Group Communication	3
CO 225	Professional Communication	3
CO 280/GNDR 280	Gender Communication (ND)	3
CO 306/ENWR 306	Writing for the Print Media (WI)	3
CO 308	Communication Ethics	3
CO 320	Organizational Communication	3
CO 325G/CO 325N	Intercultural Comm (GD)	3
CO 340	Interpersonal Communication Theory	3
CO 395	Research Methods Seminar	3
CO 414	Human Communication Theory	3
CO 495	Senior Practicum: The Graceful Exit	1

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, Senior Thesis.

COMMUNICATION STUDIES MINOR

Minor Program Requirements

Twenty-one semester credits in communication, including:

Required courses:

CO 101	Basic Communication	3
CO 206	Small Group Communication	3
CO 340	Interpersonal Communication Theory	3

Plus four more courses from among the following:

CO 108	Digital Publishing	3
CO 165	Fund of TV & Film Production: Writing	3
CO 166	Fund Film/TV Prod II:Aesthetics Film/TV	3
CO 210	Language & Nonverbal Behavior	3
CO 215	Introduction to Public Relations I	3
CO 225	Professional Communication	3
CO 260	Servant Leadership	3
CO 275	Conflict Management	3
CO 280/GNDR 280	Gender Communication (ND)	3
CO 306/ENWR 306	Writing for the Print Media (WI)	3
CO 308	Communication Ethics	3
CO 310	Mass Media	3
CO 320	Organizational Communication	3
CO 325G/CO 325N	Intercultural Comm (GD)	3
CO 360	Health Communication	3
CO 420	Globalization Gender & Communication-GD	3

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.

TV PRODUCTION MINOR

I. Minor Program Requirements

Eighteen credits, including:

CO 165	Fund of TV & Film Production: Writing	3
CO 166	Fund Film/TV Prod II:Aesthetics Film/TV	3
CO 265	Basic Single Camera Production	4
CO 306/ENWR 306	Writing for the Print Media (WI)	3
	or	
CO 365	Saints TV: Television Production	3
CO 310	Mass Media	3
CO 425	Communication Career Internship	1.00 - 12.00

SOCIAL MEDIA MINOR

I. Minor Program Requirements

Eighteen credits, including:

ART 113	Digital Photography	3
CO 108	Digital Publishing	3
CO 130/CS 130	Viral Video	3
CO 250	Social Media and Communication	3
CS 202	Web Design and Development	3

Plus one of the following:

CO 165	Fund of TV & Film Production: Writing	3
CO 306/ENWR 306	Writing for the Print Media (WI)	3

SOCIAL MEDIA CERTIFICATE

Student Learning Outcomes

In addition to the Communication Department learning outcomes, students earning a minor or certificate in social media will:

- Learn to apply evolving platforms and technologies to personal life, business development, and marketing through learning labs utilizing social media, social networking, and real-time publishing; and
- Be prepared to leverage social media to effectively create, implement, and analyze multi-channel communication strategies using the latest digital technology.

Certificate Program Requirements

Twelve credits, including:

CO 250	Social Media and Communication	3
CS 202	Web Design and Development	3

Plus two of the following:

ART 113	Digital Photography	3
CO 108	Digital Publishing	3
CO 130/CS 130	Viral Video	3

COMMUNICATION STUDIES, A.A.

Program Requirements

Twenty-four semester credits in communication studies, including:

CO 101	Basic Communication	3
CO 206	Small Group Communication	3
CO 225	Professional Communication	3
CO 280/GNDR 280	Gender Communication (ND)	3
CO 306/ENWR 306	Writing for the Print Media (WI)	3
CO 308	Communication Ethics	3
CO 340	Interpersonal Communication Theory	3
CO 414	Human Communication Theory	3

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

Computer Science

R. STEPHEN HARPER, M.S.
SHAUN E. SCOTT, ED.D.
THEODORE J. WENDT, PH.D.

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 I, below). The computer science faculty and the college registrar must approve this plan.

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

COMPUTER SCIENCE, B.A.

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.

I. Computer Science Program Requirements

Required-classes

CS 110	Introduction to Programming	4
CS 120	Data Structures and Program Design	4
CS 202	Web Design and Development	3
CS 230	Software Engineering (WI)	4
CS 251	Introduction to Linux	3
CS 310	Database Design	4
CS 330	Networking Technologies	4
	or	
CS 410	Operating Systems	4
CS 430	Senior Project: Your Project	4
	or	
CS 499	Senior Thesis	1.00 - 3.00
CS 495	Computer Science Seminar	3

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, and Business and Web Development, but could be from any discipline.)

CS 287	Student Topics in Computer Science	1
CS 289	Special Topic	1.00 - 3.00
CS 311	Database Project	4
CS 389	Special Topic	1.00 - 3.00
CS 330	Networking Technologies	4
	or	
CS 410	Operating Systems	4
CS 421	Cyber Security	4
DS 325	Advanced Statistics for Data Science WI	3
DS 401	Machine & Statistical Learning	3
DS 405	Computing for Data Science	3

CS 330 Network Technologies or CS 410 Operating Systems: ONLY if not used in section above

CS 287 Student Topics (1 credit): repeatable

II. Other Program Requirements

Required classes:

PSY 200	Emotional Intel & Personal Prof Success	3
	or	
CO 206	Small Group Communication	3
	or	
CO 275	Conflict Management	3
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 315	Probability and Statistics	3
MA 328	Modern Applications of Discrete Math	3
PHYS 155/ENGR 155	Robotics and Experimental Physics	3

MA 131 -or- MA 121 plus MA 122 is recommended for graduate school

III. Core Curriculum Recommendations

We recommend the following:

Fine Arts Core (3 credits)

ART 113	Digital Photography	3

Philosophy Core (6 credits)

PHIL 107	Ethics	3
	or	
PHIL 207	Business Ethics	3
	or	
PHIL 113	Formal Logic	3
	or	
PHIL 189	Special Topic	1.00 - 3.00

Social Science Core (6 credits)

PSY 200	Emotional Intel & Personal Prof Success	3

Science Core

Met by required PHYS 155 Robots and Experimental Physics

Math Core

Met by required MA 328 Discrete Math

Also, to finish the Core, students need to take:

LAS 101	Alpha Seminar	3
TH 101	Theological Foundations	3
CO 101	Basic Communication	3
ENWR 102	College Composition II	4

Plus History, Literature, and a second Theology courses. Global Diversity (GD) and National Diversity (ND) courses may be taken separately or combined with the above class requirements. (See GD and ND course lists online.) One additional Writing Intensive course (WI), out of the major, must be taken. ENWR 305 Workplace Writing is recommended as being applicable to technology careers.

LAS 101: waived for first-year students in Fall 2018; during the 18-19 academic year, students will be registered for a First Year Cohort (FYC) course in lieu of Alpha Seminar.

V. General Electives (up to eighteen credits to fulfill 122 total credit requirement)

We recommend:

CS 287	Student Topics in Computer Science	1

CS 287: repeatable

COMPUTER SCIENCE MINOR

Minor Program Requirements

25 credits in Computer Science including:

CS 110	Introduction to Programming	4
CS 310	Database Design	4

CS 330	Networking Technologies	4
	or	
CS 410	Operating Systems	4

COMPUTER SCIENCE, A.A.

Computer Science A.A. Course Requirements:

Completion of the requirements for the Computer Science Minor (p. 82).

COMPUTER INFORMATION SYSTEMS, B.A.

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

Required classes:

CS 110	Introduction to Programming	4
CS 120	Data Structures and Program Design	4
CS 202	Web Design and Development	3
CS 251	Introduction to Linux	3
CS 310	Database Design	4
CS 425	Computer Science Internship	1.00 - 6.00

Plus at least twelve credits from the following:

CS 230	Software Engineering (WI)	4
CS 311	Database Project	4
CS 330	Networking Technologies	4
CS 410	Operating Systems	4
CS 421	Cyber Security	4

CS 230: fall, Writing Intensive (WI) – if CS 230 is NOT taken, ENWR 305 Workplace Writing is required

Plus choose one option from section A, Technical Emphasis, and one option from section B, Business Emphasis (both emphases are required):

A. Technical Emphasis (twelve credits)

Complete either the GIS Certificate or the Social Media Certificate.

GIS Certificate requirements

GIS 110	Intro to Geographical Infomation Systems	2
GIS 220	GIS Databases	3
GIS 315	Spatial Analysis	3
GIS 316	Raster Analysis	3
GIS 430	GIS Project	1

Social Media Certificate requirements

Twelve credits, including:

CO 250	Social Media and Communication	3
CS 202	Web Design and Development	3

Plus two of the following:

ART 113	Digital Photography	3
CO 108	Digital Publishing	3
CO 130/CS 130	Viral Video	3

B. Business Emphasis (twelve credits)

Complete either the Project Management Certificate or approved business/economics courses.

Project Management Certificate requirements

PMGT 210	Project Planning,Scheduling &Estimating	3
PMGT 220	Project Risk Mngmnt, Monitoring Control	3
PMGT 310	Project Leadership: Change/Success	3
EC 203	Project Management Economics	3

EC 203: also meets Social Science Core requirement

Approved business/economics courses

BA 203	Principles of Accounting I	3

EC 203	Project Management Economics	3
BA 2XX-4XX	Business elective courses at 200-level or higher	6

EC 203: also meets Social Science Core requirement

II. Other Program Requirements

Required classes:

PHYS 155/ENGR 155	Robotics and Experimental Physics	3
CO 206	Small Group Communication	3
	or	
PSY 200	Emotional Intel & Personal Prof Success	3
	or	
CO 275	Conflict Management	3
MA 207	Introduction to Statistics	3
	or	
DS 201	Introduction to Data Science	3
ENWR 305	Workplace Writing (WI)	3
	or	
CS 230	Software Engineering (WI)	4

ENWR 305 Workplace Writing and CS 230 Software Engineering fulfill the Writing Intensive (WI) requirement

III. Core Requirements

We recommend the following:

Fine Arts Core (3 credits)

ART 113	Digital Photography	3

Philosophy Core (6 credits)

PHIL 107	Ethics	3
	or	
PHIL 207	Business Ethics	3
	or	
PHIL 113	Formal Logic	3
	or	
PHIL 189	Special Topic	1.00 - 3.00

Social Science Core (6 credits)

EC 203	Project Management Economics	3
PSY 200	Emotional Intel & Personal Prof Success	3

Science Core

Met by required PHYS 155 Robots and Experimental Physics

Math Core

Met by required MA 207 Elementary Statistics

Also, to finish the Core, students need to take:

LAS 101	Alpha Seminar	3
TH 101	Theological Foundations	3
CO 101	Basic Communication	3
ENWR 102	College Composition II	4

Plus History, Literature, and a second Theology courses. Global Diversity (GD) and National Diversity (ND) courses may be taken separately or combined with the above class requirements. One additional Writing Intensive course (WI), out of the major, must be taken. ENWR 305 Workplace Writing is recommended as being applicable to technology careers if it is not used as the "in major" WI requirement.

IV. General Electives (up to twenty-two credits to fulfill 122 total credit requirement)

We recommend:

CS 287	Student Topics in Computer Science	1

COMPUTER INFORMATION SYSTEMS MINOR

Minor Program Requirements

Twenty-two credits in Computer Information Systems including:

CS 110	Introduction to Programming	4
CS 202	Web Design and Development	3
CS 310	Database Design	4
CS 330	Networking Technologies	4

Plus seven (7) additional credits from the CIS major section I:

CS 120	Data Structures and Program Design	4
CS 230	Software Engineering (WI)	4
CS 251	Introduction to Linux	3
CS 311	Database Project	4
CS 410	Operating Systems	4
CS 421	Cyber Security	4
CS 425	Computer Science Internship	1.00 - 6.00

Or courses chosen from the GIS Certificate (p. 85), Social Media Certificate (p. 80), Project Management Certificate (p. 72), or other approved business/economics courses.

GEOGRAPHIC INFORMATION SYSTEMS CERTIFICATE

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 1-credit capstone project, GIS 430, must be taken concurrently with another required course: GIS 315 or GIS 316.

Certificate Program Requirements

The required classes are:

GIS 110	Intro to Geographical Infomation Systems	2
GIS 220	GIS Databases	3
GIS 315	Spatial Analysis	3
GIS 316	Raster Analysis	3
GIS 430	GIS Project	1

For more information about the GIS classes or Certificate contact the Computer Science Program (Dr. Ted Wendt, twendt@carroll.edu).

Data Science

KELLY CLINE, PH.D.
JODI FASTEEN, PH.D.
ERIC SULLIVAN, PH.D.
THEODORE J. WENDT, PH.D.

Mission and Goals

Carroll's Data Science program blends the fields of mathematics, computer science, statistics, and business analytics to provide a unique and integrated learning experience. You will take courses that teach you to gather, wrangle and visualize data, make predictions based off of past behaviors with machine learning, and deal with the massive data sets of today. Your coursework will be blended between computer science, mathematics and statistics, and data science.

Student Learning Outcomes

1. Our students will be able to use mathematics, statistics, data analysis, and computer science to solve and analyze real-world data science problems.
2. Our students will be able to demonstrate the ability to: create and use computer programs to solve real problems, apply data science tools in a variety of contexts, create models using appropriate statistical methods, and analyze statistical and computational models in applied settings.
3. Our students will be able to communicate their data science work in a clear and effective manner.
4. Our students will be able to demonstrate the ability to solve mathematical, statistical, data science, and computational problems using appropriate technology.

Professional Educational Objectives

The professional educational objectives of the Data Science program 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, and
4. The ethical, social, and aesthetic perspectives necessary for value-based judgement and decision making.

DATA SCIENCE, B.A.

I. Program Requirements

Fifty-nine to sixty-one (59-61) semester credits, including:

A. Mathematics Courses (18-20 credits):

MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
	and	
MA 122	Integral Calculus	3
MA 141	Introduction to Mathematical Modeling	4
MA 315	Probability and Statistics	3
MA 321	Math in the Mountains	3
MA 334	Differential Equations and Linear Alg II	4

B. Computer Science Courses (23 credits):

CS 110	Introduction to Programming	4
CS 120	Data Structures and Program Design	4
CS 251	Introduction to Linux	3
CS 310	Database Design	4
CS 230	Software Engineering (WI)	4
	or	
CS 311	Database Project	4
CS 410	Operating Systems	4

C. Data Courses (18 credits):

DS 201	Introduction to Data Science	3
BA 409	Operations Research	3
DS 325	Advanced Statistics for Data Science WI	3
DS 401	Machine & Statistical Learning	3
DS 405	Computing for Data Science	3
DS 430	Senior Project	3

II. Core Curriculum Recommendations

Recommended Courses:

We recommend that Data Science students complete the following courses toward their Core Curriculum requirements:

PHIL 113	Formal Logic	3
PHYS 155/ENGR 155	Robotics and Experimental Physics	3

To earn a Bachelor of Arts degree with a major in data science, a student must earn a grade of “C-” or better in all of the courses listed. A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree with a major in data science will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient

courses are prerequisite.

DATA SCIENCE MINOR

Minor Program Requirements

Twenty-seven to twenty-eight (27-28) semester credits, including:

A. Mathematics Courses (10-11 credits):		
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 141	Introduction to Mathematical Modeling	4
MA 315	Probability and Statistics	3
B. Computer Science Courses (8 credits):		
CS 110	Introduction to Programming	4
CS 310	Database Design	4
C. Data Courses (9 credits):		
DS 201	Introduction to Data Science	3
DS 325	Advanced Statistics for Data Science WI	3
BA 409	Operations Research	3
	or	
DS 401	Machine & Statistical Learning	3
	or	
DS 405	Computing for Data Science	3

To earn a minor in data science, a student must earn a grade of "C-" or better in all of the courses listed. A lesser grade in any of these courses must be replaced before the minor in data science will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are prerequisite.

Education

KATHY GILBOY, M.A.
JOE HELBLING, PH.D.
JONATHAN C. MATTHEWS, PH.D.
ROBERT STANSBERRY, ED.D.

Mission

Teacher Education'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 teacher education program 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.

Teacher Education advances this mission as it works within the Carroll College's Teacher Education Conceptual Framework. 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 Montana Office of Public Instruction Teaching Standards and the Framework for Teaching, a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

ELEMENTARY EDUCATION, B.A.

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

Required classes:

ED 102	Foundations of Education (WI)	3
ED 212	Teaching Mathematics Inthe Elem School	3
ED 228	Children's Literature	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 312	Elementary Science and Social Studies	4
ED 314	Physical Education-Elementary School	3
ED 320	Art Education in the Elementary School	2
ED 323	Teaching the Communication Arts I	2
ED 324/SPED 324	Diagnostic-Based Interventions	3
ED 325	Teaching Communication Arts II	3
ED 329	Music Education in the Elementary School	3
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
SPED 300	Introduction to Exceptional Children	3

II. Other Program Requirements

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
MA 201	Mathematics for Elementary Education I	3
MA 202	Mathematics for Elementary Education II	3
PSY 227	Child Psychology	3
	or	
PSY 203	Developmental Psychology	3

One semester of earth science with required lab:*

AS 102/PHYS 104	Astronomy	3
	or	
EAS 101	Earth Science	4
	or	
ES 121	Environmental Science	4

One semester of life science with required lab:*

BI 101	Life Science	4
	or	
BI 102	Human Biology	4

One semester of physical science with required lab:*

AS 102/PHYS 104	Astronomy	3
	or	
CH 111	Essentials of Chemistry: General	3
	or	
PHYS 155/ENGR 155	Robotics and Experimental Physics	3
	or	
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4

*Note: lab science courses may only count in one category (for example, if Astronomy is taken for earth science, it may not also count for physical science).

One United States history course.

(see History Courses (p. 257))

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Professional Program Requirements; and 4) earn a minimum 2.65 grade point average in 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.

ELEMENTARY EDUCATION K-8 AND SPECIAL EDUCATION K-12, B.A.

In order to earn the Bachelor of Arts degree with a major in elementary education and special education and obtain teaching licensure in grades K-8 for elementary education and K-12 for special education, a student must successfully complete the following:

I. Major and Professional Education Program Requirements

Required classes:

ED 102	Foundations of Education (WI)	3
ED 212	Teaching Mathematics Inthe Elem School	3
ED 228	Children's Literature	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 312	Elementary Science and Social Studies	4
ED 314	Physical Education-Elementary School	3
ED 320	Art Education in the Elementary School	2
ED 323	Teaching the Communication Arts I	2
ED 325	Teaching Communication Arts II	3
ED 329	Music Education in the Elementary School	3
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
SPED 300	Introduction to Exceptional Children	3
SPED 304	Students W/ High Incidence Disabilities	3
SPED 305	Students With Low Incidence Disabilities	3
SPED 306	Collab & Conf Tech for Spec Ed	3
SPED 323	Assmnt/Evaluation in Special Education	3
SPED 324/ED 324	Diagnostic-Based Interventions	3
SPED 408	Methods/Teaching/Lrn Behv Disorders	3
SPED 409	Methods for Administering Special Ed	5

II. Other Program Requirements

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
MA 201	Mathematics for Elementary Education I	3
MA 202	Mathematics for Elementary Education II	3
PSY 227	Child Psychology	3
	and	
PSY 228	Adolescent Psychology	3
	or only	
PSY 203	Developmental Psychology	3

One semester of earth science with required lab:*

AS 102/PHYS 104	Astronomy	3
	or	
EAS 101	Earth Science	4
	or	
ES 121	Environmental Science	4

One semester of life science with required lab:*

BI 101	Life Science	4
	or	
BI 102	Human Biology	4

One semester of physical science with required lab:*

AS 102/PHYS 104	Astronomy	3
	or	
CH 111	Essentials of Chemistry: General	3
	or	
PHYS 155/ENGR 155	Robotics and Experimental Physics	3

	or	
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4

*Note: lab science courses may only count in one category (for example, if Astronomy is taken for earth science, it may not also count for physical science).

A United States history course

(see History Courses (p. 257))

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 and special 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, earn a minimum 2.5 cumulative grade point average; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Professional Program Requirements; and 4) earn a minimum 2.65 grade point average in 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, students 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 also must seek additional counsel from an advisor within the Department of Education. Students pursuing licensure in secondary education 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 (p. 103)
History and Political Science (p. 127)
History, Political Science, and Social Studies (p. 129)
Mathematics (p. 136)
Social Studies (p. 155)

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

Biology (p. 65)
Chemistry (p. 74)
English Literature (p. 102)
History (p. 125)
Political Science (p. 147)
Spanish (K-12) (p. 160)

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

Biology (p. 67)
Chemistry (p. 75)
French (K-12) (p. 120)
History (p. 126)
Physics (p. 145)
Psychology (p. 150)*
Reading (K-12) (p. 154)
Spanish (K-12) (p. 162)
Special Education (K-12) (p. 163)

*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

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 405	Education Seminar	1
ED 408	Student Teaching in the Minor Area	5
	or	
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

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	History of the United States I (ND)	3
HI 122	History of the United States II	3
HI 224	History of the American West	3
HI 231	Montana and the West	3
HI 342	American Diplomatic History	3
PO 104	American National Government	3
PO 216	American Political Thought	3

B. World Cultures

AN 204/SO 204	Cultural Anthropology (GD)	3
AN 317/SO 317	Ethnic and Racial Relations (ND)	3
CO 325G/CO 325N	Intercultural Comm (GD)	3
EC 406	International Economics	3
FR/SP	A modern foreign language	
HI 205	Nineteenth-Century Europe	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History (GD)	3
HI 307	The Cold War	3
LL 400	Theories/Methods Lrng/Tch Lang	3
PHIL 223	Asian Philosophy (GD)	3
PHIL 304	Contemporary Philosophy	3
PO 250	Topics in American Politics	3
PO 342	War and Peace (GD)	3
SO 218/AN 218	Intro to Native American Studies (ND)	3
SO 318/AN 318	North American Archaeology(GD)	3
TH 211	Comparative Religion(GD)	3
TH 264	Theologies of Liberation(GD)	3

C. U.S. History and World Cultures

HI 323	History of the US Since 1980	3
HI 352	American-East Asian Relations	3
PO 115	International Relations(GD)	3

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 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 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	3
PSY 227	Child Psychology	3
	and	
PSY 228	Adolescent Psychology	3
	or only	
PSY 203	Developmental Psychology	3

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

Areas of academic emphasis (elementary) include mathematics, science, language arts (English), and social science. To obtain the Middle School area of concentration, 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. The area of academic emphasis and course work must be mutually agreed upon by the student and the academic advisor from the Department of Education.

Teacher Education Policies

Acceptance into the Teacher Education Program

Admission to Carroll College does not automatically qualify a student for acceptance into the Teacher Education Program. All students pursuing academic programs that lead to teacher licensure must submit a Program admission application to the Department of Education, by the end of their sophomore year (not later than April 1). It is the student's responsibility to seek admission to the program.

Students must meet the following criteria for acceptance:

1. Core Academic Skills for Educators Test minimum scores of 156 in reading, 162 in writing, and 150 in mathematics
2. Grade of "C-" or better in CO 101
3. Grade of "C-" or better in ENWR 102
4. A minimum of 2.50 cumulative grade point average (at the time of application)
5. An interview that has met program standards
6. A Teacher Development Portfolio that has met program standards

   In addition, students will be assessed based on the following:
7. Faculty recommendations
8. Background check
9. 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. Participated in an interview but may not have met program standards
2. Portfolio has been evaluated but may not have met program standards
3. 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 Teacher Assessment and Support Consortium (InTASC), the Montana Board of Public Education, the Carroll College Teacher Education Program faculty, and the Education Advisory Board have 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 (lesson plans, 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. The booklet, Teacher Development Portfolio: Collect, Select, Reflect contains the Teacher Development Portfolio requirements.

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 a rating of "3" on the appropriate ETS Praxis Subject Knowledge Test on the Montana Assessment of Content Knowledge Assessment. The minimum rating of "3" is the same rating required of out-of-state applicants for a teaching license.
2. A minimum 2.65 grade point average (GPA) in Major Program Requirements and in Other Program Requirements, and a minimum 2.65 GPA in Professional Education Requirements. A minimum 2.65 GPA in Minor Program Requirements and in Other Program Requirements, and a minimum 2.65 GPA in Professional Education Requirements in each 5-12 or K-12 minor area. Elementary Education (K-8) candidates must have a minimum 2.65 GPA in Elementary Education Content Coursework GPA on the Montana Assessment for Content Knowledge Verification.
3. All Major and Minor Program Requirements, Professional Education Requirements and Other Program Requirements must be completed, with a grade of "C-" or better. (Students should note that if a majority of coursework in these areas have grades of C-, they will not likely meet the 2.65 GPA requirements addressed above.)
4. A Portfolio that has met program standards (see Teacher Development Portfolio)

   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 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)

A strength of the Carroll College Teacher Education Program is field experiences in local schools supervised by program faculty members throughout students' four years of study. Because of our smaller size (typically about 20 student teachers each semester) and our close relationships with local schools, the Teacher Education Program at Carroll College is nearly always able to find excellent student teaching placements in the neighboring Helena, East Helena, and Montana City schools. This benefits local-area student teachers in three ways: 1) they return to campus each Monday afternoon during the student teaching semester to discuss with their student teaching colleagues and the Director of Student Teaching the challenges and successes of the previous week; 2) they interact weekly with guest professionals in Education Seminar, learning what needs to be done to win their first teaching jobs and discussing other topics vitally important to new teachers about to enter the profession; and 3) their student teaching is supervised weekly by Carroll College Teacher Education Program faculty members who are experts in the supervision norms and assessment methods of the program. Because of the benefits of a local-area student teaching placement, it is the strongly preferred model for Carroll College Teacher Education students.

Option 2: Out-of-area (may require additional costs/fees)

Student teaching placements outside the Helena area are not recommended for Carroll College Teacher Education students because: 1) they make impossible the valuable face-to-face interactions that occur in local-area student teaching placements with student teaching colleagues, the Director of Student Teaching, and other Carroll College Teacher Education faculty members; 2) they make difficult during student teaching the weekly consideration of matters vital to beginning teachers that occur on Monday evenings on the Carroll campus in Education Seminar; and 3) they make it very unlikely that the student teachers will have their placements supervised by Carroll College Teacher Education Program faculty members who are experts in the supervision norms and assessment methods of the program.

Student teaching placements outside of the Helena area will be considered on an individual basis. Student teacher candidates requesting student teaching assignments outside Option 1 placement areas must have a strong and legitimate reason for doing so.

Out-of-area placements in other communities or settings will be made when:

1. Helena school districts (see Option 1) cannot provide an appropriate placement in the student's area of licensing.
2. A placement in the Helena area will impose an extreme hardship and prevent the student from completing the student teaching experience.
3. Students have a GPA of 3.25 or better.
4. For any out-of-area request to be approved, the faculty members of the Department of Education must judge that there is 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 Director of Teacher Education documenting the extreme hardship that will be imposed by placement in the Helena area. Appropriate documentation supporting the request should be attached. The written request for out-of-area student teaching should be submitted not later than March 15 of the spring semester prior to the year of student teaching. Requests received after March 15 will not be accepted. Faculty members of the Department of Education will review the request and other documentation to determine if the request meets the criteria mentioned above and will either approve or disapprove the request.

If an out-of-area teaching placement request is approved, 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 cost for supervision that would exceed those incurred during a Helena placement, must be borne by the student teaching candidate. This may include salary of the college supervisor and all expenses associated with travel, lodging, and meals.

If the out-of-teaching placement request is disapproved, the Director of Student Teaching will place the student teacher candidate in a Helena area school in accordance with Option 1 listed above.

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 Montana Assessment of Content Knowledge Verification. This worksheet is based on three indicators of knowledge: 1) 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 Montana Assessment of Content

Knowledge Verification. 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 Montana Assessment of Content Knowledge Verification is a part of the Application to Student Teaching packet or a copy 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 a student in a student teaching or internship placement is not making growth toward competency, supervisory personnel of the Department of Education and the placement setting may decide to withdraw a student from student teaching or the internship program. If such a scenario occurs, 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 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 members who represent diverse geographic areas and interest groups.

Transportation

Transportation is not provided to or from classes, including those held off campus.

Engineering

JOHN L. SCHARF, PH.D. -- Director
GARY FISCHER, M.S., P.E.
MARY E. KEEFFE, PH.D.
TERENCE J. MULLEN, M.S., P.E.
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 programs are civil engineering with a broadfield emphasis, civil engineering with an environmental emphasis, engineering science with an engineering mechanics emphasis, engineering science with a flexible emphasis, engineering science with an environment and public health emphasis, and the 3-2 program. Additionally, a mathematics degree with a cognate concentration in engineering is available through the mathematics program.

CIVIL ENGINEERING, B.S.

The Civil Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Program Educational Objectives

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 and/or continue their education to earn a master's 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.

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

Required classes:

ENGR 104	Engineering Graphics & CAD Application	3
ENGR 105	Intro to Engineering GPS & Surveying	1
ENGR 155/PHYS 155	Robotics and Experimental Physics	3
ENGR 205	Civil Engineering Materials and Testing	2
ENGR 302	Engineering Mechanics I: Statics	3
ENGR 303	Engineering Mechanics II: Solids	3
ENGR 307	Fluid Mechanics (WI)	3
ENGR 310	Structures I	3
ENGR 313	Hydrology	3
ENGR 315	Transportation Engineering I	2
ENGR 401	Hydraulics	3
ENGR 405	Water and Wastewater	4
ENGR 409	Transportation Engineering II	3
ENGR 411	Senior Design Project I	2
ENGR 412	Senior Design Project II	2

II. Emphasis Requirements

A. Broadfield Emphasis Requirements

ENGR 202	Water Distribution Systems	1
ENGR 305/PHYS 305	Electronics and Circuit Analysis I	4
ENGR 309	Geotechnical Engineering	3.5
ENGR 326	Energy and the Environment (GD)	3
ENGR 402	Environmental Engineering	3
ENGR 403	Structures II Steel Design	3
ENGR 406	Structures III Reinforced Concrete Desig	2

B. Environmental Emphasis Requirements

ENGR 323	Water Quality	2
ENGR 324	Air Quality	2
ENGR 325	Hydrogeology	3
ENGR 326	Energy and the Environment (GD)	3
ENGR 327	Land & Stream Restoration	3
ENGR 329/HS 329	Public Health & Environment	3
ENGR 424	Groundwater Flow Modeling	3

III. Other Program Requirements

Required classes:

EC 203	Project Management Economics	3
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials ofChemistry Lab	1
BI 101	Life Science	4
	or	
BI 102	Human Biology	4
MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4
MA 334	Differential Equations and Linear Alg II	4
MA 314	Probability and Statistics for Engineers	2
PHIL 206	Environmental Ethics	3
	or	
PHIL 207	Business Ethics	3
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4

MA 314: for the Environmental Emphasis only

**PHIL 206 or PHIL 207 are recommended, but any philosophy ethics course is acceptable.*

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.

3-2 Civil Engineering Program with St. Edward's University

Carroll College and St. Edward's University have established a combined degree program to provide engineering degree opportunities for St. Edward's University students. Each student enrolled in the program will be required to first attend St. Edward's for approximately three (3) years, completing 96 semester credits, and then Carroll College for at least two (2) years and completing 59.5 semester credits. After completing the academic requirements of both institutions, the student shall be awarded a Bachelor of Science in Mathematics degree from St. Edward's and the Bachelor of Science Degree in Civil Engineering from Carroll College. For more information contact Dr. John Scharf, Carroll College Engineering Program Director.

ENGINEERING SCIENCE, B.S.

The Engineering Science program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Program Educational Objectives

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 and/or continue their education to earn a master's 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 three emphases: engineering mechanics, environment and public health, or flexible.

I. Major Program Requirements

Required classes:

ENGR 104	Engineering Graphics & CAD Application	3
ENGR 105	Intro to Engineering GPS & Surveying	1
ENGR 155/PHYS 155	Robotics and Experimental Physics	3
ENGR 302	Engineering Mechanics I: Statics	3
ENGR 303	Engineering Mechanics II: Solids	3
ENGR 307	Fluid Mechanics (WI)	3
ENGR 325	Hydrogeology	3
ENGR 342/PHYS 342	Thermal Physics	3
ENGR 401	Hydraulics	3
ENGR 411	Senior Design Project I	2
ENGR 412	Senior Design Project II	2

II. Emphasis Requirements

A. Engineering Mechanics Emphasis

ENGR 304	Engineering Mechanics III: Dynamics	3
ENGR 305/PHYS 305	Electronics and Circuit Analysis I	4
ENGR 310	Structures I	3
ENGR 311	Matrix Methods for Structures	1
ENGR 424	Groundwater Flow Modeling	3
ENGR 444	Computational Mthd Engineering Mechanics	4
	Engineering Elective	1-3

B. Environment and Public Health Emphasis

ENGR 300	Field Experience	
ENGR 323	Water Quality	2
ENGR 324	Air Quality	2
ENGR 326	Energy and the Environment (GD)	3
ENGR 327	Land & Stream Restoration	3
ENGR 329/HS 329	Public Health & Environment	3
ENGR 405	Water and Wastewater	4
ENGR 424	Groundwater Flow Modeling	3

ENGR 300: Pending approval

C. Flexible Emphasis		
ENGR 304	Engineering Mechanics III: Dynamics	3
ENGR 305/PHYS 305	Electronics and Circuit Analysis I	4
ENGR 310	Structures I	3
ENGR 311	Matrix Methods for Structures	1
ENGR	8-9 credits of ENGR electives	8-9

III. Other Program Requirements

Required classes:		
MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4
MA 334	Differential Equations and Linear Alg II	4
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4
BI 101	Life Science	4
	or	
BI 102	Human Biology	4
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials ofChemistry Lab	1
EC 203	Project Management Economics	3
PHIL 206	Environmental Ethics	3
	or	
PHIL 207	Business Ethics	3

PHIL 206 or PHIL 207 are recommended, but any philosophy ethics course is acceptable.

A. Engineering Mechanics Emphasis		
MA 315	Probability and Statistics	3
MA 342	Applied Numerical Methods & Analysis-WI	3
MA 421	Math Optimization, Applications & Analysis	3
CS 110	Introduction to Programming	4
B. Environment and Public Health Emphasis		
HS 230	Introduction to Epidemiology	3
MA 314	Probability and Statistics for Engineers	2
PH 330G/PH 330N	Public Health Methods(GD)(SL)	3
PH 333	Public Health Theories & Practice	3
C. Flexible Emphasis		
MA 314	Probability and Statistics for Engineers	2

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 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.

3-2 ENGINEERING, MAJOR IN ENGINEERING MATHEMATICS, B.A.

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
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 six 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 six 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 six engineering schools on the written recommendation of the engineering program faculty provided the student also meets the minimum GPA of the affiliated institution. The affiliated engineering schools have various minimum GPA requirements, but a 3.0 or above is required. This minimum GPA is for the courses listed under both the “Major Program Requirements” and in the “Other Program Requirements” as a unit and must be achieved by the end of the fifth semester at Carroll College. In addition, the GPA for all course work must meet the minimum value. 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

Required classes:

ENGR 104	Engineering Graphics & CAD Application	3
ENGR 105	Intro to Engineering GPS & Surveying	1
ENGR 155/PHYS 155	Robotics and Experimental Physics	3
ENGR 302	Engineering Mechanics I: Statics	3
ENGR 342/PHYS 342	Thermal Physics	3

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

Required classes:

BI 101	Life Science	4
	or	
BI 102	Human Biology	4
CH 111	Essentials of Chemistry: General	3
EC 203	Project Management Economics	3
MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4
MA 315	Probability and Statistics	3
	or	
MA 342	Applied Numerical Methods & Analysis-WI	3
MA 334	Differential Equations and Linear Alg II	4
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4

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. The minimum GPA of the affiliated institution in the courses listed under the “Major Program Requirements” and in the “Other Program Requirements”, as a unit, 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.
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

- demonstrate close critical reading by speaking about literature clearly and persuasively;
- demonstrate close critical reading by writing essays that are engaging, clear, and supported by primary and secondary research;
- be familiar with major texts and contexts of United States, British, and Global literatures;
- be familiar with major theories in linguistics and literary criticism;
- create literary works;
- learn about another culture by speaking, reading, and writing in a language other than English;
- apply skills of close reading, writing, literary analysis and research in a variety of real world experiences.

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.

ENGLISH LITERATURE, B.A.

I. Major Program Requirements

Required classes:

ENLE 200	Literary Studies (WI)	3
ENWR 264	Introduction to Creative Writing (WI)	3
ENLE 404	Literary Theory & Criticism	3
ENWR 498	Capstone Seminar (WI)	3

Seven upper-division literature courses:

a. Two upper-division (300-400 level) courses from these periods of Unites States Literature:

Early U.S. Literature

19th Century U.S. Literature

20th Century U.S. Literature

b. Two upper-division (300-400 level) courses from these periods of British Literature:

Medieval

Renaissance

Restoration and 18th Century British

19th Century British

20th Century British

c. Two upper-division (300-400 level) courses in Global Literature

d. One additional literature elective (200, 300, or 400 level).

The department strongly encourages majors to take one literature course in a language other than English.

Two courses in language and theory beyond ENLE 200 and ENLE 404:

One ENLE language course

One ENLE elective (Substitutions in this area may include PHIL 261 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

ENGLISH LITERATURE FOR SECONDARY EDUCATION, B.A.

I. Major Program Requirements

Required classes:

ENLE 200	Literary Studies (WI)	3
ENWR 264	Introduction to Creative Writing (WI)	3
ENLE 404	Literary Theory & Criticism	3
ENWR 498	Capstone Seminar (WI)	3

Seven upper-division literature courses:

a. Two upper-division (300-400 level) courses from these periods of United States Literature:

Early U.S. Literature

19th Century U.S. Literature

20th Century U.S. Literature

b. Two upper-division (300-400 level) courses from these periods of British Literature:

Medieval

Renaissance

Restoration and 18th Century British

19th Century British

20th Century British

c. One upper-division (300-400 level) course in Global Literature

d. Native American Authors

ENLT 412	Native American Authors (ND)	3

e. Young Adult Literature

ENLT 365/ED 365	Young Adult Literature	3

The department strongly encourages majors to take one literature course in a language other than English.

One additional course in English language and theory:

ENLE 333	History of the English Language	3

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 Education Requirements

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
ED 411/ENLE 411	Teaching English on the Secondary Level	3
PSY 228	Adolescent Psychology	3
	or	
PSY 105	General Psychology	3
	and	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course(s) (p. 91).

VI. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

Notes:

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See for Secondary Education Requirements (p. 90).

ENGLISH EDUCATION—BROADFIELD, B.A.

Since this is a Broadfield major, a teaching minor is not required for licensure.

I. Major Program Requirements

Required classes:

ENLE 200	Literary Studies (WI)	3
ENWR 264	Introduction to Creative Writing (WI)	3
ENLE 404	Literary Theory & Criticism	3
ENWR 498	Capstone Seminar (WI)	3

Seven upper-division literature courses:

a. Two upper-division (300-400 level) courses from these periods of United States Literature:

Early U.S. Literature

19th Century U.S. Literature

20th Century U.S. Literature

b. Two upper-division (300-400 level) courses from these periods of British Literature:

Medieval

Renaissance

Restoration and 18th Century British

19th Century British

20th Century British

c. One upper-division (300-400 level) course in Global Literature

d. Native American Authors

ENLT 412	Native American Authors (ND)	3

e. Young Adult Literature

ENLT 365/ED 365	Young Adult Literature	3

The department strongly encourages majors to take one literature course in a language other than English.

One additional course in English language and theory:

ENLE 333	History of the English Language	3

Three additional upper-division (300-400 level) 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

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3

ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
ED 411/ENLE 411	Teaching English on the Secondary Level	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course(s) (p. 91).

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

Notes:

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See for Secondary Education Requirements (p. 90).

ENGLISH WRITING, B.A.

I. Major Program Requirements

Required classes:

ENLE 200	Literary Studies (WI)	3
ENWR 264	Introduction to Creative Writing (WI)	3
ENWR 498	Capstone Seminar (WI)	3

Five upper division (300-400 level) writing courses:

Courses in the writing requirements must include:

Two creative writing courses:

ENWR 302	Expository Writing (WI)	3
ENWR 337	Creative Writing Genres and Modes (WI)	3
ENWR 347	Creative Writing Genres and Modes (WI)	3
ENWR 461	Adv Creative Writing (WI)	1.00 - 3.00

ENWR 302: if not used for professional

Two professional writing courses:

ENWR 302	Expository Writing (WI)	3
ENWR 303	Grant Writing (WI)	3
ENWR 305	Workplace Writing (WI)	3
ENWR 306/CO 306	Writing for the Print Media (WI)	3

ENWR 302: if not used for creative

One elective upper-division (300-400 level) writing course.

Six upper division (300-400 level) literature courses:

a. Two upper-division (300-400 level) courses from these periods of United States Literature:

Early U.S. Literature

19th Century U.S. Literature

20th Century U.S. Literature

b. Two upper-division (300-400 level) courses from these periods of British Literature:

Medieval

Renaissance

Restoration and 18th Century British

19th Century British

20th Century British

c. Two upper-division (300-400 level) courses in Global Literature

The department strongly encourages majors to take one literature course in a language other than English.

Two language and theory courses beyond ENLE 200:

One ENLE language course

One ENLE literary theory course (Substitutions in this area may include PHIL 261 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

ENGLISH MINOR

Program Requirements

Twenty-one semester credits of English beyond ENWR 102, including:

ENLE 200	Literary Studies (WI)	3
ENWR 264	Introduction to Creative Writing (WI)	3
	Any four upper division (300 or 400-level) courses in ENLT or ENLE	
	Any one upper division (300 or 400-level) elective in ENLT, ENLE, or ENWR	

ENGLISH WRITING MINOR

Program Requirements

Twenty-one credits of English writing beyond ENWR 102, including:

ENLE 200	Literary Studies (WI)	3
ENWR 264	Introduction to Creative Writing (WI)	3
	Any four upper division (300 or 400-level) courses in ENWR	
	Any one upper division elective (300 or 400-level) in ENLT	

ENGLISH, A.A.

Program Requirements

Eighteen semester credits of English beyond ENWR 102, including:

Twelve semester credits in literature courses

Six semester credits in writing courses

ENGLISH WRITING, A.A.

Program Requirements

Eighteen semester credits of English beyond ENWR 102, including:

Twelve semester credits in writing courses

Six semester credits in literature courses

Environmental Program

(Interdepartmental)

PATRICIA HEISER, PH.D., DIRECTOR
TRAVIS ALMQUIST. PH.D

JAMIE DOLAN, PH.D.
GRANT HOKIT, PH.D.
ERIC MEYER, PH.D.
WILLIAM MARK SMILLIE, PH.D
LAURI TRAVIS, PH.D.
ALEX STREET, PH.D.
WILLIS WEIGHT, PH.D.

Mission and Goals

The environmental program at Carroll College is an integrated and collaborative effort designed to foster connection with the environment and with people who live in, work in and manage the natural resources, ecosystems, and wild areas we depend on. The environmental program currently offers three majors that allow students to pursue different fundamental approaches and career paths aimed toward the stewardship of our natural environment. Student research and practical experience is integrated into the program through field-based courses, individual research projects, and many internship opportunities. Our goal is to prepare students to become sound environmental citizens, who understand and can practice the interdisciplinary connections and collaborations that will lead us to a more sustainable future.

ENVIRONMENTAL SCIENCE, B.A.

The Environmental Science degree provides a soundly integrated and interdisciplinary science background supported by course work in analytical methods and applications, abundant field experience, as well as aspects of the human dimensions of environmental science. This major is an excellent option for students seeking a career path in scientific field work, environmental assessment, resource conservation, and for those intending to continue with graduate studies in environmental sciences.

Student Learning Outcomes

1. Graduates will demonstrate an *integrated understanding* of basic environmental sciences and scientific practice.
    - A sound understanding of the basic principles of biology, chemistry and the earth sciences and the relationships between them
    - The critical thinking skills needed for solving problems in a changing world
    - An ability to evaluate and interpret scientific data and to analyze and synthesize information from different sources
    - A working knowledge of fundamental environmental field and laboratory techniques
    - The writing and speaking skills needed to communicate effectively across disciplines
2. Graduates will demonstrate an understanding of the human dimension of environmental stewardship.
    - 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

Program Requirements:

Foundation in Sciences (20-24 credits)		
ES 121	Environmental Science	4
EAS 101	Earth Science	4
BI 101	Life Science	4
	or	
BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
Humans in the Environment (6 credits)		
PHIL 206	Environmental Ethics	3
	or	
PHIL 208	Bioethics	3
SO 360	Environmental Sociology	3

	or	
ES 205/AN 205	Human Ecology	3

SO 360: prerequisite SO 101

Tools and Applications (19-21 credits)

ES 304	Environmental Field Methods	4
ES 395	Comm in Environmental Research (WI)	3
ES 401	Environmental Impact Assessment	3
GIS 110	Intro to Geographical Infomation Systems	2
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 315	Probability and Statistics	3

Experiential Learning and Integration (6 credits)

ES 200	Environmental Beta	2
ES 400	Environmental Omega	1

Field experience (3 credits) from one of the following:

ES 300	Environmental Field Studies	3
ES 425	ES Internship	1.00 - 3.00
ES 498	Environmental Research	3
ES 499	Senior Thesis	1.00 - 3.00

ES 300: e.g. Winter Ecology in Yellowstone, Alaska Landscape Dynamics, Tropical Ecology, Natural History of Montana

Plus 15 credits of approved environmental electives from a defined focus area, designed in consultation with an Environmental Program advisor:

General course recommendations:

EAS 320	Geomorphology	4
ENGR 326	Energy and the Environment (GD)	3

Recommended courses for careers in fisheries or wildlife management:

BI 255	Field Ornithology	3
BI 281	Genetics	4
BI 306	Plant Biology	4
BI 307	Animal Physiology	4
BI 311	Ecology (WI)	4
ES 220	Topics in Conservation Biology	3
ES 250	Field Zoology: Entomology	2
ES 251	Field Zoology: Herpetology	2

ES 250, ES 251, ES 252, and ES 253: **Field Zoology** course topics will rotate among Entomology, Herpetology, Ichthyology, and Mammalogy.

Recommended courses for careers in geomorphology, hydrology, or ground water resources:

EAS 320	Geomorphology	4
ENGR 202	Water Distribution Systems	1
ENGR 313	Hydrology	3
ENGR 323	Water Quality	2
ENGR 325	Hydrogeology	3
ENGR 327	Land & Stream Restoration	3
ENGR 402	Environmental Engineering	3

Recommended for environmental health:

BI 214	General Microbiology	4
ENGR 323	Water Quality	2
HS 230	Introduction to Epidemiology	3
HS 329	Public Health & Environment	3

Recommended courses for certification and careers in GIS:

GIS 220	GIS Databases	3
GIS 315	Spatial Analysis	3
GIS 316	Raster Analysis	3
GIS 430	GIS Project	1

Recommended courses for careers in toxicology:

CH 205	Quantitative Analysis	4

CH 301	Organic Chemistry I	3
CH 306	Instrumental Methods	3

Other Program Requirements:

All Environmental Program majors must earn a grade of “C-” or better in all major courses and pass pre-requisted courses with a “C-” or better to advance to subsequent courses.

ENVIRONMENTAL POLICY AND PROJECT MANAGEMENT, B.A.

The Environmental Policy and Project Management degree combines a basic background in environmental sciences with courses in policy, sociology, business, and project management. For students interested in the societal aspects of environmental problems, and who want to pursue careers in environmental policy, environmental protection, non-profit management, or desire skills in project management.

Student Learning Outcomes

1. Graduates will demonstrate an integrated understanding of basic environmental sciences and scientific practice.
   - An understanding of the basic principles of environmental science and the interaction of the life and physical sciences
   - The critical thinking skills needed for finding solutions to environmental problems
   - An ability to evaluate and interpret scientific data and to analyze
   - The writing and speaking skills needed to communicate effectively across disciplines
2. Graduates will demonstrate an understanding of the human dimension of environmental stewardship.
   - 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. Graduates will gain knowledge understanding in program and project management including business and accounting skills, project management, and environmental policy.

Program Requirements:

Foundations in Science: (12 credits)		
ES 121	Environmental Science	4
EAS 101	Earth Science	4
BI 101	Life Science	4
Humans in the Environment: (12 credits)		
ES 205/AN 205	Human Ecology	3
PHIL 206	Environmental Ethics	3
	or	
PHIL 208	Bioethics	3
SO 101	Introduction to Sociology	3
SO 360	Environmental Sociology	3
Tools and Applications (11 credits)		
GIS 110	Intro to Geographical Infomation Systems	2
MA 207	Introduction to Statistics	3
ES 395	Comm in Environmental Research (WI)	3
ES 401	Environmental Impact Assessment	3
Experiential Learning and Integration (6 credits)		
ES 200	Environmental Beta	2
ES 400	Environmental Omega	1
ES 425	ES Internship	1.00 - 3.00

ES 425: minimum 3 credits required.

Project, Policy and Management (12 credits)		
BA 204	Principles of Accounting II	3
BA 228	Introduction to Nonprofit Organizations	3
	or	
EC 203	Project Management Economics	3
	or	
PMGT 210	Project Planning,Scheduling &Estimating	3

ES 220	Topics in Conservation Biology	3
PO 321	Citizenship: Think Global, Act Local-ND	3
	or	
PO 330	Topics in Political Theory	3

Plus 15 credits of approved environmental electives from a focus area, defined in consultation with an Environmental Program advisor:

General course recommendations:

CO 206	Small Group Communication	3
CO 215	Introduction to Public Relations I	3
CO 320	Organizational Communication	3
ENGR 326	Energy and the Environment (GD)	3
ES 300	Environmental Field Studies	3
HS 329	Public Health & Environment	3

ES 300: e.g. Winter Ecology in Yellowstone, Alaska Landscape Dynamics, Tropical Ecology, Natural History of Montana

Recommended courses for careers in environmental project management:

BA 306	Marketing	3
BA 375	Fundamentals of Management	3
BA 301	Business Law I	3
	or	
BA 302	Business Law II	3
PMGT 220	Project Risk Mngmnt, Monitoring Control	3
PMGT 310	Project Leadership: Change/Success	3

Recommended courses for careers in environmental sociology:

SO 218/AN 218	Intro to Native American Studies (ND)	3
SO 314	Sociology of Law (GD)	3
SO 351	Medical Sociology (ND)	3

Recommended for careers in public policy:

PO 230	Montana State Politics	3
PO 344	Contemporary Global Issues	3

Other Program Requirements:

All Environmental Program majors must earn a grade of “C-“ or better in all major courses and pass pre-requisted courses with a “C-” or better to advance to subsequent courses.

ENVIRONMENTAL OUTREACH AND INTERPRETATION, B.A.

Environmental Outreach and Interpretation is for those students who want to educate, engage, and inform the public about the environment. This major combines a solid foundation in natural sciences with courses exploring the human dimension of 'environment', as well as courses designed to improve and diversify your communication skills. In this major, students design (in consultation with an advisor) their own 24 credit 'supporting discipline' that could range from pre-law, to nature writing, to wilderness leadership, to nature interpretation. This is our most flexible major and is ideal for students who are interested in careers in creative writing, journalism, film, outdoor education/leadership, nature interpretation, or for those who wish to design their own learning experience for a specific goal.

Program Requirements:

Foundation in Science: (12 credits)

ES 121	Environmental Science	4
EAS 101	Earth Science	4
BI 101	Life Science	4

Humans in the Environment: (6 credits)

ES 205/AN 205	Human Ecology	3
PHIL 206	Environmental Ethics	3
	or	
PHIL 208	Bioethics	3

Tools and Applications (15 credits)

CO 206	Small Group Communication	3
CO 215	Introduction to Public Relations I	3

CO 216	Introduction to Public Relations II	3
CO 320	Organizational Communication	3
ES 395	Comm in Environmental Research (WI)	3

Experiential Learning and Integration (6 credits)

ES 200	Environmental Beta	2
ES 400	Environmental Omega	1

Field experience (3 credits) from one of the following:

ES 300	Environmental Field Studies	3
ES 425	ES Internship	1.00 - 3.00
ES 498	Environmental Research	3
ES 499	Senior Thesis	1.00 - 3.00

ES 300: e.g. Winter Ecology in Yellowstone, Alaska Landscape Dynamics, Tropical Ecology, Natural History of Montana

Supporting Discipline Courses (24 credits)

The purpose of the supporting discipline is to allow students to integrate a program of study that emphasizes the human dimension of environmental studies. Examples include environmental literature, theology of the land, nature writing, environmental sociology, environmental ethics, outdoor leadership, communications, and outdoor education.

Criteria and procedure:

1. By spring of sophomore year, students choose a disciplinary focus with the help of their EP advisor and a faculty member from a sponsoring discipline.
2. With input from faculty advisors, students develop a 1-2 page proposal outlining the goals and objectives of the discipline concentration. The proposal must include the following: a) A descriptive title, b) A background statement that describes how the disciplines create a coherent area of study, c) A list of required courses.
3. The proposal must be submitted to the Director of the Environmental Program at least 3 semesters prior to graduation.
4. A minimum of 15 of the 24 credits must be at the 300 level or above.

Other Program Requirements:

All Environmental Program majors must earn a grade of “C-“ or better in all major courses and pass pre-requisted courses with a “C-” or better to advance to subsequent courses.

Ethics and 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 a 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

ETHICS AND VALUE STUDIES, B.A.

Thirty-four to thirty-six credit hours, including the following:

Required courses (10-12 credits)

PHIL 107	Ethics	3

PHIL 324	Ethical Theory (WI)	3
PHIL 496	Ethical Issues Contemporary Media	3
PHIL 497	Senior Paper	1
	or	
PHIL 499	Senior Thesis	1.00 - 3.00

Two of the following courses (6 credits):

CO 308	Communication Ethics	3
PHIL 206	Environmental Ethics	3
PHIL 207	Business Ethics	3
PHIL 208	Bioethics	3

Three of the following courses (9 credits):

PHIL 200	Ancient Philosophy	3
PHIL 202	Medieval Philosophy	3
PHIL 303	Modern Philosophy	3
PHIL 304	Contemporary Philosophy	3

Three of the following courses, to be chosen from three different disciplines (9 credits):

AN 204/SO 204	Cultural Anthropology (GD)	3
AN 208/SO 208	The Family (ND)	3
AN 317/SO 317	Ethnic and Racial Relations (ND)	3
CO 280/GNDR 280	Gender Communication (ND)	3
ES 205/AN 205	Human Ecology	3
PHIL 121	Philosophy of Human Being	3
PHIL 255	Philosophy of Art & Beauty	3
PHIL 256	Social & Political Philosophy(WI)	3
PHIL 261/GNDR 261	Philosophy & Gender	3
PHIL 315	20th Century European Philosophy	3
PM 210	Pm/Survey of Christian Ethics	3
PO 250	Topics in American Politics	3
PO 260	Health Politics & Policy (WI)	3
PO 342	War and Peace (GD)	3
SO 200	Social Problems (ND)	3
SO 225/GNDR 225	Sociology of Gender	3
SO 251	Gender, Health and Medicine	3
SO 256	Gender & Work	3
SO 351	Medical Sociology (ND)	3
TH 220	Moral Theology	3
TH 222	Health Care Ethics	3
TH 258/GNDR 258	TH & Gender:ImagesTradition & Discourse	3
TH 263	Modn Catholic Socl Teach (SL)	3

II. Other Program Requirements

1. Six consecutive credits of a modern foreign or classical language.
2. For students who choose to prepare a thesis, the director and one reader must be from the philosophy department. The senior paper requirement is waived upon successful completion of the thesis.

ETHICS AND VALUE STUDIES MINOR

Minor Program Requirements

Eighteen semester credits including:

PHIL 107	Ethics	3
PHIL 324	Ethical Theory (WI)	3
PHIL 496	Ethical Issues Contemporary Media	3

Two of the following courses:

CO 308	Communication Ethics	3
PHIL 206	Environmental Ethics	3
PHIL 207	Business Ethics	3
PHIL 208	Bioethics	3

One of the following courses:

AN 204/SO 204	Cultural Anthropology (GD)	3
AN 208/SO 208	The Family (ND)	3

AN 317/SO 317	Ethnic and Racial Relations (ND)	3
CO 280/GNDR 280	Gender Communication (ND)	3
ES 205/AN 205	Human Ecology	3
PHIL 121	Philosophy of Human Being	3
PHIL 255	Philosophy of Art & Beauty	3
PHIL 256	Social & Political Philosophy(WI)	3
PHIL 261/GNDR 261	Philosophy & Gender	3
PHIL 315	20th Century European Philosophy	3
PO 250	Topics in American Politics	3
PO 260	Health Politics & Policy (WI)	3
PO 342	War and Peace (GD)	3
SO 200	Social Problems (ND)	3
SO 225/GNDR 225	Sociology of Gender	3
SO 251	Gender, Health and Medicine	3
SO 256	Gender & Work	3
SO 351	Medical Sociology (ND)	3
TH 220	Moral Theology	3
TH 222	Health Care Ethics	3
TH 258/GNDR 258	TH & Gender:ImagesTradition & Discourse	3
TH 263	Modn Catholic Socl Teach (SL)	3

European Studies

JEANETTE M. FREGULIA, PH.D.
RYAN HALLOWS, PH.D.
DEAN PAVLAKIS, PH.D.
ANNELIESE RENCK, PH.D.
JOHN RIES, PH.D., S.T.D.
ALEXIS J. RINCÓN, M.S.
ELVIRA RONCALLI, PH.D.
KAY SATRE, 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.

EUROPEAN STUDIES MINOR

21 credits—18 from required courses and 3 from an approved elective or other courses approved by program director

I. Required courses

One approved course from each of the following disciplines:

Literature		
ENLT 423	Shakespeare	3
FR 302	French Literature Thru 18th Cent GD WI	3
FR 401	French Lit & the 19th Century GD WI	3
	or	
FR 402	French Lit & the 20th Century GD WI	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
Philosophy		
PHIL 202	Medieval Philosophy	3
PHIL 256	Social & Political Philosophy(WI)	3
PHIL 303	Modern Philosophy	3
PHIL 304	Contemporary Philosophy	3

PHIL 315	20th Century European Philosophy	3
History		
HI 205	Nineteenth-Century Europe	3
HI 214	20th Century Europe	3
HI 303	Renaissance History(WI)	3
HI 304	Reformation and the Age of Exploration	3
Theology		
TH 212	Women Mystics	3
TH 251	The God Question	3
TH 342	HCT: Middle Ages Through Reformation	3
TH 343	HCT: Modernity-Postmodernity	3

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 in a European foreign language

(Spanish, French, or Latin)

III. One approved elective from one of the following disciplines:

Literature		
ENLT 303	Medieval English Literature	3
ENLT 323	Renaissance English Lit	3
ENLT 343	Restoration & 18th Century British Lit	3
ENLT 363	19th Century Brit Lit: The Romantics	3
ENLT 367	19th Century Brit Lit: The Victorians	3
ENLT 383	20th Century British Literature	3
History		
HI 204	Medieval History	3
HI 230	Russia From the Tsars to Putin	3
HI 239	History of the Ancient Mediterranean	3
HI 307	The Cold War	3
HI 311	History of Modern Britain	3
HI 312	History of Ireland	3
HI 314	French Revolutions 1789 to Present	3
HI 316	History of Modern Germany (WI)	3
HI 317	Interwar Europe: Versailles to Hitler	3
HI 318	The Holocaust	3
HI 320	Russia From the Tsars to Putin	3
Philosophy		
PHIL 200	Ancient Philosophy	3
Theology		
TH 201	Church and Worship	3
TH 215	Exploring Christian Spirituality	3
Political Science		
PO 101		
PO 205	Early Modn Political Thgt(WI)	3
PO 332	Late Modern Political Thought	3
Music		
MUS 261	Music Appreciation	3
Theatre		
THT 318	History of Theatre I(WI)	3

Education Abroad courses

Any approved education abroad program in Europe. For more information, please see the Carroll Education Abroad website.

Finance

ADEL DIMIAN, PH.D.
ASHLEY STARK HOPE, D.B.A., CPA
PETER LARSEN, PH.D.
BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE
JULIA MULL, M.B.A., M.S., M.A., CFP®, SERIES 6, 63 AND 65 LICENSES

ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, PH.D., J.D.

The Department of Business offers Bachelor of Arts degrees with majors in Accounting, Finance, or Business Administration. Business Administration majors may select concentrations in Economics, International Business, Management, Marketing, or Sports Management. Minors are available in Accounting, Economics, Business or Marketing, and an Associate of Arts degree is offered in Business Administration. Students may combine majors, minors and concentrations.

The Business Department's mission is consistent with Carroll College's dual goals of vocation and enlightenment and prepares students for graduate school or entry into the workforce. Framed by a strong foundation in liberal arts education, the mission of the Business Department is to provide students with the strong ethical foundation and globally informed knowledge and skills necessary for today's dynamic professional environment.

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

Upon completion of the requirements:

- Students will understand and be able to apply fundamental concepts and practices in finance.
- Students will be able to describe and apply the professional responsibilities of finance professionals.
- Students will be able to construct coherent oral and written forms of communication and present them in a professional manner.

FINANCE, B.A.

I. Major Program Requirements

Thirty-three core Business semester credits:

BA 203	Principles of Accounting I	3
BA 204	Principles of Accounting II	3
EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3
BA 301	Business Law I	3
BA 302	Business Law II	3
BA 306	Marketing	3
BA 313	Managerial Finance	3
BA 365	Financial Analysis Using Excel	3
BA 375	Fundamentals of Management	3
BA 377	Entrepreneurship (WI)	3

Eighteen Finance semester credits:

BA 303	Intermediate Financial Accounting I	3
BA 318	Personal Finance	3
BA 351	Banking Management	3
BA 411	Investment Management	3
BA 451	Advanced Financial Analysis & Planning	3
EC 309	Financial Markets and Institutions	3

BA 411: Portfolio Management

BA 451: Capstone Course

II. Other Program Requirements

Required classes:

MA 117	Difference Equations and Linear Algebra	3
	or	
MA 121	Differential Calculus	3
MA 207	Introduction to Statistics	3
ENWR 305	Workplace Writing (WI)	3
PHIL 107	Ethics	3
	or	
PHIL 207	Business Ethics	3
CS 213	Management Information Systems	3

Notes:

1. All Business, Accounting or Finance majors and minors must earn a grade of “C-” or better in all required courses.
2. The Business Department, in addition to Carroll’s regional accreditation, has received specialized business accreditation through IACBE for the degrees in Accounting, Finance, and Business Administration with concentrations in economics, international business, management, and marketing. 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

LYNN L. PETERSEN, PH.D., MUSIC
KIMBERLY J. SHIRE, M.F.A., THEATRE

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 the requisite skills for a career in theatre, and to provide learning outcomes that go beyond technical skills or virtuosity in any field they choose. Theatre studies will give students the means to place their work in the context of history, culture and society in an imaginative and concrete way as professionals. As a collaborative art form, theatre always stresses the value of leadership, communication, and confidence for the mutual benefit of all in any setting.

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 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, performance techniques, and problem solving skills. They will develop and apply theses 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.

THEATRE, B.A.

Forty-seven (47) semester credits, including:

Major Program Requirements

Required Theatre Courses (14 credits):

THT 104	Theatre Practicum	1
THT 318	History of Theatre I(WI)	3
THT 319	History of Theatre II(WI)	3
THT 426	Dramaturgy (WI)	3
THT 495	Senior Seminar	1

THT 104 Theatre Practicum: 4 credits in at least two different theatrical capacities

Production Courses (9 credits):

Plus 9 credits chosen from the following:

THT 121	Stagecraft	3
THT 220	Scene Painting	3
THT 221	Stagecraft II	3
THT 222	Introduction to Stage Design	3
THT 223	Costuming	3
THT 224	Stage Make-Up	3
THT 322	Scenic Design	3
THT 323	Lighting Design	3
THT 422	Advanced Design	3

Performance Courses (9 credits):

Plus 9 credits chosen from the following:

THT 111	Introduction to Acting	3
THT 160	Improvisation	3
THT 207	Comedy Acting	3
THT 208	Stage Combat	3
THT 210	Creative Drama	3
THT 211	Puppetry	3
THT 212	Advanced Acting	3
THT 310	Women in Theatre	3
THT 311	Directing	3
THT 312	Musical Theatre Acting & Auditioning	3
THT 313	Stage Dialects	3
THT 314	Shakespeare in Performance	3
THT 418	Theatre for Young Audiences	3

Theatre and Fine Arts Electives (15 credits):

Plus 15 credits of THT electives

Up to 6 credits may be from ART or MUS courses

Courses also accepted, depending on content:

ENLT 215	Introduction to Literature	3
ENLT 216	Introduction to Literature (WI)	3
ENLT 423	Shakespeare	3
ENGR 104	Engineering Graphics & CAD Application	3

ENLT 215 (p. 236) and ENLT 216 (p. 237): Shakespeare-themed courses only

Note:

1. 18 of the 47 required credits must be upper-division (300-400 level) theatre courses.
2. No class may fulfill more than one requirement even if it is listed in two categories.
3. A student must receive at least a “C-” in a class for it to count toward the theatre major.
4. Theatre majors must be involved in some capacity in every Carroll production unless excused because of other theatre commitment.

ARTS MANAGEMENT AND ADMINISTRATION MINOR

Minor Program Requirements

Twenty-four semester credits consisting of the following:

One three-credit course from each of the three Fine Arts disciplines is required (9 credits total). The following courses are suggestions:

ART		
ART 112	Drawing	3
ART 120	Art History Ancient - Thirteenth Century	3
ART 121	Fourteenth Century to Contemporary	3
MUS		
MUS 109	Keyboard Musicianship I	3
MUS 125	Voice I	3
THT		
THT 118	Theatre Appreciation	3
THT 111	Introduction to Acting	3
THT 121	Stagecraft	3
Plus the following courses in Arts Management: (3 credits):		
ART 425	ART Internship	1.00 - 3.00
The following courses are required in Business Administration and Communications (12 credits):		
BA 228	Introduction to Nonprofit Organizations	3
BA 306	Marketing	3
	or	
BA 375	Fundamentals of Management	3
CO 215	Introduction to Public Relations I	3
CO 216	Introduction to Public Relations II	3

FINE ARTS MINOR

Minor Program Requirements

Twenty-one semester credits, including:

I. Three courses chosen from the following:		
ART 112	Drawing	3
	or	
ART 120	Art History Ancient - Thirteenth Century	3
	or	
ART 121	Fourteenth Century to Contemporary	3
MUS 109	Keyboard Musicianship I	3
	or	
MUS 125	Voice I	3
	or	
MUS 261	Music Appreciation	3
THT 118	Theatre Appreciation	3
	or	
THT 111	Introduction to Acting	3

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 & Beauty	3

Credits earned for this minor will not count towards a separate Music or Theatre minor.

MUSIC MINOR

Minor Program Requirements

Twenty-one (21) semester credits in music, including:

I. Required Courses (9 credits)

MUS 109	Keyboard Musicianship I	3
MUS 119	Sight Singing & Aural Skills	3
MUS 261	Music Appreciation	3

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	Carroll College Choir	1
MUS 130	Carroll College Choir	1
MUS 199	Music Practicum	1.00 - 2.00
MUS 229	Chamber Choir-Audition Only	1
MUS 230	Chamber Choir-Audition Only	1
MUS 231	Jazz Band-Audition Only	1
MUS 232	Jazz Band-Audition Only	1
MUS 235	String Ensemble	1
MUS 236	String Ensemble	1
MUS 475	Applied Music	1.00 - 3.00

Credits earned for this minor will not count toward a separate Combined Fine Arts Minor.

THEATRE MINOR

I. Minor Program Requirements

Twenty semester credits including the following:

THT 104	Theatre Practicum	1

THT 104-109: 2 credits

Production Courses

Plus 6 credits chosen from the following:

THT 121	Stagecraft	3
THT 220	Scene Painting	3
THT 221	Stagecraft II	3
THT 222	Introduction to Stage Design	3
THT 223	Costuming	3
THT 224	Stage Make-Up	3
THT 322	Scenic Design	3
THT 323	Lighting Design	3

Performance Courses

Plus 6 credits chosen from the following:

THT 111	Introduction to Acting	3
THT 160	Improvisation	3
THT 207	Comedy Acting	3
THT 208	Stage Combat	3
THT 210	Creative Drama	3
THT 211	Puppetry	3
THT 212	Advanced Acting	3
THT 310	Women in Theatre	3
THT 311	Directing	3
THT 312	Musical Theatre Acting & Auditioning	3
THT 313	Stage Dialects	3
THT 314	Shakespeare in Performance	3

History/Theory Courses

Plus 6 credits chosen from the following:

THT 118	Theatre Appreciation	3
THT 210	Creative Drama	3
THT 310	Women in Theatre	3
THT 318	History of Theatre I(WI)	3
THT 319	History of Theatre II(WI)	3
THT 418	Theatre for Young Audiences	3
THT 426	Dramaturgy (WI)	3

Note:

1. 6 of the 20 required credits must be upper-division (300-400 level) theatre courses.
2. No class may fulfill more than one requirement even if it is listed in two categories.
3. A student must receive at least a "C-" in a class for it to count toward the theatre major.
4. Theatre minors must be involved in some capacity in at least two Carroll productions per year (usually a minimum of one per semester).

French and Francophone Studies

ANNELIESE POLLOCK RENCK, PH.D.

Mission and Goals

Carroll College's French and Francophone Studies Program (FFSP) is designed to provide students with the special knowledge, skills, and pedagogy needed to enter the workforce or professional schools as globally mindful citizens within the context of French and Francophone civilization and culture.

Student Learning Outcomes

Upon completion of our program, majors will have acquired:

- communicative competency in French at an Advanced Low level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- excellence in critical analysis through the production of texts and presentations focused on the understanding, synthesis, and analysis of knowledge acquired from a range of resources in French.
- excellence in written and oral communication in French through structured arguments using appropriate forms of analysis and evidence.
- cultural competency in French and Francophone civilizations, including familiarity with attitudes, lifestyles, conceptions of society, social and political structures from historical, anthropological, and symbolic perspectives.
- the ability to reflect upon and understand other cultures, and to apply this deepened intercultural and linguistic awareness to their own conceptions of language, culture, and citizenship.
- the ability to synthesize learning from within and outside French and Francophone studies in order to develop a global view of the discipline and how the knowledge and skills it promotes can be applied to other disciplines, courses of study, and beyond Carroll.

The major program of study offers sound preparation for graduate study in literature, languages, or writing. More importantly, however, the French and Francophone Studies Program is committed to providing its students with the tools of critical analysis and inquiry necessary to enter the world as global citizens with exemplary levels of intercultural awareness and engagement.

FRENCH, B.A.

I. Major Program Requirements

Thirty-one (31) semester credits* of French, including:

Required French Courses (10 credits):

FR 303	Adv Grammar and Composition GD	3
FR 304	French & Francophone Civil &Cult GD	3
FR 415	French Lab Coordinator Practicum	1
FR 495	French Capstone	3

Elective French Courses (21 credits):

Twenty-one (21) additional semester credits* of French are required.

Three (3) of these credits may be taught in another department or program on French or Francophone topics, from the following list or by the program director's approval. This list includes courses wherein a large portion or component of the syllabus deals with French or Francophone texts or other materials, or wherein the course directly contributes to at least two FFSP student learning outcomes.

AN 204/SO 204	Cultural Anthropology (GD)	3
AN 317/SO 317	Ethnic and Racial Relations (ND)	3
BA 392	International Business(GD&WI)	3
BA 401	International Marketing	3
CO 325G/CO 325N	Intercultural Comm (GD)	3
CO 420	Globalization Gender & Communication-GD	3

EC 406	International Economics	3
HI 204	Medieval History	3
HI 205	Nineteenth-Century Europe	3
HI 214	20th Century Europe	3
HI 303	Renaissance History(WI)	3
HI 304	Reformation and the Age of Exploration	3
HI 314	French Revolutions 1789 to Present	3
HI 317	Interwar Europe: Versailles to Hitler	3
HI 318	The Holocaust	3
HI 382	World War II	3
HNR 251	Renaissance Thought	3
HNR 350	Restoration & Enlightenment Thought	3
LL 400	Theories/Methods Lrng/Tch Lang	3
MLAS 200	Gateway Course in Latin Am Studies (GD)	3
PHIL 202	Medieval Philosophy	3
PHIL 203	Islam: Philosophy & Culture (GD)	3
PHIL 261/GNDR 261	Philosophy & Gender	3
PHIL 315	20th Century European Philosophy	3
PO 115	International Relations(GD)	3
PO 205	Early Modn Political Thgt(WI)	3
PO 332	Late Modern Political Thought	3
TH 210	Catholicism: Explor From Vatic I to Pres	3
TH 211	Comparative Religion(GD)	3
TH 263	Modn Catholic Socl Teach (SL)	3

*Note: Students coming in with transfer credits in French earned prior to attendance at Carroll may not count these credits towards their French major, except by approval of the program director.

II. Other Program Requirements

Study Abroad Requirement:

FFSP majors will complete a study abroad program or internship of at least three weeks in a French-speaking country. This requirement may be met by an alternative immersive experience as approved by the Program director.

FRENCH MINOR

Minor Requirements

Eighteen (18) semester credits* of French, including:

Required French Courses:

Students must successfully complete at least one of the following courses:

FR 303	Adv Grammar and Composition GD	3
	or	
FR 304	French & Francophone Civil &Cult GD	3

*Note: Students coming in with transfer credits in French earned prior to attendance at Carroll may not count these credits towards their French minor, except by approval of the Program director.

FRENCH EDUCATION (K-12) MINOR

I. Program Requirements

Fifteen (15) semester credits* in French, including:

Required French Courses:

Students must successfully complete at least one of the following courses:

FR 303	Adv Grammar and Composition GD	3
	or	
FR 304	French & Francophone Civil &Cult GD	3

*Note: Students coming in with transfer credits in French earned prior to attendance at Carroll may not count these credits towards their French minor, except by approval of the Program director.

II. Other Program Requirements

Required classes:

LL 400	Theories/Methods Lrng/Tch Lang	3
PSY 227	Child Psychology	3
	and	
PSY 228	Adolescent Psychology	3
	or only	
PSY 203	Developmental Psychology	3

III. Teacher Licensure

To obtain teacher licensure in French K-12, a student must complete:

ED 408	Student Teaching in the Minor Area	5
	or	
ED 410	Student Teaching	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Minor Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).

Gender Studies

Located in the Department of Sociology, Anthropology and Gender Studies

LESLIE ANGEL, PH.D.
JAMIE M. DOLAN, PH.D.
JEANETTE M. FREGULIA, PH.D.
CHARLOTTE JONES, PH.D.
JOHN RIES, PH.D., S.T.D.
ELVIRA RONCALLI, PH.D.
KAY SATRE, PH.D.

GENDER STUDIES MINOR

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).

GNDR 206	Perspectives on Gender (ND)	3

Students select 4 of these core courses (12 credits).

At least one must be GNDR/SO 225 or GNDR/CO 280:

GNDR 225/SO 225	Sociology of Gender	3
GNDR 258/TH 258	TH & Gender:ImagesTradition & Discourse	3
GNDR 261/PHIL 261	Philosophy & Gender	3
GNDR 280/CO 280	Gender Communication (ND)	3
GNDR 309/HI 309	Gender History	3

GNDR 310/PSY 310	Human Sexuality	3
GNDR 410/ENLT 410	Women's Literature (ND)	3

Electives

Students select 2 from the following or above (6 credits).

SO 208/AN 208	The Family (ND)	3
TH 212	Women Mystics	3
ENLT 215	Introduction to Literature	3
ENLT 215N	Introduction to Literature (ND)	3
ENLT 216	Introduction to Literature (WI)	3
ENLT 216N	Intro to Literature WI ND	3
SO 251	Gender, Health and Medicine	3
SO 256	Gender & Work	3
ENLT 306	Revising Classics (GD)	3
CO 310	Mass Media	3
SO 355	Sociology of Emotions	3
BA 393/EC 393	India: Socioeconomic Issues(GDorND)	3
CO 420	Globalization Gender & Communication-GD	3
GNDR 425	Gender Studies Internship	1.00 - 6.00
	Any Special Topics course in Gender Studies	

ENLT 215 and ENLT 216 courses must be chosen from the following topics, or others approved by the Gender Studies faculty: American Literature; Women Authors in the American West; Family in Literature; Gender, Race, and Literature.

Additional Requirements: At least 3 courses must be 300- or 400-level.

Health Sciences

KELLY PARSLEY, M.A., M.P.H.
GERALD SCHAFER, PH.D.
KATHERINE WAGNER, M.S.

Mission

Carroll College's Health Sciences and Public Health programs are based on the application of evidence-based, health-related knowledge, with a goal of developing future leaders in health promotion and disease prevention on the individual, local, national, and global levels. These degree programs are inherently interdisciplinary, with emphases that include the biological, quantitative, and social sciences. They introduce students to an integrated model of health improvement and maintenance so that graduates may competently address the complex public health challenges facing the world today.

The Health Sciences major is designed for students seeking careers in clinical health professions. The Public Health major is intended for students who want to improve health by informing and leading decision-making by policymakers, practitioners, and the public, in order to advance individual and population health. These students may pursue work in population health fields such as infection control, epidemiology, and environmental health, and also in community health and education. Both degree programs work to develop future leaders who rely on their knowledge of current research for improving health on both the individual and community levels.

Goals

1. To provide students with the specialized knowledge, skills, and global perspective they need to pursue their chosen health profession.
2. To offer students practical experience that will supplement their academic work and facilitate their entry into a chosen health career.
3. To foster evidence-based perspectives of local, national, and global health challenges and solutions.

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 and Health Sciences: 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.

HEALTH SCIENCES, B.A.

Major Program Requirements

Required classes:

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials ofChemistry Lab	1
	and	
CH 112	Essentials of Chem:Organic/Biochemisty	3
HS 198	Introduction to Health Sciences	3
HS 230	Introduction to Epidemiology	3
HS 303	Public Health Nutrition	3
HS 307	Evidence Based Research Methods (WI)	3
HS 335G/HS 335N	Health Policy Mgmt/Issues(GD)	3
HS 405/PH 405	Senior Seminar (WI)	1
HS 415	Health Sciences Internship	1.00 - 6.00
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PSY 105	General Psychology	3
PHIL 208	Bioethics	3
	or	
PHIL 206	Environmental Ethics	3
	or	
PHIL 107	Ethics	3
	or	
TH 222	Health Care Ethics	3
	or	
TH 254	Theology and Science	3

Other Program Requirements (12 required credits)

Choose from these courses depending on pre-professional or graduate school interests and requirements:

BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 214	General Microbiology	4
BI 305	Microbiology	4
BI 281	Genetics	4
BI 311	Ecology (WI)	4
BI 382	Cell Biology	4
CH 285	Intermediate Organic Chemistry	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1

CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4

Recommended Courses:

(Although not required for the major, these courses are recommended, depending on interest and pre-professional* course program requirements.)

CO 325G/CO 325N	Intercultural Comm (GD)	3
CO 360	Health Communication	3
CO 206	Small Group Communication	3
GIS 110	Intro to Geographical Infomation Systems	2
HS 325	Applied Anatomical Kinesiology	3
HS 329	Public Health & Environment	3
HS 413	Exercise Physiology/Human Performnce	3
PH 330G/PH 330N	Public Health Methods(GD)(SL)	3
PH 333	Public Health Theories & Practice	3
PO 260	Health Politics & Policy (WI)	3
PSY 203	Developmental Psychology	3
PSY 308	Health Psychology	
PSY	Additional Psychology courses depending on interests	
SO 101	Introduction to Sociology	3
SO 351	Medical Sociology (ND)	3
BA	Business, Management courses, dependent on interest	

See information about pre-professional programs (p. 167).

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 jeopardize 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.

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.

HISTORY, B.A.

I. Major Program Requirements

Thirty-three semester credits of history, including:

HI 101	Topics in Global History I	3
HI 102	Topics in Global History II	3
HI 121	History of the United States I (ND)	3
HI 122	History of the United States II	3
HI 494	Historiography & Historical Methods(WI)	3
HI 495	Research Seminar in History	3

One non-western "global diversity" history course, chosen from the following list:

HI 241	History Modern Middle East (GD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History (GD)	3

Note: At least 6 of the remaining 12 credits must be taken in courses at the 300-400 level.

II. Other Program Requirements

Required courses:

FR/SP/GM/GK/LA	Modern foreign or classical language through the intermediate level	3-12, depending on starting profiency
MA 207	Introduction to Statistics	3

MA 207: also fulfills Math requirement for CORE

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

HISTORY FOR SECONDARY EDUCATION, B.A.

I. Major Program Requirements

Thirty-six semester credits of history, including:

HI 101	Topics in Global History I	3
HI 102	Topics in Global History II	3
HI 121	History of the United States I (ND)	3
HI 122	History of the United States II	3
HI 231	Montana and the West	3
HI 241	History Modern Middle East (GD)	3
	or	
HI 251	Introduction to East Asia(GD)	3
	or	
HI 271	History of Modern Latin America (GD)	3
	or	
HI 291	Modern African History (GD)	3
HI 494	Historiography & Historical Methods(WI)	3
HI 495	Research Seminar in History	3

And at least 6 of the remaining 12 credits must be taken in courses at the 300-400 level.

II. Other Program Requirements

Required courses:

MA 207	Introduction to Statistics	3
FR/SP/GM/GK/LA	Modern foreign or classical language through	3-12,

	the intermediate level	depending on starting profiency

MA 207: also fulfills Math requirement for CORE

III. Professional Education Requirements

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 344	Secondary Social Studies	2
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course(s) (p. 91).

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: (p. 92) Individuals pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See Secondary Education Requirements (p. 90).

HISTORY MINOR

I. Minor Program Requirements

Twenty-one semester credits of history, including:

HI 101	Topics in Global History I	3
HI 102	Topics in Global History II	3
HI 121	History of the United States I (ND)	3
HI 122	History of the United States II	3

One non-western “global diversity” history course, chosen from the following list:

HI 241	History Modern Middle East (GD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History (GD)	3

HISTORY FOR SECONDARY EDUCATION MINOR

I. Minor Program Requirements

Twenty-four semester credits of history, including:

HI 101	Topics in Global History I	3

HI 102	Topics in Global History II	3
HI 121	History of the United States I (ND)	3
HI 122	History of the United States II	3
HI 231	Montana and the West	3
HI 241	History Modern Middle East (GD)	3
	or	
HI 251	Introduction to East Asia(GD)	3
	or	
HI 271	History of Modern Latin America (GD)	3
	or	
HI 291	Modern African History (GD)	3
	6 credits of history electives	6

II. Other Program Requirement

Required class:

ED 344	Secondary Social Studies	2

III. Teacher Licensure

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

ED 408	Student Teaching in the Minor Area	5
	or	
ED 410	Student Teaching	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).

History and Political Science for Secondary Education

DANE J. CASH, PH.D.
JEANETTE M. FREGULIA, PH.D.
JOE HELBLING, PH.D.
JEREMY JOHNSON, PH.D.
JONATHAN C. MATTHEWS, PH.D.
ERIK K. PRATT, PH.D.
WILLIAM B. PARSONS JR., PH.D.
DEAN PAVLAKIS, PH.D.
ROBERT STANSBERRY, ED.D.
ALEX STREET, PH.D.

HISTORY AND POLITICAL SCIENCE FOR SECONDARY EDUCATION, B.A.

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	Topics in Global History I	3
HI 102	Topics in Global History II	3
HI 121	History of the United States I (ND)	3
HI 122	History of the United States II	3

HI 231	Montana and the West	3
	or	
HI 224	History of the American West	3
HI	One non-Western History course (e.g. HI 241, 251, 271, 291)	3
HI 494	Historiography & Historical Methods(WI)	3
HI 495	Research Seminar in History	3

In addition, 3 credits of History at the 300-400 level

Twenty-four semester credits of Political Science courses, including:

PO 102	Intr Comparative Politics(GD)	3
PO 104	American National Government	3
PO 115	International Relations(GD)	3
PO 205	Early Modn Political Thgt(WI)	3
PO 216	American Political Thought	3
PO 222	U. S. Foreign Policy	3
PO 250	Topics in American Politics	3
PO 312	Elections/Pol Parties/Public Opinion	3

II. Professional Education Requirements for History and Political Science Major

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 344	Secondary Social Studies	2
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Culture course(s) (p. 91).

III. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.

History, Political Science, and Social Studies for Secondary Education

DANE J. CASH, PH.D.
JEANETTE M. FREGULIA, PH.D.
JOE HELBLING, PH.D.
JEREMY JOHNSON, PH.D.
JONATHAN C. MATTHEWS, PH.D.
ERIK K. PRATT, PH.D.
WILLIAM B. PARSONS JR., PH.D.
DEAN PAVLAKIS, PH.D.
ROBERT STANSBERRY, ED.D.
ALEX STREET, PH.D.

HISTORY, POLITICAL SCIENCE, AND SOCIAL STUDIES FOR SECONDARY EDUCATION, B.A.

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	Topics in Global History I	3
HI 102	Topics in Global History II	3
HI 121	History of the United States I (ND)	3
HI 122	History of the United States II	3
HI 231	Montana and the West	3
	or	
HI 224	History of the American West	3
HI	One non-Western History course (e.g. HI 241, 251, 271, 291)	3
HI 494	Historiography & Historical Methods(WI)	3
HI 495	Research Seminar in History	3

In addition, 3 credits of History at the 300-400 level

Twenty-four semester credits of Political Science courses, including:

PO 102	Intr Comparative Politics(GD)	3
PO 104	American National Government	3
PO 115	International Relations(GD)	3
PO 205	Early Modn Political Thgt(WI)	3
PO 216	American Political Thought	3
PO 222	U. S. Foreign Policy	3
PO 250	Topics in American Politics	3
PO 312	Elections/Pol Parties/Public Opinion	3

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

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 344	Secondary Social Studies	2
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Culture course(s) (p. 91).

III. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in 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 training to pursue careers in international business, government, foreign service, international law, teaching, and other related fields.

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, as demonstrated in the Senior Seminar.
- Communicate effectively and collaborate well with others.
- Are prepared for successful graduate study and professional careers.

INTERNATIONAL RELATIONS, B.A.

I. Major Program Requirements

Thirty-three semester credits of international relations, including:

IR 495/PO 495	Senior Research Seminar in Intl Rel(WI)	3
PO 102	Intr Comparative Politics(GD)	3
PO 115	International Relations(GD)	3
PO 222	U. S. Foreign Policy	3
PO 243	Political Economy	3
PO 306	Political Research Methods	3

And at least 6 semester credits from the following:

HI 342	American Diplomatic History	3
PO 321	Citizenship: Think Global, Act Local-ND	3
PO 342	War and Peace (GD)	3
PO 344	Contemporary Global Issues	3
PO 348	International Negotiation Simulation-GD	3

And the remainder to be chosen from the following:

AN 204/SO 204	Cultural Anthropology (GD)	3
BA 392	International Business(GD&WI)	3
BA 393/EC 393	India: Socioeconomic Issues(GDorND)	3
CO 325G/CO 325N	Intercultural Comm (GD)	3
EC 306	Int'l Trade/Global Organization	3
EC 406	International Economics	3
ENLT 334	World Literature (GD)	3
FR 304	French & Francophone Civil &Cult GD	3
FR 450	French Nationalism(s) GD WI	3
HI 205	Nineteenth-Century Europe	3
HI 241	History Modern Middle East (GD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History (GD)	3
HI 307	The Cold War	3
HI 311	History of Modern Britain	3
HI 314	French Revolutions 1789 to Present	3
HI 316	History of Modern Germany (WI)	3

HI 317	Interwar Europe: Versailles to Hitler	3
HI 352	American-East Asian Relations	3
HI 382	World War II	3
IR 425	IR Internship	1.00 - 6.00
IR 486	Readings & Confernece	1.00 - 3.00
IR 499	Senior Thesis	1.00 - 3.00
PHIL 203	Islam: Philosophy & Culture (GD)	3
PHIL 223	Asian Philosophy (GD)	3
PHIL 256	Social & Political Philosophy(WI)	3
PO 205	Early Modn Political Thgt(WI)	3
	or	
PO 332	Late Modern Political Thought	3
PO 241	Democracy & Autocracy (GD)	3
PO 242	State & Nation in World Politics	3
PO 321	Citizenship: Think Global, Act Local-ND	3
PO 342	War and Peace (GD)	3
PO 344	Contemporary Global Issues	3
PO 348	International Negotiation Simulation-GD	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
	or	
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
TH 211	Comparative Religion(GD)	3

II. Other Program Requirements

Option 1: Economics

EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3
	and	
EC 406	International Economics	3

or Option 2: Language

Completion of a modern second language through the intermediate level

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

INTERNATIONAL RELATIONS MINOR

I. Minor Program Requirements

Twenty-one semester credits of international relations, including:

PO 102	Intr Comparative Politics(GD)	3
PO 115	International Relations(GD)	3

And the remainder to be chosen from the following, drawing from at least three different subjects:

AN 204/SO 204	Cultural Anthropology (GD)	3
BA 392	International Business(GD&WI)	3
BA 393/EC 393	India: Socioeconomic Issues(GDorND)	3
CO 325G/CO 325N	Intercultural Comm (GD)	3
EC 306	Int'l Trade/Global Organization	3
EC 406	International Economics	3
ENLT 334	World Literature (GD)	3
FR 304	French & Francophone Civil &Cult GD	3
FR 450	French Nationalism(s) GD WI	3
HI 205	Nineteenth-Century Europe	3
HI 241	History Modern Middle East (GD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History (GD)	3
HI 307	The Cold War	3
HI 311	History of Modern Britain	3
HI 314	French Revolutions 1789 to Present	3
HI 316	History of Modern Germany (WI)	3
HI 317	Interwar Europe: Versailles to Hitler	3

HI 342	American Diplomatic History	3
HI 352	American-East Asian Relations	3
HI 382	World War II	3
IR 425	IR Internship	1.00 - 6.00
IR 486	Readings & Confernece	1.00 - 3.00
IR 495/PO 495	Senior Research Seminar in Intl Rel(WI)	3
IR 499	Senior Thesis	1.00 - 3.00
PHIL 203	Islam: Philosophy & Culture (GD)	3
PHIL 223	Asian Philosophy (GD)	3
PHIL 256	Social & Political Philosophy(WI)	3
PO 205	Early Modn Political Thgt(WI)	3
	or	
PO 332	Late Modern Political Thought	3
PO 222	U. S. Foreign Policy	3
PO 241	Democracy & Autocracy (GD)	3
PO 242	State & Nation in World Politics	3
PO 243	Political Economy	3
PO 306	Political Research Methods	3
PO 321	Citizenship: Think Global, Act Local-ND	3
PO 332	Late Modern Political Thought	3
PO 342	War and Peace (GD)	3
PO 344	Contemporary Global Issues	3
PO 348	International Negotiation Simulation-GD	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
	or	
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
TH 211	Comparative Religion(GD)	3

II. Other Program Requirements

Option 1: Economics

EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3
	and	
EC 406	International Economics	3

or Option 2: Language

Completion of a modern second language through the intermediate level.

Latin American Studies

JEANETTE FREGULIA, PH.D.
CHRISTOPHER FULLER, PH.D.
RYAN HALLOWS, PH.D.
ALAN HANSEN, PH.D.
GRANT HOKIT, PH.D.
JOHN RIES. PH.D, S.T.D
ALEXIS J. RINCÓN, M.S.
ALEX STREET, PH.D.

Mission and Goals

The Latin American Studies program provides an interdisciplinary framework for study of Latin American socio-economic, environmental and cultural affairs, the acquisition of regional languages and includes practical and theoretical research and/or internship projects pertinent to specific student and faculty interests. Students will learn to apply their understanding of history, political science, Hispanic culture, economics, theology and sociology, to a regional discourse.

LATIN AMERICAN STUDIES MINOR

I. Minor Program Requirements

Nineteen to twenty-one semester credits, including:

MLAS 200	Gateway Course in Latin Am Studies (GD)	3

HI 271	History of Modern Latin America (GD)	3
SP 303	Intro to Spanish & Lat Am Civ & Culture	3
MLAS 495	Capstone Semnr in Latin American Studies	1

Plus 9 additional credits from the following list, only 6 credits of which can be SP courses:

AN 204/SO 204	Cultural Anthropology (GD)	3
AN 317/SO 317	Ethnic and Racial Relations (ND)	3
ENLT 489	Special Topic	1.00 - 3.00
ES 121	Environmental Science	4
ES 300	Environmental Field Studies	3
PO 102	Intr Comparative Politics(GD)	3
PO 348	International Negotiation Simulation-GD	3
SP 150	Intensive Spanish Immersion Abroad	2
SP 250	Intensive Spanish Immersion Abroad	2
SP 350	Intensive Spanish Immersion Abroad	3
SP 305	Intro to Spanish & Latin American Lit	3
SP 306	Adv Spanish Grammar & Composition (WI)	3
SP 320	Spanish for the Professions	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
SP 410G	Topics in Spanish & Latin American Film	3
TH 264	Theologies of Liberation(GD)	3

or completion of a course approved by an MLAS faculty advisor

ENLT 489: US Latino/a Literature only

ES 300: Tropical Ecology only

PO 348: Argentina, Chile, Mexico only

II. Other Program Requirement

Completion of language acquisition through the intermediate level; approved languages include Spanish, French, Portuguese, Haitian Creole, or Latin American native languages such as Nahuatl, Quechua, Maya-Quiché, Aymará, Guaraní or another approved language.

Leadership Studies

CAPT MARK THOMPSON, AV, MTARNG

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.

LEADERSHIP STUDIES MINOR

I. Minor Program Requirements

Twenty-seven credits, including:

MSL 101	Introduction to the Army	3
MSL 102	Fnd of Agile & Adaptive Leadership	3
MSL 201	Leadership and Decision Making	3
MSL 202	Army Doctrine & Team Developement	3
HI 121	History of the United States I (ND)	3
	or	
HI 122	History of the United States II	3

Plus the following track:

Professional ROTC Leadership

MSL 301	Trng Mgt/Warfighting Functions	3
MSL 302	Applied Leadership Small Unit Operations	3
MSL 401	The Army Officer	3
MSL 402	Company Grade Leadership	3

Mathematics

KELLY CLINE, PH.D.

JODI FASTEEN, PH.D.
MARY E. KEEFFE, PH.D.
TERENCE J. MULLEN, P.E.
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

1. Our students will be able to use mathematics to model and solve real-world problems.
2. Our students will be able to demonstrate the ability to: create and use functions to model applied problems, apply calculus in a wide variety of contexts, create mathematical models using difference and differential equations, formulate and solve linear systems, develop and analyze probabilistic models in applied settings, use the methods of statistics to analyze data from real contexts, use the tools of discrete mathematics, and create and analyze mathematical proofs.
3. Our students will be able to communicate their mathematical work in a clear and effective manner.
4. Our students will be able demonstrate the ability to solve mathematical and statistical problems using appropriate technology.

MATHEMATICS WITH A COGNATE CONCENTRATION, MINOR, OR SECOND MAJOR, B.A.

I. Major Program Requirements

Required classes:

MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 232	Differential Equations and Linear Alg I	4
	or	
MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4
MA 306	Real Analysis	3
MA 315	Probability and Statistics	3
MA 321	Math in the Mountains	3
MA 328	Modern Applications of Discrete Math	3
MA 334	Differential Equations and Linear Alg II	4
MA 342	Applied Numerical Methods & Analysis-WI	3
MA 366	Junior Seminar	1
MA 401	Abstract Algebra and Modern Geometry	3
MA 406	Complex Analysis	3
MA 421	Math Optimization, Applications & Analysis	3
MA 422	Senior Project	3
	or	
MA 499	Senior Thesis	1.00 - 3.00

MA 499: for a total of at least 3 credits

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, Data Science, Engineering, Environmental Science, Physics, Operations Research, and Geographical Information Systems. 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	Principles of Accounting I	3
BA 204	Principles of Accounting II	3
BA 313	Managerial Finance	3
BA 375	Fundamentals of Management	3
BA 409	Operations Research	3
EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3
	or	
EC 203	Project Management Economics	3

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 Data Science

A minor or a second major in data science.

F. Concentration in Engineering

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials ofChemistry Lab	1
	and	
BI 102	Human Biology	4
ENGR 302	Engineering Mechanics I: Statics	3
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4
CS 110	Introduction to Programming	4

Plus at least twelve additional semester-credit hours in technical elective courses at the 300 level or above selected in consultation with an engineering advisor.

G. Concentration in Environmental Science

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
BI 311	Ecology (WI)	4
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials ofChemistry Lab	1
CH 112	Essentials of Chem:Organic/Biochemisty	3
ENGR 313	Hydrology	3
ENGR 402	Environmental Engineering	3
EAS 101	Earth Science	4
EAS 302	Advanced Earth Science	3

H. Concentration in Physics

A minor or a second major in physics.

I. Concentration in Operations Research

CS 110	Introduction to Programming	4
CS 120	Data Structures and Program Design	4
CS 230	Software Engineering (WI)	4
CS 310	Database Design	4

EC 201	Principles of Economics I	3
EC 202	Principles of Economics II	3
BA 409	Operations Research	3

J. Concentration in Geographical Information Systems

GIS 110	Intro to Geographical Infomation Systems	2
GIS 220	GIS Databases	3
GIS 315	Spatial Analysis	3
GIS 316	Raster Analysis	3
GIS 430	GIS Project	1
CS 110	Introduction to Programming	4
CS 120	Data Structures and Program Design	4

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.

MATHEMATICS MINOR

Minor Program Requirements

Required classes:

MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 232	Differential Equations and Linear Alg I	4
	or	
MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4
MA 334	Differential Equations and Linear Alg II	4

Plus three more 3- or 4-credit mathematics courses at the 300 level or above

Course must be approved by the mathematics program director, and MA 321 may only be counted once toward the minor.

To earn a minor in mathematics, a student must earn a grade of "C-" or better in all of the courses listed under "Minor Program Requirements". A lesser grade in any of these courses must be replaced before the minor will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are prerequisite.

MATHEMATICS FOR SECONDARY EDUCATION, B.A.

Since this is a broadfield major, a minor is not required for licensure.

I. Broadfield Major Program Requirements

Required classes:

MA 131	Calculus of Single Variable Functions	4
	or	
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 232	Differential Equations and Linear Alg I	4
	or	
MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4
MA 306	Real Analysis	3
MA 315	Probability and Statistics	3
MA 328	Modern Applications of Discrete Math	3
MA 334	Differential Equations and Linear Alg II	4
MA 342	Applied Numerical Methods & Analysis-WI	3
MA 401	Abstract Algebra and Modern Geometry	3
MA 406	Complex Analysis	3

MA 421	Math Optimization, Applications & Analysis	3
MA 471	History Seminar in Mathematics	1
MA 422	Senior Project	3
	or	
MA 499	Senior Thesis	1.00 - 3.00

MA 422, MA 499: 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

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
ED 418	Methods of Teaching Math in Sec School	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course(s) (p. 91).

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must be accepted into the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) All students must obtain admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.

Nursing

Bachelor of Science

MARIA BROSNAN, MSN, RN, ACNP-BC
STEPHANIE BURKHOLDER, MN, APRN, FNP-BC
KIM GARRISON, MN, RN
DONNA GREENWOOD, MSN, RN
JANET JOHNSON, BSN, RN
MEREDITH KRUTAR, MSN, FNP-BC
KARMEN WILLIAMS, MSN, RN

Mission

Inspired by the mission of our College, we are dedicated to preparing professional nurse generalists 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. Participation in 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.

NURSING, B.S.

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 (http://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.

Options for Admission to the Nursing Major

Students seeking admission to Carroll's Nursing major have three options for entry, depending on their status: 1) Direct Entry, 2) Pre-Nursing Admission, and 3) Transfer Admission.

Direct Entry into the Nursing Major

Students are accepted into the major with acceptance into the college and no additional application process is required. Nursing majors enroll in the pre-licensure BSN curriculum beginning the first college semester. Direct entry students must meet all the progression criteria to maintain their placement in the nursing major. (See criteria for Progression in the Nursing Major.)

Students who wish to be considered for direct entry into the nursing major must meet the following criteria:

1. Minimum 3.30 GPA

2. Minimum, composite ACT score of 24 or new SAT score of 1190 (Math and Combined Reading and Writing).
3. Completion of 1 year of Chemistry by the 6th semester.
4. Completion of 1 year of Biology by the 6th semester
5. Completion of mathematics through Intermediate Algebra (Algebra II) by the 6th semester
6. Submission and completion of application (receipt of all supporting credentials) by November 1 listing NURSING as the first major of interest

*Please note that not all candidates meeting the minimum eligibility criteria will be selected for the Direct Entry Option.

Pre-nursing Admission into the Nursing Major:

Students admitted into the pre-nursing licensure curriculum will have the opportunity to apply to the nursing major during their first year at Carroll. Pre-nursing students must be formally accepted to the nursing major in order to register for 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 students 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 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. Any of these courses, taken prior to the five-year limit, may be analyzed by the nursing department for possible use depending on individual circumstances.
4. Have an overall college career Grade Point Average of 3.0 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, and measles, mumps, and rubella (MMR).
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, 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, may also be required.
8. Interviews by the Department of Nursing faculty may be required.

Transfer Admission into the Nursing Major

Carroll College may accept a select number of external transfer students into the nursing program. Interested transfer students should contact the Office of Admission for current requirements and to apply to the college and nursing major. Accepted students will enroll in classes beginning in the fall semester following their acceptance into the college and nursing major, completing a bachelor's degree in 3 years.

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. All nursing courses must be taken at Carroll College unless the nursing department grants an exception. Direct Entry nursing students must also have a "C-" or better in all nursing prerequisites (BI 201, BI 202, CH 111, CO 101, ENWR 102, PSY 105, PSY 203) to maintain their placement in the nursing major.
2. Maintain a minimum cumulative 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/Re-entry 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. Although nursing clinical is primarily in Helena, out of town clinical may be required, necessitating personal transportation. 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.

Nursing students are expected to purchase Carroll College nursing scrubs, nametags, hand-held mobile device, and other items needed for clinical/ lab 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, and measles, mumps, and rubella (MMR). 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 as outlined in the course expectations, the Statutes and Rules of Nursing, and the ANA Code of Ethics, 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 "support the learning, knowledge, and professional development of nurses making a difference in global health" (www.nursingsociety.org). Nursing programs at Carroll College and the Montana State University College of Nursing form the STTI chapter for Montana, called Zeta Upsilon At-Large Chapter. 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

56 semester credits in nursing, including the following:

NU 201	Fundamentals & Health Promotion	4
NU 202	Assessment & Health Promotion	4
NU 208	Nutrition for Healthcare Professionals	3
NU 301	Care of the Childbearing Family	4.5
NU 302	Psychosocial Health	4.5
NU 304	Illness Across the Lifespan I	4
NU 305	Clinical Nursing Care I	4
NU 307	Evidence-Based Practice Research Methods	3
NU 308	Pathophysiology & Pharmacology	3
NU 404	Illness Across the Lifespan II	4
NU 406	Nursing Leadership & Management	3
NU 413	Clinical Nursing Care II	4
NU 414	Community & Public Health Nursing(ND)	4
NU 417	Capstone Clinical	3.5
NU 427	Comprehensive Nursing Review	3.5

II. Other Program Requirements.

Required classes:

BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 214	General Microbiology	4
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials ofChemistry Lab	1
CH 112	Essentials of Chem:Organic/Biochemisty	3
CO 101	Basic Communication	3
ENWR 102	College Composition II	4
MA 207	Introduction to Statistics	3
PHIL 107	Ethics	3
	or	
PHIL 208	Bioethics	3
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
SO 101	Introduction to Sociology	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.*

Nursing students are expected to purchase Carroll College nursing scrubs and other items needed for clinical/lab experience.

Nurse Specialty Courses

Carroll College, in collaboration with SCL Health Montana Region, is offering two nursing specialty courses for candidates possessing an RN with one or more years of recent nursing experience in a hospital setting. The courses will be offered as special topics courses in 2018-2019 as:

- Introduction to Emergency Nursing Course
- Introduction to Intensive Care Nursing Course

Clinical hours will be completed at St. Vincent Healthcare, Billings, Montana.

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 the Carroll 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

PHILOSOPHY, B.A.

I. Major Program Requirements

Thirty-four to thirty-six semester credits of philosophy, including the following:

Required courses (7-9 credits)

PHIL 113	Formal Logic	3
PHIL 495	Philosophy Seminar	3
PHIL 497	Senior Paper	1
	or	
PHIL 499	Senior Thesis	1.00 - 3.00

Of the remaining 27 credits in philosophy,

A maximum of 6 credits can be at the 100 level (limit does not apply to PHIL 113, which is required)

At least 9 credits must be upper division (300-400 level courses—minimum does not include PHIL 495 or PHIL 497/PHIL 499, which are required)

At least three of the following courses must be completed:

PHIL 200	Ancient Philosophy	3
PHIL 202	Medieval Philosophy	3
PHIL 303	Modern Philosophy	3
PHIL 304	Contemporary Philosophy	3

At least one writing intensive course must be completed

PHIL 256	Social & Political Philosophy(WI)	3
	or	
PHIL 324	Ethical Theory (WI)	3

II. Other Program Requirements

1. Six consecutive credits of a modern foreign or classical language

2. For students who choose to prepare a thesis, the director and one reader must be from the philosophy department. The senior paper requirement is waived upon successful completion of the thesis.

PHILOSOPHY MINOR

Minor Program Requirements

Eighteen semester credits of philosophy, including:

PHIL 495	Philosophy Seminar	3

At least one PHIL course (3 credits) at the 200 level or above

Plus at least one additional PHIL course (3 credits) at the 300 level or above

Physics

KELLY CLINE, PH.D.
BENJAMIN N. GROSSMANN, 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.

PHYSICS, B.A.

I. Major Program Requirements

Required classes:

PHYS 155/ENGR 155	Robotics and Experimental Physics	3
PHYS 160	Einstein's Physics	3
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4
PHYS 305/ENGR 305	Electronics and Circuit Analysis I	4
PHYS 323	Optics & Electromagnetic Radiation	3
PHYS 331	Computational Physics	3
PHYS 340	Classical Mechanics	3
PHYS 342/ENGR 342	Thermal Physics	3
PHYS 345	Electromagnetism	3
PHYS 346	Quantum Mechanics	3
PHYS 452	Advanced Physics (WI) Lab	3

II. Math Requirements

Required classes:

MA 121	Differential Calculus	3
	and	
MA 122	Integral Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4

MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4
MA 315	Probability and Statistics	3
MA 334	Differential Equations and Linear Alg II	4
MA 342	Applied Numerical Methods & Analysis-WI	3

III. Other Program Requirements

Required classes:

CS 110	Introduction to Programming	4
ENWR 305	Workplace Writing (WI)	3
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
	and	
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
	or	
EAS 101	Earth Science	4
	and	
EAS 302	Advanced Earth Science	3

Note:

1. All physics majors must maintain a cumulative grade-point average of 2.0 or higher in all required courses (Sections I–III above), and must pass each individual course with a grade of at least “C-”. Students may not enroll in a required course without having first passed its prerequisites with a grade of “C-” or better.
2. Students 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.
4. If EAS 302 (Advanced Earth Science) is not offered, an alternative course is EAS 320 (Geomorphology), offered Fall semesters of odd years.

PHYSICS MINOR

I. Minor Program Requirements

Required classes:

PHYS 160	Einstein's Physics	3
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4
PHYS 305/ENGR 305	Electronics and Circuit Analysis I	4

Two additional courses from the following list:

ENGR 302	Engineering Mechanics I: Statics	3
PHYS 306/ENGR 306	Electronics and Circuit Analysis II	4
PHYS 323	Optics & Electromagnetic Radiation	3
PHYS 331	Computational Physics	3
PHYS 340	Classical Mechanics	3
PHYS 342/ENGR 342	Thermal Physics	3
PHYS 345	Electromagnetism	3
PHYS 346	Quantum Mechanics	3

II. Math Requirements

Required classes:

MA 121	Differential Calculus	3
	and	
MA 122	Integral Calculus	3
	or	

MA 131	Calculus of Single Variable Functions	4
MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4

III. Recommended Courses

PHYS 155/ENGR 155	Robotics and Experimental Physics	3
MA 334	Differential Equations and Linear Alg II	4

Note: All physics minors must maintain a cumulative grade-point average of 2.0 or higher in all required courses (Sections I–II above), and must pass each individual course with a grade of at least “C-”. Students may not enroll in a required course without having first passed its prerequisites with a grade of “C-” or better.

PHYSICS FOR SECONDARY EDUCATION MINOR

I. Minor Program Requirements

Required classes:

PHYS 160	Einstein's Physics	3
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4
PHYS 321	Geometrical Optics	1
PHYS 305/ENGR 305	Electronics and Circuit Analysis I	4

II. Math Requirements

Required classes:

MA 121	Differential Calculus	3
	and	
MA 122	Integral Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 207	Introduction to Statistics	3
MA 141	Introduction to Mathematical Modeling	4
MA 233	Multivariable Calculus	4

III. Other Program Requirements

Required classes:

PHIL 252	Philosophy & History of Science	3
ED 346	Teaching Science in the Secondary School	2

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	5
	or	
ED 410	Student Teaching	12

V. Recommended Courses

PHYS 155/ENGR 155	Robotics and Experimental Physics	3
ENGR 302	Engineering Mechanics I: Statics	3

VI. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Minor Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.

2. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).

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 skills in writing, critical thinking, and communication, 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 broad and deep knowledge of political science;
- Gain effective communication skills and learn to collaborate effectively;
- Gain analytical and critical thinking skills in preparation for professional careers; and
- Demonstrate this knowledge and these skills by writing and presenting original research.

POLITICAL SCIENCE, B.A.

I. Major Program Requirements

Thirty-three semester credits of political science courses, including:

PO 100	Justice & Just Society/Intro to Politics	3
PO 102	Intr Comparative Politics(GD)	3
PO 104	American National Government	3
PO 115	International Relations(GD)	3
PO 306	Political Research Methods	3
PO 495/IR 495	Senior Research Seminar In Pol Sci (WI)	3

Of the remaining 15 PO credits, at least 6 credits must be at the 300 level, consisting of at least one course drawn from each of the following groups:

Group I: American Politics and Comparative Politics:

PO 310	Selected Topics in Public Policy	3
PO 312	Elections/Pol Parties/Public Opinion	3
PO 315	Congress and the Presidency	3
PO 321	Citizenship: Think Global, Act Local-ND	3

Group II: Political Theory and International Relations

PO 331	Classical Political Thought	3
PO 332	Late Modern Political Thought	3
PO 342	War and Peace (GD)	3
PO 344	Contemporary Global Issues	3

Law and Politics Concentration

Students who pursue a concentration in law and politics will take 12 of their political science elective credits in the following courses:

PO 205	Early Modn Political Thgt(WI)	3
PO 210	Intro to Constitutional Law	3
PO 216	American Political Thought	3
PO 315	Congress and the Presidency	3

POLITICAL SCIENCE FOR SECONDARY EDUCATION, B.A.

I. Major Program Requirements

Thirty semester credits of political science courses, including:

PO 102	Intr Comparative Politics(GD)	3
PO 104	American National Government	3
PO 115	International Relations(GD)	3
PO 205	Early Modn Political Thgt(WI)	3
PO 216	American Political Thought	3
PO 230	Montana State Politics	3
PO 310	Selected Topics in Public Policy	3
PO 312	Elections/Pol Parties/Public Opinion	3

II. Other Program Requirements

Required class:

MA 207	Introduction to Statistics	3

III. Program Recommendations

Recommended class:

PO 222	U. S. Foreign Policy	3

IV. Professional Education Requirements

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 102	Foundations of Education (WI)	3
ED 103	Instructional Media & Technology	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 344	Secondary Social Studies	2
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course (p. 91).

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: (p. 92) Individuals pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See Secondary Education Requirements (p. 90).

CONSTITUTIONAL STUDIES MINOR

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 below (History, Philosophy, Political Science, Sociology, Theology).

Foundations in the American Constitutional Tradition (6 credits required):

PO 104	American National Government	3
	or	
HI 121	History of the United States I (ND)	3
PO 205	Early Modn Political Thgt(WI)	3
	or	
PO 216	American Political Thought	3

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 (ND)	3
HI 122	History of the United States II	3
HI 322	Slavery and the Civil War	3
PO 104	American National Government	3
PO 210	Intro to Constitutional Law	3
PO 216	American Political Thought	3
PO 230	Montana State Politics	3
PO 315	Congress and the Presidency	3
PO 380	Moot Court Team	1.00 - 3.00
SO 314	Sociology of Law (GD)	3

Comparative Constitutionalism and International Law (6 credits):

HI 241	History Modern Middle East (GD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History (GD)	3
PO 102	Intr Comparative Politics(GD)	3
PO 242	State & Nation in World Politics	3
PO 243	Political Economy	3
PO 321	Citizenship: Think Global, Act Local-ND	3
PO 348	International Negotiation Simulation-GD	3

Constitutionalism: History and Philosophy (6 credits):

PHIL 256	Social & Political Philosophy(WI)	3
PHIL 315	20th Century European Philosophy	3
PHIL 324	Ethical Theory (WI)	3
PO 100	Justice & Just Society/Intro to Politics	3
PO 205	Early Modn Political Thgt(WI)	3
PO 331	Classical Political Thought	3
PO 332	Late Modern Political Thought	3
TH 263	Modn Catholic Socl Teach (SL)	3

POLITICAL SCIENCE MINOR

I. Minor Program Requirements

Twenty-one semester credits of political science courses, including:

PO 100	Justice & Just Society/Intro to Politics	3
PO 102	Intr Comparative Politics(GD)	3
PO 104	American National Government	3
PO 115	International Relations(GD)	3

Psychology

LESLIE ANGEL, PH.D.
NIKKI HONZEL, PH.D.
JESSICA MCMANUS, PH.D.
JULIAN NOLEN, 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 an integrated biological, psychological and social perspective.

PSYCHOLOGY, B.A.

I. Major Program Requirements

Required classes:		
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
	or	
PSY 227	Child Psychology	3
	and	
PSY 228	Adolescent Psychology	3
PSY 222	History & Systems in Psychology	3
PSY 240/SO 240	Soc Psy: Soc Affect & Cog (ND)	3
	or	
PSY 241/SO 241	Soc Psy: Social Behavior (ND)	3
PSY 304	Theories & Practice in Counseling Psych	3
PSY 305	Junior Seminar	1
PSY 306	Abnormal Psychology	3
PSY 307	Learning and Behavior	3
PSY 309	Research Methods (WI)	4
PSY 414	Physiological Psychology	4
PSY 416	Brain and Behavior	4
One additional Psychology elective to be chosen from the following list		
ANZ 441	Animal Behavior (WI)	3
PSY 200	Emotional Intel & Personal Prof Success	3
PSY 310/GNDR 310	Human Sexuality	3
PSY 311	Theories of Personality	3
PSY 314	Cognitive Psychology	3
PSY 321	Law, Justice & Forensic Psychology	3
PSY 289	Special Topic	1.00 - 3.00
PSY 389	Special Topic	1.00 - 3.00
PSY 489	Special Topic	1.00 - 3.00
One of the following:		
PSY 388	Undergraduate Teaching Assistantship	1.00 - 2.00
PSY 425	Psychology Internship	1.00 - 6.00
PSY 486	Independent Research in PSY	1.00 - 3.00
PSY 499	Senior Thesis	1.00 - 3.00

II. Other Program Requirements

Required class:		
MA 207	Introduction to Statistics	3

Major Field Test in Psychology: Students are required to take the Major Field Test in Psychology during the spring semester of their senior year at a time and place designated by the department. Some graduate schools also require the general and/or

subject Graduate Record Exam (GRE).

PSYCHOLOGY MINOR

Minor Program Requirements

Twenty-one semester credits of psychology courses chosen with the advice of faculty in the Psychology Department.

PSYCHOLOGY FOR SECONDARY EDUCATION MINOR

I. Minor Program Requirements

Eighteen semester credits of psychology courses, including:

PSY 105	General Psychology	3
PSY 228	Adolescent Psychology	3
PSY 229/ED 229	Educational Psychology	3
PSY 240/SO 240	Soc Psy: Soc Affect & Cog (ND)	3
	or	
PSY 241/SO 241	Soc Psy: Social Behavior (ND)	3
PSY 306	Abnormal Psychology	3

II. Other Program Requirements

Required class:

ED 344	Secondary Social Studies	2

III. Teacher Licensure

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

ED 408	Student Teaching in the Minor Area	5
	or	
ED 410	Student Teaching	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

Notes:

1. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).
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; 3) earn a minimum 2.65 grade point average in Minor Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in 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

KELLY PARSLEY, M.A., M.P.H.
GERALD SCHAFER, PH.D.
KATHERINE WAGNER, M.S.

Mission

Carroll College’s Health Sciences and Public Health programs are based on the application of evidence-based, health-related knowledge, with a goal of developing future leaders in health promotion and disease prevention on the individual, local, national, and global levels. These degree programs are inherently interdisciplinary, with emphases that include the biological, quantitative, and social sciences. They introduce students to an integrated model of health improvement and maintenance so that graduates may competently address the complex public health challenges facing the world today.

The Health Sciences major is designed for students seeking careers in clinical health professions. The Public Health major is intended for students who want to improve health by informing and leading decision-making by policymakers, practitioners, and

the public, in order to advance individual and population health. These students may pursue work in population health fields such as infection control, epidemiology, and environmental health, and also in community health and education. Both degree programs work to develop future leaders who rely on their knowledge of current research for improving health on both the individual and community levels.

Goals

1. To provide students with the specialized knowledge, skills, and global perspective they need to pursue their chosen health profession.
2. To offer students practical experience that will supplement their academic work and facilitate their entry into a chosen health career.
3. To foster evidence-based perspectives of local, national, and global health challenges and solutions.

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 and Health Sciences: 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.

PUBLIC HEALTH, B.A.

Major Program Requirements

Required classes:

BI 102	Human Biology	4
ENWR 303	Grant Writing (WI)	3
LAS 102	LAS Activities	1
HS 198	Introduction to Health Sciences	3
HS 230	Introduction to Epidemiology	3
HS 303	Public Health Nutrition	3
HS 307	Evidence Based Research Methods (WI)	3
HS 329	Public Health & Environment	3
HS 335G/HS 335N	Health Policy Mgmt/Issues(GD)	3
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PH 330G/PH 330N	Public Health Methods(GD)(SL)	3
PH 333	Public Health Theories & Practice	3
PH 405/HS 405	Senior Seminar (WI)	1
PH 410	Management of Health Promotion Programs	3
PH 415	Public Health Internship	1.00 - 6.00
PHIL 208	Bioethics	3
	or	
PHIL 206	Environmental Ethics	3
	or	
PHIL 107	Ethics	3
	or	
TH 222	Health Care Ethics	3
	or	

TH 254	Theology and Science	3
PSY 105	General Psychology	3

Students interested in public health are encouraged to take additional natural science courses.

Recommended Courses (depending on interest)

CO 206	Small Group Communication	3
CO 325G/CO 325N	Intercultural Comm (GD)	3
CO 360	Health Communication	3
GIS 110	Intro to Geographical Infomation Systems	2
PO 260	Health Politics & Policy (WI)	3
PSY 203	Developmental Psychology	3
PSY 308	Health Psychology	
PSY	Additional Psychology courses depending on interests	
SO 101	Introduction to Sociology	3
SO 351	Medical Sociology (ND)	3

PUBLIC HEALTH MINOR

Minor Program Requirements

Public Health Foundation Courses (9 credits)

One of the following is required:

PH 330G/PH 330N	Public Health Methods(GD)(SL)	3
	or	
PH 333	Public Health Theories & Practice	3

Plus two additional Public Health foundation courses from above and/or the following:

HS 230	Introduction to Epidemiology	3
HS 303	Public Health Nutrition	3
HS 329	Public Health & Environment	3
HS 335G/HS 335N	Health Policy Mgmt/Issues(GD)	3

Public Health Elective Courses (12-13 credits)

A minimum of four courses (12-13 credits) from the following approved electives; additional Public Health foundation courses from above may also be used:

BI 102	Human Biology	4
CO 360	Health Communication	3
GIS 110	Intro to Geographical Infomation Systems	2
ENWR 303	Grant Writing (WI)	3
ES 121	Environmental Science	4
HS 307	Evidence Based Research Methods (WI)	3
PH 410	Management of Health Promotion Programs	3
PHIL 107	Ethics	3
PHIL 206	Environmental Ethics	3
PHIL 208	Bioethics	3
PO 260	Health Politics & Policy (WI)	3
PSY 308	Health Psychology	
SO 251	Gender, Health and Medicine	3
SO 351	Medical Sociology (ND)	3
TH 222	Health Care Ethics	3
TH 254	Theology and Science	3

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 jeopardize 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

PUBLIC RELATIONS WITH AN AREA OF CONCENTRATION, B.A.

I. Major Program Requirements

Thirty three semester credits of interdepartmental studies, including:

CO 101	Basic Communication	3
CO 206	Small Group Communication	3
CO 215	Introduction to Public Relations I	3
CO 216	Introduction to Public Relations II	3
CO 225	Professional Communication	3
CO 306/ENWR 306	Writing for the Print Media (WI)	3
CO 308	Communication Ethics	3
CO 310	Mass Media	3
CO 340	Interpersonal Communication Theory	3
CO 395	Research Methods Seminar	3
CO 425	Communication Career Internship	1.00 - 12.00
CO 495	Senior Practicum: The Graceful Exit	1

Plus one or more of the following areas of concentration (15-18 credits):

A. Marketing

BA 306	Marketing	3
BA 375	Fundamentals of Management	3
CO 275	Conflict Management	3

Plus 2 of the following:

BA 320	Market Research	3
BA 322	Consumer Behavior	3
BA 324	Marketing Communication & Promotion	3
BA 326	New Product Development	3
BA 401	International Marketing	3

B. Print Journalism

ART 113	Digital Photography	3
CO 108	Digital Publishing	3
CO 236	Prospector Student Newspaper I	1.00 - 3.00
CO 237	Prospector Student Newspaper II	1.00 - 3.00
CO 275	Conflict Management	3
CS 213	Management Information Systems	3
	or	
CS 202	Web Design and Development	3
ENWR 305	Workplace Writing (WI)	3

CO 236, CO 237: two semesters, totaling three credits

C. TV Production

CO 165	Fund of TV & Film Production: Writing	3
CO 166	Fund Film/TV Prod II:Aesthetics Film/TV	3
CO 265	Basic Single Camera Production	4
CO 365	Saints TV: Television Production	3
CO 425	Communication Career Internship	1.00 - 12.00

CO 425: two semesters totaling 3 credits

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

PUBLIC RELATIONS MINOR

Minor Program Requirements

Required classes:

BA 306	Marketing	3
CO 108	Digital Publishing	3
	or	
CO 306/ENWR 306	Writing for the Print Media (WI)	3
CO 206	Small Group Communication	3
	or	
CO 308	Communication Ethics	3
CO 215	Introduction to Public Relations I	3
CO 216	Introduction to Public Relations II	3
CO 310	Mass Media	3
CO 236	Prospector Student Newspaper I	1.00 - 3.00
CO 237	Prospector Student Newspaper II	1.00 - 3.00

Reading

JOE HELBLING, PH.D.

READING (K-12) MINOR

I. Minor/Professional Education Program Requirements

Required classes:

ED 228	Children's Literature	3
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 323	Teaching the Communication Arts I	2
ED 324/SPED 324	Diagnostic-Based Interventions	3
ED 325	Teaching Communication Arts II	3
ED 407	Organization & Admin of the Reading Prog	2
ED 412	Measurement and Assessment in Teaching	3

II. Other Program Requirements

Required classes:

ED 365/ENLT 365	Young Adult Literature	3
SPED 304	Students W/ High Incidence Disabilities	3

Recommended:

LL 400	Theories/Methods Lrng/Tch Lang	3

III. Teacher Licensure

To obtain teacher licensure in Reading K-12, a student must complete:

ED 408	Student Teaching in the Minor Area	5
	or	
ED 410	Student Teaching	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

Note:

1. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).
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

DANE J. CASH, PH.D.
JEANETTE M. FREGULIA, PH.D.
JOE HELBLING, PH.D.
JEREMY JOHNSON, PH.D.
JONATHAN C. MATTHEWS, PH.D.
ERIK K. PRATT, PH.D.
WILLIAM B. PARSONS JR., PH.D.
DEAN PAVLAKIS, PH.D.
ROBERT STANSBERRY, ED.D.
ALEX STREET, PH.D.

SOCIAL STUDIES FOR SECONDARY EDUCATION, B.A.

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	Topics in Global History I	3
HI 102	Topics in Global History II	3
HI 121	History of the United States I (ND)	3
HI 122	History of the United States II	3
HI	One non-Western History course (e.g. HI 241, 251, 271, 291)	3
HI 231	Montana and the West	3
	or	
HI 224	History of the American West	3
HI 494	Historiography & Historical Methods(WI)	3
HI 495	Research Seminar in History	3

Eighteen credits of Political Science, including:

PO 104	American National Government	3
PO 115	International Relations(GD)	3

PO 205	Early Modn Political Thgt(WI)	3
PO 216	American Political Thought	3
PO 222	U. S. Foreign Policy	3
PO 250	Topics in American Politics	3

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 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 344	Secondary Social Studies	2
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
PSY 228	Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course(s) (p. 91).

III. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.

Sociology

JAMIE DOLAN, PH.D.
LAURI TRAVIS, PH.D

Mission

The mission of the Sociology program is to provide students with the requisite analytical tools for delving beneath the surface of everyday reality and perceiving the deeper meanings, recurring patterns, and concomitant structures that constitute the social world. As a department within a liberal arts college, we endeavor to integrate students’ study of Sociology and Anthropology with Carroll’s broader and publicly articulated goals. Finally, as a department within a distinctly Catholic liberal arts college, we are committed to honoring students’ search for “Ultimate Truth” as we focus on social justice throughout the program.

Goals

1. An understanding the discipline of sociology and its role in contributing to the Carroll College mission.
2. The ability to apply the “sociological imagination.”
3. The ability to demonstrate the application of theory and concepts in sociology.

4. The ability to analyze data sociologically.
5. The development of values based on social justice.
6. The ability to demonstrate research competency.

Student Learning Outcomes

Students will be able to:

1. Apply the sociological imagination, sociological principles, and concepts to matters of social justice.
2. Demonstrate how culture and social structure vary across time and place and the effects of such variations.
3. Distinguish between personal troubles and public issues.
4. Demonstrate how societal and structural factors influence individual behavior and the self's development.
5. Compare and contrast theoretical orientations in sociology.
6. Describe and apply theory to original sociological research.
7. Accurately convey data findings in writing.
8. Analyze social science data using statistical software (such as SPSS).
9. Articulate the importance of reducing the negative effects of social inequality.
10. Design and carry out original research.

SOCIOLOGY, B.A.

(43 credits)

I. Major Program Requirements (16 credits)

Thirty-seven semester credits of sociology courses including the following required courses (16 credits):

SO 101	Introduction to Sociology	3
SO 200	Social Problems (ND)	3
SO 331	Social Science Research Methods	4
SO 392	Modern Social Theory	3
SO 495	Senior Seminar (WI)	3

II. Other Program Requirements (6 credits)

Required classes:

MA 207	Introduction to Statistics	3
ENWR 302	Expository Writing (WI)	3
	or	
ENWR 305	Workplace Writing (WI)	3

ENWR 305: recommended for Criminology emphasis

All Sociology majors are encouraged to complete at least one internship.

III. Specialization Areas (21 credits)

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. Criminology:

Take these four courses (12 credits)

SO 262	Alcohlsm, Drug Abuse, Dependent Behavior	3
SO 309	Crime & Criminology (ND)	3
SO 312	Juvenile Deliquency/Deviant Behavior-ND	3
SO 314	Sociology of Law (GD)	3

Take three of the following courses with the advice of an advisor (9 credits)

SO 208/AN 208	The Family (ND)	3
SO 218/AN 218	Intro to Native American Studies (ND)	3
SO 225/GNDR 225	Sociology of Gender	3
SO 240/PSY 240	Soc Psy: Soc Affect & Cog (ND)	3
SO 241/PSY 241	Soc Psy: Social Behavior (ND)	3
SO 317/AN 317	Ethnic and Racial Relations(ND)	3
SO 389	Special Topic	1.00 - 3.00
SO 425	Sociology Internship	1.00 - 6.00

The following are recommended courses in other disciplines

ENWR 303	Grant Writing (WI)	3
GIS 110	Intro to Geographical Infomation Systems	2
HI 121	History of the United States I (ND)	3
HI 122	History of the United States II	3
PO 201	Introduction to the Legal Profession	1
PSY 105	General Psychology	3
PSY 228	Adolescent Psychology	3
PSY 306	Abnormal Psychology	3

c. Medical and Human Services

Nine of the remaining 21 credits must be upper division:

Take one of the following courses (3 credits)

SO 218/AN 218	Intro to Native American Studies (ND)	3
SO 317/AN 317	Ethnic and Racial Relations(ND)	3

Take six of the following courses (18 credits)

SO 208/AN 208	The Family (ND)	3
SO 225/GNDR 225	Sociology of Gender	3
SO 240/PSY 240	Soc Psy: Soc Affect & Cog (ND)	3
SO 241/PSY 241	Soc Psy: Social Behavior (ND)	3
SO 251	Gender, Health and Medicine	3
SO 262	Alcohlsm, Drug Abuse, Dependent Behavior	3
SO 351	Medical Sociology (ND)	3
SO 355	Sociology of Emotions	3
SO 360	Environmental Sociology	3
SO 425	Sociology Internship	1.00 - 6.00

The following are recommended courses in other disciplines

CO 360	Health Communication	3
ENWR 303	Grant Writing (WI)	3
PSY 105	General Psychology	3
PSY 306	Abnormal Psychology	3

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.

SOCIOLOGY MINOR

I. Minor Program Requirements:

Twenty-one semester credits of sociology courses including:

SO 101	Introduction to Sociology	3
SO 200	Social Problems (ND)	3
SO 392	Modern Social Theory	3

At least 6 of the remaining 12 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 (p. 169)—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 218/AN 218	Intro to Native American Studies (ND)	3
SO 262	Alcohlsm, Drug Abuse, Dependent Behavior	3
SO 317/AN 317	Ethnic and Racial Relations(ND)	3
SO 351	Medical Sociology (ND)	3

Spanish

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.

The Spanish Program is committed to providing students with the skills needed to communicate clearly in both formal and informal settings. While learning and developing language skills, students are introduced to, and expected to think critically about, global issues, social awareness, current events and cultural production (literature, film, art, food, music and theater). Students are immersed in the language and culture and should complete the program feeling confident in their ability to speak, read, and write in Spanish. They should also gain a broad understanding of Latin American and Spanish history, culture and contemporary social issues.

SPANISH, B.A.

I. Major Program Requirements

Thirty-three to thirty-five credits of Spanish and related courses beyond SP 204.*

Required Courses (21-23 credits)

SP 301	Spanish Conversation I (GD)/(ND)	3
	or	
SP 302	Spanish Conversation II (GD)/(ND)	3
SP 303	Intro to Spanish & Lat Am Civ & Culture	3
SP 305	Intro to Spanish & Latin American Lit	3
SP 306	Adv Spanish Grammar & Composition (WI)	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
	or	
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
SP 415	Spanish Lab Coordinator Internship	1
SP 491	Spanish Capstone	1.00 - 3.00

SP 415: 2 credits required

Elective Spanish Courses (9 credits)

Plus 9 additional credits from the following courses:

SP 301	Spanish Conversation I (GD)/(ND)	3
	or	
SP 302	Spanish Conversation II (GD)/(ND)	3
SP 320	Spanish for the Professions	3
SP 350	Intensive Spanish Immersion Abroad	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
	or	
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
SP 410G	Topics in Spanish & Latin American Film	3
SP 389	Special Topics	
	or	
SP 489	Special Topics	

SP 301, SP 302, SP 403, SP 404: If not used above

Additional Course (3 credits)

Plus 3 additional credits from the following courses:

ENLT 489	Special Topic	1.00 - 3.00
MLAS 200	Gateway Course in Latin Am Studies (GD)	3
HI 271	History of Modern Latin America (GD)	3
PO 241	Democracy & Autocracy (GD)	3
PO 348	International Negotiation Simulation-GD	3
TH 210	Catholicism: Explor From Vatic I to Pres	3
TH 264	Theologies of Liberation(GD)	3

ENLT 489: US Latino/a Literature only

PO 348: by approval, based on topic

**See language placement guidelines (p. 18).*

II. Study Abroad Requirements

Successful participation in an approved program of study or internship in a Spanish-speaking country. Spanish majors will complete a study abroad or internship program of at least 4 weeks with a homestay required. Ideally study abroad will take place during one of three available periods:

- Summer between sophomore and junior year
- Spring semester of sophomore year or Fall or Spring semester of junior year
- Fall and Spring semesters (one full-year study) of junior year

SPANISH EDUCATION (K-12), B.A.

I. Major Program Requirements

Thirty-three to thirty-five credits of Spanish and related courses beyond SP 204*.

Required Courses (21-23 credits)

SP 301	Spanish Conversation I (GD)/(ND)	3
	or	
SP 302	Spanish Conversation II (GD)/(ND)	3
SP 303	Intro to Spanish & Lat Am Civ & Culture	3
SP 305	Intro to Spanish & Latin American Lit	3
SP 306	Adv Spanish Grammar & Composition (WI)	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
	or	
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
SP 415	Spanish Lab Coordinator Internship	1
SP 491	Spanish Capstone	1.00 - 3.00

SP 415: 2 credits required

Elective Spanish Courses (9 credits)

Plus 9 additional credits from the following courses:

SP 301	Spanish Conversation I (GD)/(ND)	3
	or	
SP 302	Spanish Conversation II (GD)/(ND)	3
SP 320	Spanish for the Professions	3
SP 350	Intensive Spanish Immersion Abroad	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
	or	
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
SP 410G	Topics in Spanish & Latin American Film	3
SP 389	Special Topics	
	or	
SP 489	Special Topics	

SP 301, SP 302, SP 403 or SP 404: if not used above

Additional Courses (3 credits)

Plus 3 additional credits from the following courses:

ENLT 489	Special Topic	1.00 - 3.00
MLAS 200	Gateway Course in Latin Am Studies (GD)	3
HI 271	History of Modern Latin America (GD)	3
PO 241	Democracy & Autocracy (GD)	3
PO 348	International Negotiation Simulation-GD	3
TH 210	Catholicism: Explor From Vatic I to Pres	3
TH 264	Theologies of Liberation(GD)	3

**See language placement guidelines (p. 18).*

PO 348: by approval, based on topic

II. Study Abroad Requirements

Successful participation in an approved program of study or internship in a Spanish-speaking country. Spanish Education (K-12) majors will complete a study abroad or internship program of at least 4 weeks with a homestay required. Ideally study abroad will take place during one of three available periods:

- Summer between sophomore and junior year
- Spring semester of sophomore year or Fall or Spring semester of junior year
- Fall and Spring semesters (one full-year study) of junior year

III. Professional Education Requirements

Required classes:

AN 218/SO 218	Intro to Native American Studies (ND)	3
ED 103	Instructional Media & Technology	3
ED 102	Foundations of Education (WI)	3
ED 229/PSY 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Secondary Methods	3.00 - 4.00
ED 405	Education Seminar	1
ED 410	Student Teaching	12
ED 412	Measurement and Assessment in Teaching	3
LL 400	Theories/Methods Lrng/Tch Lang	3
PSY 227	Child Psychology	3
	and	
PSY 228	Adolescent Psychology	3
	or only	
PSY 203	Developmental Psychology	3
SPED 300	Introduction to Exceptional Children	3

See United States and Contemporary World Cultures course(s) (p. 91).

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Major Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).

SPANISH MINOR

Minor Program Requirements

Fifteen credits of upper-division courses beyond SP 204:

SP 301	Spanish Conversation I (GD)/(ND)	3
	or	
SP 302	Spanish Conversation II (GD)/(ND)	3
SP 303	Intro to Spanish & Lat Am Civ & Culture	3
SP 305	Intro to Spanish & Latin American Lit	3
SP 306	Adv Spanish Grammar & Composition (WI)	3

Plus one of the following courses:

SP 320	Spanish for the Professions	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
	or	
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
SP 410G	Topics in Spanish & Latin American Film	3

SPANISH EDUCATION (K-12) MINOR

I. Minor Program Requirements

Fifteen credits of upper-division courses beyond SP 204:

SP 301	Spanish Conversation I (GD)/(ND)	3
	or	
SP 302	Spanish Conversation II (GD)/(ND)	3
SP 303	Intro to Spanish & Lat Am Civ & Culture	3
SP 305	Intro to Spanish & Latin American Lit	3
SP 306	Adv Spanish Grammar & Composition (WI)	3

Plus one of the following courses:

SP 320	Spanish for the Professions	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
	or	
SP 404	Latin Am Lit & Culture II(GD)or (ND)	3
SP 410G	Topics in Spanish & Latin American Film	3

**See language placement guidelines (p. 18).*

II. Other Program Requirements

Required classes:

LL 400	Theories/Methods Lrng/Tch Lang	3
PSY 227	Child Psychology	3
	and	
PSY 228	Adolescent Psychology	3
	or only	
PSY 203	Developmental Psychology	3

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	5
	or	
ED 410	Student Teaching	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission

to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Minor Program Requirements and in Other Program Requirements; 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).

Special Education

KATHY GILBOY, M.A.
JOE HELBLING, PH.D.
ROBERT STANSBERRY, ED.D.

SPECIAL EDUCATION (K-12) MINOR

Minor/Professional Education Program Requirements

Required classes:

SPED 300	Introduction to Exceptional Children	3
SPED 304	Students W/ High Incidence Disabilities	3
SPED 305	Students With Low Incidence Disabilities	3
SPED 306	Collab & Conf Tech for Spec Ed	3
SPED 323	Assmnt/Evaluation in Special Education	3
SPED 408	Methods/Teaching/Lrn Behv Disorders	3

II. Other Program Requirements

Required classes:

ED 305	Classroom Management	2
ED 324/SPED 324	Diagnostic-Based Interventions	3
ED 412	Measurement and Assessment in Teaching	3
PSY 227	Child Psychology	3
	and	
PSY 228	Adolescent Psychology	3
	or only	
PSY 203	Developmental Psychology	3

III. Teacher Licensure

To obtain teacher licensure in Special Education (K-12), a student must complete:

ED 408	Student Teaching in the Minor Area	5
	or	
ED 410	Student Teaching	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: (p. 92) Students pursuing academic programs that lead to teacher licensure must seek admission to the Teacher Education Program by the end of their sophomore year.

Student Teaching: (p. 93) In the spring semester of the junior year, all students must seek admission to student teaching.

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; 3) earn a minimum 2.65 grade point average in Minor Program Requirements and in Other Program Requirements; and 4) earn a minimum 2.65 grade point average in Professional Education Requirements.
2. See Secondary Education Requirements (p. 90) and Professional Education Requirements for Secondary Education (p. 91).

TRANSPORTATION

Transportation is not provided to or from classes, including those held off campus.

Theology

KATHERINE GREINER, PH.D.
ERIC E. HALL, PH.D.
ERIC MEYER, PH.D.
JOHN C. RIES, PH.D., S.T.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).

Student Learning Outcomes

- Students will understand the basic principles and concepts in biblical, moral and doctrinal theology from a Catholic perspective.
- Students will engage a variety of theological perspectives and be able to interpret and evaluate them.
- Students will investigate and articulate the relationship between theology and other fields of studies.
- Students will develop critical thinking for reading, thinking, and writing.
- Students will develop an understanding of the fundamentals in theology that will prepare them for graduate studies and/or church work.

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.

THEOLOGY, B.A.

Major Program Requirements

The theology major requires 34-36 semester credits of theology courses. This entails 7 required courses, 4 elective courses, and 1-3 credits in either research paper/project or thesis.

Required courses:		
TH 101	Theological Foundations	3
TH 495	Theology Seminar(WI)	3
Plus the following:		
One course in Scripture		
TH 231	Introduction to Old Testament (WI)	3
	or	
TH 236	Introduction to New Testament (WI)	3
One Course in the History of Christian Thought		
TH 341	History of Christian Thought: Early Church & Partistics	3
	or	

TH 342	HCT: Middle Ages Through Reformation	3
	or	
TH 343	HCT: Modernity-Postmodernity	3

One Course in Systematics

TH 352	Christology	3
	or	
TH 353	Trinity in Christian Life and Theology	3

One Course in Catholic Fundamentals

TH 201	Church and Worship	3
	or	
TH 220	Moral Theology	3

One Course in Catholic Social Teachings

TH 261	Wealth Pov Bible Early Church	3
	or	
TH 263	Modn Catholic Socl Teach (SL)	3
	or	
TH 264	Theologies of Liberation(GD)	3

Research Paper/Project or Thesis

TH 496	Theology Research Paper Or Project	1
	or	
TH 499	Senior Thesis	1.00 - 3.00

*Plus 12 credits of theology (TH) electives**

Ministry Emphasis

Students who pursue an emphasis in ministry will take 6 of their 12 theology elective credits in the following courses:

TH 371	Discerning Ministerial Vocation	1
TH 425	Theology Internship	1.00 - 6.00
	or	
TH 424	Ministering Through Vocation	1
TH 471	Ministry in Action	2

TH 424: plus disciplinary internship or clinical/practical experience

II. Other Program Requirements

Foreign Language or Intercultural Component Requirement

Option 1: Six consecutive credits of a foreign language. Those with previous language training will begin at the appropriate level to fulfill the two-course requirement.

Option 2: Two courses in theology or philosophy with an appropriate intercultural component, to be selected from:

TH 211	Comparative Religion(GD)	3
TH 264	Theologies of Liberation(GD)	3
TH 258/GNDR 258	TH & Gender:ImagesTradition & Discourse	3
TH 212	Women Mystics	3
PHIL 203	Islam: Philosophy & Culture (GD)	3
PHIL 223	Asian Philosophy (GD)	3
PHIL 261/GNDR 261	Philosophy & Gender	3

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.

**One of the following courses (3 credits) may apply as electives toward fulfilling the 34 credits required for the theology major:*

PHIL 203	Islam: Philosophy & Culture (GD)	3
PHIL 216	Philosophy of God & Religion	3
PHIL 223	Asian Philosophy (GD)	3
PHIL 261/GNDR 261	Philosophy & Gender	3

THEOLOGY MINOR

Minor Program Requirements

Eighteen semester credits of theology, including:

TH 101	Theological Foundations	3
TH 495	Theology Seminar(WI)	3

One Scriptures Course

TH 231	Introduction to Old Testament (WI)	3
	or	
TH 236	Introduction to New Testament (WI)	3

One upper-division Theology course

Six credits of theology (TH) electives

Ministry Emphasis

Students who pursue an emphasis in ministry will take 6 of their theology elective credits in the following courses:

TH 371	Discerning Ministerial Vocation	1
TH 425	Theology Internship	1.00 - 6.00
	or	
TH 424	Ministering Through Vocation	1
TH 471	Ministry in Action	2

TH 424: plus disciplinary internship or clinical/practical experience

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.

Certificate Program Requirements

Required Courses (12 credits):

PM 110	PM/Theological Foundations	3
PM 111	PM/History of Christianity	3
PM 210	Pm/Survey of Christian Ethics	3
PM 211	PM/Philosophy & Christianity	3

Students seeking application to the program should contact Dr. John Ries, theology department chair.

Pre-Professional Programs

PRE-LAW PROGRAM

DR. WILLIAM PARSONS, ADVISOR

At Carroll College, our mission is to provide excellent pre-law advising. This program is centered in the Department of Political Science. There, faculty with experience directing students to law school and a consistent record of placing students in law schools will advise students interested in law.

A common misconception is that pre-law candidates must study political science. This is not true. Instead, law schools are looking for strong students who have demonstrated an ability to read, write, and think critically: for example, national statistics show that biology, history, and English majors gain acceptance into at least one law school at rates comparable to—or exceeding—that of political science students. The Political Science department at Carroll will advise students of any major how to apply to and prepare for law school.

Students interested in law school ought to contact Dr. William Parsons. They also ought to consider taking PO 201 Introduction to the Legal Profession, a course that combines LSAT preparation, career planning, and financial aid counseling.

If students have an abiding interest in the Constitutional government, they ought to consider completing the Constitutional Studies Minor (p. 147).

If students desire to gain a broad foundation in the American legal system, they ought to consider the following courses:

Recommended Courses

PO 104	American National Government	3
PO 201	Introduction to the Legal Profession	1
PO 210	Intro to Constitutional Law	3
PO 216	American Political Thought	3

PRE-MEDICAL AND PRE-DENTAL PROGRAMS

DR. STEPHANIE OTTO-HITT, 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 premedical 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	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
BI 281	Genetics	4
BI 382	Cell Biology	4
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
CH 353	Biochemistry	4
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
MA 121	Differential Calculus	3
MA 122	Integral Calculus	3
MA 315	Probability and Statistics	3

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-OCCUPATIONAL THERAPY PROGRAM

DR. GERALD SCHAFER, ADVISOR

Admission requirements for occupational therapy programs vary from program to program and students should check individual graduate schools for specific information about their program pre-requisites. Students must review these pre-requisites to ensure they are taking the necessary courses that can be completed as part of their academic program at Carroll.

After a review of several occupational therapy graduate programs, the following courses were often required.

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PSY 105	General Psychology	3
	Communications	
	English/Writing	
	Medical Terminology	

CH 101-CH 102, BI 201-BI 202, BI 171-BI 172, PHYS 201-PHYS 202: 2 semesters

Some graduate schools were also looking for:

BI 281	Genetics	4
CH 353	Biochemistry	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
MA 121	Differential Calculus	3
	and	
MA 122	Integral Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
	Several psychology courses, especially General Psychology, Developmental Psychology and Abnormal Psychology	
	Anthropology/Sociology courses	
	Kinesiology	
	Ethics	
	Fine Arts, specifically studio/ performing arts such as visual arts, theater, music, or dance	

CH 301-CH 302: 2 semesters

PRE-OPTOMETRY PROGRAM

DR. JENNIFER GLOWIENKA, 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 Montana[1]

Recommended minimum requirements:

LAS 101	Alpha Seminar	3
BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
MA 121	Differential Calculus	3
MA 207	Introduction to Statistics	3
ENWR 102	College Composition II	4
CO 101	Basic Communication	3
PSY 105	General Psychology	3
	or	
SO 101	Introduction to Sociology	3
EC 201	Principles of Economics I	3
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4

LAS 101: waived for first-year students in Fall 2018; during the 18-19 academic year, students will be registered for a First Year Cohort (FYC) course in lieu of Alpha Seminar.

[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

KATHERINE WAGNER, ADVISOR

Although students interested in physical therapy may select any major, the following are the most frequently chosen: Health Sciences, Psychology, Sociology, and Biology. Many PT grad 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.

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.

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4

BI 171: some schools require a second general biology course

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
	or	
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4
MA 117	Difference Equations and Linear Algebra	3
	or	
MA 121	Differential Calculus	3
MA 207	Introduction to Statistics	3
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
	or	
PSY 306	Abnormal Psychology	3

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.

PRE-PHYSICIAN ASSISTANT PROGRAM

KATHERINE WAGNER, ADVISOR

There is great diversity in the requirements for admission to Physician Assistant programs and students are advised to check individual websites for specific information. Generally, 1,000–2,000 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

Although students interested in veterinary medicine may select any major, the following are the most frequently chosen: Anthrozoology and Biology.

Colleges of veterinary medicine vary somewhat in their admission requirements. Therefore, it is highly recommended that students contact the particular colleges of veterinary medicine 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 colleges of veterinary medicine to which the students intend to apply be done early in the students' academic careers so there is time to make accommodations.

Recommended minimum requirements:

Carroll College recommends the following courses for those preparing to enter a college of veterinary medicine. These courses represent minimum requirements for Washington State University:

BI 171	Biological Principles I	3
BI 171L	Biological Principles I Lab	1
BI 172	Biological Principles II	3
BI 172L	Biological Principles II Lab	1
BI 281	Genetics	4
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 353	Biochemistry	4
MA 207	Introduction to Statistics	3
PHYS 201	Physics I: Mechanics, Wave Motion, and Sound	4

CH 301: some programs will require CH 302 as well

MA 207: some programs will require MA 121 and MA 315 instead

PHYS 201: some programs will require PHYS 202 as well

Special Programs

EDUCATION ABROAD PROGRAMS

Carroll College encourages students to learn abroad. By participating in a global experience, students enrich their education -- both for vocation and for enlightenment. A learning abroad experience provides international exchange between individuals, cultures, and ideas from around the world, helping our students fully understand and appreciate the complex interconnectedness of the worldwide human family. Carroll believes that students learn about themselves, their host country, and their own country through participation immersive international experiences - especially those that have them authentically engaged in a host community.

Opportunities for full-year, semester, short term or summer studies in another culture are available to all Carroll students in good standing. Carroll's Global Education Office helps students coordinate study abroad options offered for college credit. International internships, global undergraduate research, and community-engaged service-learning options are also available abroad.

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 Global Education Office.

Carroll has reciprocal exchange partnerships with the following international institutions. This allows students to use their Carroll merit aid, along with their federal financial aid, to study abroad. This also means that each year we welcome students from these international colleges to Carroll College for their study abroad experience. Look for them on campus.

Chile

Universidad Santa Maria (USM), Valparaiso—This highly regarded university offers science, math and engineers an opportunity to study abroad, for those students with a high level of Spanish proficiency.

France

Université Catholique de L'Ouest (UCO), Angers—Offers a wide variety of content courses for students with advanced French language skills. Angers is approximately a half hour from Paris, by train.

Ireland

National University of Ireland (NUI), Galway. As a Visiting Student, you can create your own individual study program from the wide range of classes (modules) available from regular degree courses, to meet your own major or minor requirements, subject to meeting the normal prerequisites. Visiting Students can study at NUI Galway for a semester or a full academic year.

Japan

Asia Pacific University (APU), Beppu—APU is an English-Language College with students from all over the world. This program offers students the opportunity to live and study in Japan, while developing professional, academic, and life skills that will be extremely valuable in graduate school or job applications after graduation from Carroll. There are a wide variety of courses available, all classes are taught in English, and Japanese language courses are available.

Kumamoto Gakuen University (KGU), Kumamoto—Montana's sister state. While most courses at KGU are taught in Japanese, no Japanese language skills are required prior to departure. You will learn Japanese at the same time as learning your content courses.

Korea

Catholic University of Korea (CUK), Bucheon, Seoul—This Catholic University is located in the heart of Seoul, one of the most cosmopolitan cities in the world. This is an ideal placement for students studying business, marketing or economics. Many courses are offered in English, and students find many courses to meet Core requirements.

Norway

University of Bergen (UiB), Bergen — is an internationally recognized university. Academic diversity and exceptional quality are fundamental. UiB is the most cited university in Norway. There are seven faculties allowing students to choose from a wide range of courses.

Spain

Universidad Pontificia Comillas (UPC), Madrid—This University was the only college in Spain included in Times Higher Educations' list of the top 100 schools in the world! Located in the capital city of Spain, it is an ideal placements for students

with advanced Spanish language skills, and is a fully immersive experience complete with a host family stay.

United Kingdom

University of Exeter, Exeter — This exchange offers two locations, one in Exeter and one in Cornwall, in the south West of England. Students will find a plethora of courses that work well with our CORE requirements. UE offers the very latest in academic programming.

Worldwide with ISEP

This International Student Exchange Program is a network of 300 U.S. Colleges (including Carroll College) with placements at more than 50 international institutions. Our membership in ISEP allows Carroll students to participate in any of the ISEP exchange programs for the cost of their Carroll tuition, room, board and fees.

Italy and Morocco

Carroll also offers study abroad programs with partner schools in Italy and Morocco. Students pay a Program Fee to Carroll College to which federal financial aid may be applied.

The Siena Italian Studies program, in Siena, Italy—SIS uses a fully-immersive program that includes content courses, Italian language, host family stay and a required service learning placement.

Carroll College serves as the School of Record for the Meknes Studies Center in Morocco. All coursework offered on this program accredited by Carroll College. Core courses, including many international relations offerings, are rounded out with French and Arabic language studies. No previous language experience is necessary.

Faculty-Led Programs

In addition to our exchange and study abroad programs, Carroll's faculty often 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.

Summer Programs

Carroll also offers summer programs from ranging from 4–8 weeks in length in Ireland, Italy and Morocco.

Galway, Ireland—National University of Ireland (NUI) offers 4-week summer programs in Irish Language, Irish Studies or Ecology. Courses offered in Irish language, Irish history, literature, introduction to art, creative writing, Gaelic culture, ecology and more. No previous language experience is necessary.

Siena, Italy—Italian Language, Art History, Sociolinguistic Studies, History of Italian Emigration, Medieval Italian History. Service Learning available.

Meknes, Morocco—Arabic, French, Gender Studies, Islamic Civilization and Artistic Expression, Islamic Society and Politics, Migration and Transnationalism in Morocco and more. Service Learning available.

Financial Aid

Financial aid is not available for students choosing non-affiliated programs. 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. Carroll students who participate in a non-affiliate program for credit will be assessed a $350 administrative fee. 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 Global Education Office at 406-447-4469 or sackeret@carroll.edu. We are located in Borromeo Hall, room 105. Please see our website at http://www.carroll.via-trm.com

HONORS SCHOLARS PROGRAM

DR. WILLIAM PARSONS, DIRECTOR

Carroll's Honors scholars program is a Great Books program designed for ambitious students who wish to engage in an interdisciplinary exploration of the great ideas and images of the Western tradition. Over the course of five semesters, students will study works from Homer to Dante, and Machiavelli to Freud. By reading and discussing the most illuminating, provocative, and imaginative texts of the last three millennia, our students explore the claims and limits of knowledge, what duties humans have to their communities, and what most truly constitutes a human education. In our consideration of these concepts, our inquiry is informed by our motto—Scientia, Caritas, Humanitas—or, knowledge, love, and the humanities. Our consideration leads us to the following questions:

Scientia: The Claims of Knowledge and its Limits

- What is proper role of the search for knowledge in human life?

- What is most important for a human to know?
- What is the character of the knowledge in question, and how does it pertain to our judgment of the Ultimate Truth?

Caritas: The Objects and Character of Love

- What do we owe God?
- What do we owe our fellow human beings?
- What can love accomplish?

Humanitas: Human Nature and its Constructions

- What is most necessary to improve the human condition?
- What would a good and just society look like?
- What are the greatest dangers to human societies?

The Curriculum

All of our courses are discussion-based seminars: this means that we expect students to lead the course of discussion. Honors Scholars faculty serve as tutors in your education: we are there to prod you, guide you, and lend our expertise when necessary. These courses are interdisciplinary, and so 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.

The program also offers an education beyond the classroom. Honors Scholars participate in a wide variety of cultural programs, projects, and activities, including a speaker series, discussions, educational trips, dinners at faculty homes, and attendance at performing arts events.

In order to graduate as an Honors Scholar, students must complete a capstone. 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 Honors seminars and the capstone are recognized at graduation.

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 and the effect of these inter-related ideas through the ages.
- 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

Honors Scholars Program Seminars

Semester	Honors Scholars Course	Core Requirement Satisfied
Freshman, fall	HNR 150 Greek and Roman Thought	LAS 101 and Philosophy (3 cr)
Freshman, spring	HNR 250 Christian and Medieval Thought	Theology (3 cr)
Sophomore, fall	HNR 251 Renaissance Thought	Literature (3 cr)
Sophomore, spring	HNR 350 Restoration and Enlightenment Thought	Social Science (3 cr)
Junior, fall	HNR 450 Modern Thought	Philosophy (3 cr)
Junior, spring	HNR 495 Honors Capstone	(2 cr)

Other Program Requirements

Intermediate competency in foreign language (200-level or above)

Honors Scholars students must maintain a high level of achievement to remain in the program. Each June 1, Honors Scholars students are evaluated to learn whether they have met the GPA requirements to remain in the program. The minimum required

cumulative GPA is 3.25. The minumum in-program GPA is 3.50.

Interested students can find more information at http://www.carroll.edu/ academics/honors.

INTERNSHIP PROGRAM

An academic internship experience can offer the benefit of career exploration and be an excellent resume builder. The academic internship program at Carroll College is an opportunity for students to apply academic knowledge and skills in a real world setting. An academic internship is a supervised work experience and forms an academic relationship between a student, faculty internship advisor, and cooperating organization.

Juniors and seniors in any major area may participate with the approval of a faculty internship advisor, a site supervisor, and Career Services. Sophomores, may, on occasion request internship credit. An exception is required by Career Services and the faculty internship advisor from the department in this case. Students are required to complete an internship proposal, through Handshake, for final approval and registration. 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, and credit granted, must be during the same semester in which the majority of the work experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience. Please see the Common Terms and Course Numbers information to clarify the appropriate course title.

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, three 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, the 4-week ROTC Basic 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 Advance Camp, 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, three-year, and two-year Army ROTC scholarships are offered and awarded on a competitive basis to the most outstanding students who apply. Each student receiving an ROTC scholarships 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 and each individual's goals. Each scholarship pays for all college tuition and fees, campus based room and board, 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 Drill and Conditioning will be counted toward the Bachelor of Arts, Bachelor of Science, or Associate of Arts degree at Carroll College

Course Descriptions

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

- Students who complete a thesis may qualify for special graduation honors.

*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

AN 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

AN 204 - Cultural Anthropology (GD) (3)

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.

Crosslisted as: SO 204. Offered: Annual Fall Semester.

AN 205 - Human Ecology (3)

This class will focus on how humans interact with their environment, concentrating on biological, social and economic aspects. The course will investigate the principles of evolutionary theory with special emphasis on human behavior and cultural diversity.

The class will examine adaptive design of traits, behaviors, and life histories of humans in an ecological context, including the role of social and cultural factors in the maintenance or disruption of ecosystems, contemporary ecological concerns and conservation ecology.

Crosslisted as: ES 205. Offered: Even Year Spring Semester.

AN 208 - The Family (ND) (3)

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: TAKE SO 101. Crosslisted as: SO 208. Offered: Even Year Fall Semester.

AN 218 - Intro to Native American Studies (ND) (3)

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.

Crosslisted as: SO 218. Offered: Annual Fall & Spring Semesters.

AN 245 - Physical Anthropology (3)

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.

Crosslisted as: SO 245. Offered: Even Year Fall Semester.

AN 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

AN 317 - Ethnic and Racial Relations (ND) (3)

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: Take SO 101. Crosslisted as: SO 317. Offered: Odd Year Spring Semester.

AN 318 - North American Archaeology-GD (3)

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.

Crosslisted as: SO 318. Offered: Even Year Spring Semester.

AN 320 - Skeletal Forensics (3)

Forensic Anthropology (skeletal forensics) is the use of Biological and Physical Anthropology techniques, methods and theory related to human identification and death investigations. This course will introduce basic knowledge of the human skeleton and basic terms and principles of forensic anthropology including recovery of skeletal remains and reconstructing biological profiles (age, sex, stature, ancestry). The course will also discuss the responsibilities and ethical considerations of working with human skeletal materials.

Prerequisite: Take AN 245. Offered: Odd Year Spring Semester.

AN 325 - Violence Around the World (3)

This class will explore the roots of violence including biological, psychological, social and anthropological aspects so that the student can deepen their understanding of the complexities of violence. The class will explore many dimensions of violence including warfare, domestic violence, political violence and religious violence comparing these across cultures around the world. The class will also explore ways to control and prevent various features of violence.

Prerequisite: 100 or 200 level Sociology or Anthropology course. Offered: Odd Year Spring Semester.

AN 331 - Social Science Research Methods (3)

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.

Offered: Annual Spring Semester.

AN 341 - Archaeological Field School (4)

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.

Offered: As Needed Summer Semester.

AN 485 - Independent Study (1.00 - 6.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

AN 496 - Capstone Project (3)

The Capstone Project consists of individualized instruction through which students engage in advance anthropological research (cultural anthropology, physical anthropology or archaeology). The student may conduct original research in conjunction with Anthropology faculty or may review, compile and analyze existing research. A weekly meeting with supervising faculty is required.

Offered: Odd Year Fall Semester.

AN 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis

credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ANZ - Anthrozoology

ANZ 107 - Introduction to Anthrozoology (3)

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 will become familiar with the many services animals provide for humans beyond food and labor. This high impact course includes field trips. This is a required class for the major and minor in Anthrozoology and a prerequisite for ANZ 108, and is open admission as social science Core class. This is the first step toward preparing the students for a multitude of careers in which animals play an important role.

Offered: Annual Fall Semester.

ANZ 108 - Survey of Animals in Service (3)

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 human-animal interaction to improve the well-being of communities. This high impact course includes field trips.

Prerequisite: ANZ 107. Offered: Annual Spring Semester.

ANZ 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ANZ 202 - Learning & Cognition (3)

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, including 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 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: Take ANZ 107. . Offered: Annual Spring Semester.

ANZ 221 - Canine Science: Nature of Dog (3)

This course 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. 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. This course includes a field trip

to Yellowstone National Park.

Prerequisite: Take ANZ 107 and ANZ 108; BI 171 or BI 102 or BI 201. Offered: Annual Spring Semester.

ANZ 221L - Nature of Dogs Lab (0)

Prerequisite: Take ANZ 107 and ANZ 108; BI 171 or BI 102 or BI 201. Offered: As Needed.

ANZ 231 - Horses & Humans: Historical Perspective (3)

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?

Prerequisite: Take ANZ 108 or consent of instructor. Offered: Annual Fall Semester.

ANZ 233 - Connecting W/ Horses: Basic Equine Skills (2)

Connecting With Horses: Basic Equine Skills This class will 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. There is no right way to build meaningful relationships with horses. However, there are procedures and practices for communicating with horses that are likely to produce positive outcomes and that are based in Learning Theory. The most important being: 1) observational skills, 2) knowledge of horse behavior, 3) positive and negative reinforcement, and 4) interpretations of intention and emotions; both your own and that of the horse. The 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 individually assigned horses, observing, and working with your classmates who are engaging with horses.

Prerequisite: Take ANZ 107 or ANZ 108. Offered: Annual Fall Semester.

ANZ 233L - Basic Equine Skills Lab (0)

Students will engage in hands-on activities with horses that teach concepts of human-equine bonding, general equine safety, and awareness such as human behavior around horses, interpreting equine communication, safe haltering, leading, tying, and grooming practices. Students will also learn basic riding skills. It is designed to be taken concurrently with ANZ 233.

Prerequisite: Take ANZ 107 or ANZ 108. Corequisite: Take ANZ-233 concurrently with ANZ-233L. Offered: Annual Fall Semester.

ANZ 252 - Wild Animals and Society (3)

This course engages students in an exploration of the meaning and value of connecting with wild animals. It provides a comprehensive and founda - tional examination of the interactions people have with wild animals, and complements the current course offerings in Anthrozoology pertaining to human interactions with domesticated animals. This course draws on read - ings from a variety of backgrounds to frame the human-wildlife connection as an expression of our desire to interact and connect with nature. This is a way to help overcome the growing separation of humans and nature, and will advance the wellbeing of people and wildlife. The goal is for students to increase their personal effectiveness in the field of Anthrozoology through a greater understanding of diverse perspectives that people hold toward wildlife issues. Students will work on their own and in groups to identify solutions to contemporary wildlife issues and policies that have at their core diverging perspectives of the value and significance of wildlife. Students will learn and practice the scientific method by conducting a social science survey to explore people's views of wildlife.

Prerequisite: Take ANZ 108. Offered: Annual Spring Semester.

ANZ 289 - Special Topic (3)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and

will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ANZ 309 - Research Methods (WI) (4)

This course provides an introduction to descriptive, experimental and qua -si-experimental research methods. Students will learn about the Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) and will submit an IRB or IACUC application depending on each student's research topic. Descriptive data methods include distributions, normative data analysis and correlations. Experimental and quasi-experimental methods include using group and single-subject designs, analysis using basic inferential statistics (including t-tests, and analysis of variance), and analysis using visual analysis. The class will focus on designing effective research studies, appropriately analyzing data, and critical thinking skills so that students can meaningfully evaluate research claims. Examples in class and reviewed literature will focus on Anthrozoology topics and an emphasis will be on conducting research in Anthrozoology, as well as how clinical practitioners can implement scientific evaluation of their treatments in their clinical practices. Students will complete a comprehensive research project and paper.

Prerequisite: Take MA 207 or MA 315; Junior status, and Anthrozoology major. . Offered: Annual Fall Semester.

ANZ 310 - Research Methods (4)

This course provides an introduction to descriptive, experimental and quasi-experimental research methods. Students will learn about the Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) and will become familiar with the submission process. Descriptive data methods include distributions, normative data analysis and correlations. Experimental and quasi-experimental methods include using group and single-subject designs, analysis using basic inferential statistics (including t-tests, and analysis of variance), and analysis using visual analysis. The class will focus on designing effective research studies, appropriately analyzing data, and critical thinking skills so that students can meaningfully evaluate research claims. Examples in class and reviewed literature will focus on Anthrozoology topics and an emphasis will be on conducting research in Anthrozoology, as well as how clinical practitioners can implement scientific evaluation of their treatments in their clinical practices.

Prerequisite: Take MA 207 or MA 315; Junior status, and Anthrozoology major. . Offered: Annual Fall Semester.

ANZ 321 - Introduction to Canine Training (3)

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.

Prerequisite: Take ANZ 221, and PSY 202 or PSY 307. . Offered: Annual Fall Semester.

ANZ 321L - Introduction to Canine Training Lab (2)

This lab is for those students who foster and train an assigned dog or participate in training while not fostering. Students enroll for 2 credits when fostering. Must be enrolled in ANZ 321 and have consent of the instructor to foster a dog.

Corequisite: Must be enrolled in ANZ 321 and have consent of the instructor to foster a dog. Offered: Annual Fall Semester.

ANZ 322 - Advanced Canine Training Appl & Princple (3)

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.

Prerequisite: Take ANZ 321 and ANZ 321L. Offered: Annual Spring Semester.

ANZ 322L - Adv Canine Training: Appl/Priciple Lab (2)

This lab is a continuation of ANZ 321L for those students who foster and train an assigned dog or participate in training while not fostering. Students enroll for 2 credits fostering. Must be enrolled in ANZ 322.

Corequisite: Must be enrolled in ANZ 322. Offered: Annual Spring Semester.

ANZ 332 - Equine Science: Nature Horses (4)

This course focuses on a scientific understanding of the horse and is de - signed 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.

Prerequisite: Take ANZ 107, 108, 231 and 233; plus BI 102, BI 171, or BI 201. . Offered: Annual Spring Semester.

ANZ 332L - Equine Lab: Nature of Horses (0)

Prerequisite: ANZ 107, 108, 231 and 233 or 231L. Or permission of instructor. . Offered: Annual Spring Semester.

ANZ 388 - ANZ Teaching Assistantship (1)

The teaching assistantship course provides students with a unique opportunity to apply the skills required in their Anthrozoology course to a real world setting. Students will participate in instructing other students while they learn about anthrozoology and work with horses and dogs. They will provide faculty support in lecture based classes or experiential labs. They will receive increasing levels of responsibility as the semester progresses. This is excellent preparation for graduate school or a student's chosen profession. May be taken twice for credit.

Offered: Annual Fall & Spring Semesters.

ANZ 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ANZ 421 - Specialized Canine Training (2)

This sequence of courses (ANZ421/422) is an optional extension of ANZ321/322. In ANZ421/422 students raise a second for another specialized task chosen by the student. Students will employ the training skills they learned in ANZ321/322 and function as a more independent trainer. Most of the training will occur on the student's own time. Regular weekly meetings to ensure meaningful training progress, to address any problems that arise, and to train in a more distracting setting. ANZ421 is the first semester of the two-semester sequence. Students must enroll in both ANZ 421 and ANZ 422.

Prerequisite: Take ANZ 321, 321L, 322, and 322L with a minimum grade of "A " , and consent of instructor. . Offered: Annual Fall Semester.

ANZ 422 - Specialized Canine Training (2)

This sequence of courses (ANZ421/422) is an optional extension of ANZ321/322. In ANZ421/422 students raise a second for another specialized task chosen by the student. Students will employ the training skills they learned in ANZ321/322 and function as a more independent trainer. Most of the training will occur on the student's own time. Regular weekly meetings to ensure meaningful training progress, to address any problems that arise, and to train in a more distracting setting.

Prerequisite: Take ANZ 321, 321L, 322, and 322L with a minimum grade of "A " , and consent of instructor. . Offered: Annual Spring Semester.

ANZ 425 - ANZ Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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 intership coordinator at the Career Services Office.

Offered: Annual Fall & Spring Semesters.

ANZ 431 - Equine Assisted Activities and Therapies (4)

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.

Prerequisite: Take ANZ 107 ANZ 108 ANZ 231 ANZ 233 or consent of instructor. Recommended prerequisite: PSY 304 Theories and Practice in Counseling Psychology. Offered: Annual Fall Semester.

ANZ 440 - Animal Behavior (3)

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.

Prerequisite: Take ANZ 322 or ANZ 332; Senior ANZ majors and minors only, except by permission of the instructor. . Offered: Annual Fall Semester.

ANZ 441 - Animal Behavior (WI) (3)

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. Students will receive systematic instruction in writing through conducting a literature review. Students will gather, review, and synthesize pertinent literature to explain the underlying mechanism responsible for why and how an animal species behaves in a particular way. Students will serve as peer reviewers as well as authors for this assignment. Multiple drafts will culminate in one major paper at the end of the semester.

Prerequisite: Senior ANZ majors and minors only, except, by permission of the instructor. . Offered: Annual Fall Semester.

ANZ 442 - The Science of Animal Welfare (3)

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: Take ANZ 440 or ANZ 441. Offered: Annual Spring Semester.

ANZ 485 - Independent Study (1.00 - 4.00)

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.

ANZ 486 - Independent Research in ANZ (1.00 - 3.00)

This is an individualized instruction course through which a student engages in an advanced research topic chosen in conjunction with an Anthrozoology Department faculty member. Regular conferences with the supervising faculty are required. Credits are variable. May be repeated for credit.

Offered: Annual Fall & Spring Semesters.

ANZ 489 - Special Topics (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ANZ 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ART - Art: Visual Arts & Theory

ART 112 - Drawing (3)

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.

Offered: Annual Fall Semester.

ART 113 - Digital Photography (3)

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.

Offered: Annual Fall & Spring Semesters.

ART 120 - Art History Ancient - Thirteenth Century (3)

The study of art history invites students to discover the diversity in and connections among global forms of artistic expression from history. This semester focuses on global art beginning with the Paleolithic period and extending through the Thirteenth Century. Students gather and exchange knowledge through viewing representative images of art, lectures, reading, discussion, and writing. Students analyze works of visual art in a wide variety of media, developing the vocabulary and conceptual framework that empowers them to explain, interpret, and evaluate art in its context. Students engage with the global art world as active participants as they explore form, content, and styles of art, artists, art making processes, and responses to and interpretations of art. Thus students gain deeper understanding of the universal human quest for meaning as expressed in traditional and changing forms of art through the ages.

Offered: Annual Fall Semester.

ART 121 - Fourteenth Century to Contemporary (3)

The study of art history invites students to discover the diversity in and connections among global forms of artistic expression from history. This semester focuses on global art beginning with the Fourteenth-Century and the Early Renaissance in Europe, and extending up to the present day. Students gather and exchange knowledge through viewing representative images of art, lectures, reading, discussion, and writing. Students analyze works of visual art in a wide variety of media, developing the vocabulary and conceptual framework that empowers them to explain, interpret, and evaluate art in its context. Students engage with the global art world as active participants as they explore form, content, and styles of art, artists, art making processes, and responses to and interpretations of art. Thus students gain deeper understanding of the universal human quest for meaning as expressed in traditional and changing forms of art through the ages.

Offered: Annual Spring Semester.

ART 201 - Acrylic Painting (3)

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.

Offered: Annual Spring Semester.

ART 206 - Watercolor Painting (3)

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.

Offered: Annual Fall Semester.

ART 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ART 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ART 425 - ART Internship (1.00 - 3.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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 intership coordinator at the Career Services Office.

ART 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

ART 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ART 490 - ART Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

ART 495 - Senior Seminar (1)

Offered: Annual Fall Semester.

AS - Astronomy

AS 102 - Astronomy (3)

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.

Crosslisted as: PHYS 104. Offered: Annual Spring Semester.

AS 107 - American Indian Astronomy Star Lore ND (3)

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.

Offered: As Needed.

BA - Business and Accounting

BA MACCRES - MACC Residency Requirement (0)

BA 100 - Introduction to Business (3)

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.

Offered: Annual Fall & Spring Semesters.

BA 178 - Entrepreneurship Lecture Series (1)

Seminar class sessions that will run consecutively with the 3 credit Practicum course. Each year the Lecture series date will change to reflect the year. This will give students the opportunity to receive credit for taking the course more than once (each year will be a different lineup of speakers). Will include speakers, outside activities and individual meeting with entrepreneur mentors. Students will be required to attend all presentations and have the option to work with students from the 378 course in the development of their business ideas. It will also be required that BA 178 students are actively involved in Enactus for this semester, giving them the opportunity to apply the skills they are learning in class.

Offered: Annual Spring Semester.

BA 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

BA 203 - Principles of Accounting I (3)

Principles of Accounting I is an introductory accounting course dealing with the principles of recording, analyzing, and communicating information about the economic activities of organizations. This first semester course includes preparation and interpretation of financial statements (i.e., income statement, retained earnings and stockholders' equity, balance sheet, and statement of cash flows).

Prerequisite: MA 117 recommended. Offered: Annual Fall Semester.

BA 204 - Principles of Accounting II (3)

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.

Prerequisite: MA 117 recommended. Take BA 203. Sophomore standing or permission from the instructor required; BA 203 must be taken before BA 204. Offered: Annual Fall & Spring Semesters.

BA 227 - Nonprofit Fundraising and Philanthropy (3)

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.

Offered: Annual Fall Semester.

BA 228 - Introduction to Nonprofit Organizations (3)

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.

Offered: Annual Spring Semester.

BA 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

BA 301 - Business Law I (3)

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.

Offered: Annual Fall Semester.

BA 302 - Business Law II (3)

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.

Offered: Annual Spring Semester.

BA 303 - Intermediate Financial Accounting I (3)

Course emphasis is on accounting theory and concepts, as well as analysis of the problems that arise in applying these underlying concepts Course Descriptions 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: Take BA 203 204. Offered: Annual Fall Semester.

BA 304 - Intermediate Finacial Accounting II (3)

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: Take BA 203 204; BA 303 must be taken before BA 304. Offered: Annual Spring Semester.

BA 306 - Marketing (3)

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.

Offered: Annual Fall Semester.

BA 307 - Accounting & Finance for the Entrepreneur (1)

Accounting and Finance for the Entrepreneur/Small Business Owner. This course examines a targeted curriculum of accounting and finance designed for the entrepreneur or business owner. This course covers topics such as whether owning a business is appropriate for the individual, managing cash flows, types of organizations, time management, financial management, the basics of record keeping, banking services available for the small organization, organizational planning for a healthy entity, the basics of credit reporting, risk management, insurance, basic tax planning and reporting, and how to sell a small business and plan for succession. Offered Fall.

Offered: Annual Fall Semester.

BA 310 - Governmental & Not-For-Profit Accounting (3)

This course is an introduction to governmental and not-for-profit accounting. It covers terminology and transactions encountered in governmental and not for profit organizations. Preparation of financial statements according to GASB or FASB standards and decision-making from those statements are included in the course.

Prerequisite: BA 303 recommended. Take BA 203. Offered: Annual Spring Semester.

BA 311 - Individual Federal Taxation (3)

An application of income taxation for individuals and small businesses. Covers common aspects of typical 1040 tax returns including income, deductions and losses, and property transactions.

Offered: Annual Fall Semester.

BA 312 - Fed Taxation: Corporation & Partnership (1)

This course is taught the last quarter of the semester following BA 311 and covers aspects of corporate and partnership taxation.

Corequisite: Take BA-311. Offered: Annual Fall Semester.

BA 313 - Managerial Finance (3)

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 bonds, preferred stocks, and common stocks.

Prerequisite: Take BA 203 204 and MA 117 or MA 121 or MA 131. Offered: Annual Fall Semester.

BA 315 - Cost Accounting (3)

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.

Prerequisite: Take BA 203 204. Offered: Annual Fall Semester.

BA 316 - Cost Accounting II (3)

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: Take BA 315.

BA 318 - Personal Finance (3)

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.

Offered: Annual Fall Semester.

BA 320 - Market Research (3)

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: Take BA 306. Offered: Annual Spring Semester.

BA 322 - Consumer Behavior (3)

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: Take BA 306. Offered: Annual Spring Semester.

BA 324 - Marketing Communication & Promotion (3)

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: Take BA 306. Offered: Annual Spring Semester.

BA 326 - New Product Development (3)

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: Take BA 306. Offered: Annual Fall Semester.

BA 328 - Personal Selling (3)

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: Take BA 306. Offered: Annual Fall Semester.

BA 351 - Banking Management (3)

This course is designed to disseminate information to students interested in acquiring more knowledge in the areas of lending and banking operations including the roles, duties and responsibilities of bankers to their customers as well as their industry.

Offered: Annual Spring Semester.

BA 360 - Accounting & Finance Information Systems (3)

This course acquaints students with accounting and finance information systems. Topics include business processes, transaction processing, internal controls, data security, systems documentation, information technology, and software applications.

Prerequisite: BA 203 204.

BA 365 - Financial Analysis Using Excel (3)

This course assists students to become proficienct in making financial decisions and analyzing financial statements using software solutions. Students will create templates for a variety of financial problems and investment decisions. Students will also explore capabilities for a wide range of data presentation solutions.

Prerequisite: BA 313. Take BA 203. Offered: Annual Spring Semester.

BA 375 - Fundamentals of Management (3)

An introduction to effective management practices, including planning, staffing, organizing, leading, and controlling organizational functions.

Offered: Annual Fall & Summer.

BA 377 - Entrepreneurship (WI) (3)

Entrepreneurship will provide students with the opportunity to engage in an experiential learning exercise in which the student will develop a substantial business plan in order to implement the knowledge gained within the class to a meaningful application of the class material.

Offered: Annual Fall & Summer.

BA 378 - Entrepreneurship Practicum (3)

Application and experiential learning opportunities, based upon business plan ideas that were developed in BA 377. Experiential learning that will enhance entrepreneurial leadership skills, strategic business planning, exploration of funding options and professional communication. Students will work with faculty members, SBA, MBAC, SCORE and an Entrepreneur in Residence to help master these skills. Practicum students will be required to enroll in the Cengage Small Business Management online curriculum, giving them access to resources and a framework for developing and implementing their business venture. There will be a limit of 10 students per semester. Only students pursuing the entrepreneurship certificate will be able to enroll.

Prerequisite: Take BA 377 (Summer/Fall) prior to the Entrepreneurship Practicum. Only students pursuing the entrepreneurship certificate will be able to enroll. See. Offered: Annual Spring Semester.

BA 380 - E-Commerce (3)

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.

BA 389 - Special Topic (3)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

BA 392 - International Business(GD&WI) (3)

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.

Prerequisite: Take EC 201 and BA 375. Offered: Annual Fall Semester.

BA 393 - India: Socioeconomic Issues(GDorND) (3)

One in six individuals is Indian. The socioeconomic status of these individuals is framed by the country's rich traditions and developed through a combination of education, occupation, and income. Students exploring global diversity will examine India's delicate balance between tradition and modernization including globalization's impact on traditional gender roles, the family, and related socioeconomic issues. In this process, students will develop an appreciation of Indian culture and its influence over business relationships. Students exploring national diversity will consider socioeconomic issues experienced by Indians living in the United States along with possible biases faced due to religious or cultural heritage.

Crosslisted as: EC 393.

BA 395 - Study Abroad (3.00 - 6.00)

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.

Offered: Annual Fall Or Spring Semester.

BA 401 - International Marketing (3)

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: Take BA 306 and BA 392. Offered: Annual Spring Semester.

BA 405 - Auditing (WI) (3)

This course is an introduction to the principles of auditing with a focus on financial statement audits for both public and non-public entities. The course presents conceptual consideration of the environment and philosophy of auditing and practical aspects of auditing techniques and procedures. Topics include professional standards and ethics, audit evidence, internal controls, audit procedures, and audit opinions.

Prerequisite: Take BA 303 304. Offered: Annual Fall Semester.

BA 406 - Auditing II (3)

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: Take BA 405. Offered: Annual Spring Semester.

BA 407 - Advanced Accounting (3)

Accounting principles applicable to partnerships, branches, and consolidated financial statements.

Prerequisite: Take BA 303 304. Offered: Annual Spring Semester.

BA 408 - Human Resource Management (3)

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: Take BA 375 or consent of instructor. Offered: Annual Spring Semester.

BA 409 - Operations Research (3)

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.

Prerequisite: Take EC 201 202; MA 117; MA 207. Offered: Annual Spring Semester.

BA 410 - Business Policy (3)

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.

Prerequisite: Take BA 203 BA 204 BA 301 BA 302 BA 306 BA 313 BA 375 BA 392 EC 201 EC 202 EC 309. (All core business courses and senior standing). Offered: Annual Spring & Summer.

BA 411 - Investment Management (3)

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. Offered: Annual Spring Semester.

BA 413 - Organizational Behavior (3)

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.

Offered: Annual Fall Semester.

BA 417 - CPA/CMA Review (3)

Designed to prepare individuals for the uniform CPA and CMA professional examinations.

Offered: Annual Spring Semester.

BA 425 - BA Internship (1-9)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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 intership coordinator at the Career Services Office.

Offered: Annual Fall & Spring Semesters.

BA 451 - Advanced Financial Analysis & Planning (3)

CAPSTONE COURSE FOR FINANCE MAJOR. Examines variables relevant to financial problems. Develops skills, techniques, and judgment necessary to make financial decisions.

Prerequisite: Take BA 313;. Corequisite: Take BA-411 previously or may be taken concurrently. Offered: Annual Spring Semester.

BA 485 - Independent Study (1.00 - 3.00)

The Independent Study form is availble in the Registrar's Office or MyCaroll Document Center. Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

BA 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

BI - Biology

BI 101 - Life Science (4)

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.

BI 101L - Life Science Lab (0)

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.

BI 102 - Human Biology (4)

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.

Offered: Annual Fall Semester.

BI 102L - Human Biology Lab (0)

Offered: Annual Fall Semester.

BI 171 - Biological Principles I (3)

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.

Offered: Annual Fall Semester.

BI 171L - Biological Principles I Lab (1)

Offered: Annual Fall Semester.

BI 172 - Biological Principles II (3)

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: Take BI 171 and lab with minimum grade(s) C . Offered: Annual Spring Semester.

BI 172L - Biological Principles II Lab (1)

Prerequisite: Take BI 171 and lab with minimum grade(s) C . Offered: Annual Spring Semester.

BI 201 - Intro to Human Anatomy & Physiology I (4)

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.

Offered: Annual Fall Semester.

BI 201L - Intro to Human Anatomy & Physiology I Lab (0)

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.

Offered: Annual Fall Semester.

BI 202 - Intro to Human Anatomy & Physiology II (4)

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: Take BI 201 with a minimum grade of "C " or consent of the instructor. . Offered: Annual Spring Semester.

BI 202L - Intro to Human Anatomy & Physio II Lab (0)

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: Take BI 201 and lab with a minimum grade of "C " or consent of the instructor. . Offered: Annual Spring Semester.

BI 214 - General Microbiology (4)

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.

Prerequisite: At least one year of college chemistry and one semester of college biology. Offered: Annual Spring Semester.

BI 214L - General Microbiology Lab (0)

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.

Prerequisite: Take at least one year (7 credits) of college chemistry and one semester of college biology. Offered: Annual Spring Semester.

BI 232 - Comparative Anatomy (4)

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: Prerequisites: BI 281. Offered: Annual Spring Semester.

BI 255 - Field Ornithology (3)

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.

BI 281 - Genetics (4)

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.

Prerequisite: Take BI 171 172, BI 171L 172L, and CH 101 102 with a minimum grade of "C ". . Offered: Annual Fall Semester.

BI 281L - Genetics Lab (0)

Prerequisite: Take BI 171 BI 172 CH 101 CH 102 minimum grade of C . Offered: Annual Fall Semester.

BI 281X - Genetics Lecture Only (3)

A study of the principles of inheritance at the organismal and molecular levels. Topics include transmission mechanisms, linkage, DNA replication and gene expression.

Three lectures per week.

Prerequisites: BI 171-172 and CH 101-102 with a minimum grade of "C-".

Prerequisite: Take BI 171 BI 172 CH 101 CH 102; minimum grade C ;. Offered: NULL.

BI 282L - Cell Biology Lab (0)

Corequisite: Take BI 282. Offered: Annual Spring Semester.

BI 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

BI 305 - Microbiology (4)

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: Take BI 281, Genetics. Minimum grade of C . . Offered: Annual Fall Semester.

BI 305L - Microbiology Lab (0)

Prerequisite: Take BI 281, Genetics. Minimum grade of C . . Offered: Annual Fall Semester.

BI 306 - Plant Biology (4)

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. Three 50-minute lectures per week and one 3-hour laboratory per week.

Prerequisite: Take BI 172, Biological Principals, with a minimum grade of C . . Offered: Odd Year Fall Semester.

BI 306L - Plant Biology Lab (0)

Prerequisite: Take BI 172, Biological Principals, with a minimum grade of C . . Offered: Annual Fall Semester.

BI 307 - Animal Physiology (4)

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: Take BI 172 with a minimum grade of "C ". . Offered: Annual Spring Semester.

BI 307L - Animal Physiology (0)

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: Take BI 172 with a minimum grade of "C ". . Offered: Annual Spring Semester.

BI 311 - Ecology (WI) (4)

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. Three lectures and one 3-hour laboratory per week.

Prerequisite: Take BI 172, Biological Principals with a minimum grade of C . . Offered: Annual Fall Semester.

BI 311L - Ecology Lab (0)

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. Three lectures and one 3-hour laboratory per week.

Prerequisite: Take BI 172, Biological Principals with a minimum grade of C . . Offered: Annual FallSemester.

BI 312 - Global Change Ecology (4)

This course will provide a scientific foundation for understanding the causes and effects of major types of human-caused global change. Topics will include anthropogenic climate change, land-use change, nutrient cycling, invasive species, and others. The course will introduce students to global-scale ecological questions and research methods through a focus on current primary research. Students will also be introduced to the links between global change sciences and other disciplines through the discussion of possible solutions to these human-caused problems.

Prerequisite: One 100-200 level course in BI, ES, CH, or PHYS or instructor consent. . Offered: Annual Spring Semester.

BI 323 - Comparative Anatomy (4)

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: Take BI 172 with a minimum grade of "C ". . Offered: Annual Fall Semester.

BI 329 - Molecular Biology (4)

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.

Prerequisite: Take BI 281 and either CH 301 or CH 285, each with a minimum grade of "C ". . Offered: Annual Spring Semester.

BI 330 - Molecular Biology(WI) (4)

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.

Prerequisite: BI 281 and either CH 301 or CH 285, each with a minimum grade of "C ". . Offered: Annual Spring Semester.

BI 350 - Developmental Biology (4)

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.

Prerequisite: Take BI 281 and either CH 302 or CH 285 with a minimum grade of C . Offered: Annual Spring Semester.

BI 370 - Evolutionary Analysis(WI) (4)

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 modem methods of analysis are explored and evaluated. Three 50-minute lectures and one 3-hour lab per week.

Prerequisite: Take BI 281, Genetics. Minimum grade of C . . Offered: Annual Spring Semester.

BI 382 - Cell Biology (4)

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.

Prerequisite: BI 281 and either CH 301 or CH 285, each with a minimum grade of "C ". . Offered: Annual Spring Semester.

BI 382L - Cell Biology Lab (0)

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.

Prerequisite: Take BI 281 and either CH 301 or CH 285, each with a minimum grade of C . . Offered: Annual Spring Semester.

BI 389 - Special Topic (1.00 - 4.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

BI 420 - Topics in Biological Sciences (WI) (2)

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, Genetics; minimum grade C or consent of the Instructor. .

BI 425 - Biology Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator.

Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

BI 477 - Thesis Research/Writing (WI) (2)

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.

Offered: Annual Fall Semester.

BI 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

BI 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

BI 496 - Senior Seminar (1)

Readings and discussion of significant past and current literature.

Offered: Annual Fall Or Spring Semester.

BI 499 - Senior Thesis (2)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

BMB - Biochemistry Molecular Biology

BMB 496 - Biochemistry Molecular Bl SeniorSeminar (1)

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.

Offered: Annual Spring Semester.

CH - Chemistry

CH 101 - General Chemistry I (3)

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.

Offered: Annual Fall Semester.

CH 101L - General Chemistry I Lab (1)

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.

Corequisite: Take CH-101 concurrently or previously. Offered: Annual Fall Semester.

CH 102 - General Chemistry II (3)

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: Students must receive a 'C ' or better in CH 101 to enroll in CH 102. Offered: Annual Spring Semester.

CH 102L - General Chemistry II Lab (1)

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: Students must receive a "C " or better in CH 101 to enroll in CH 102. . Offered: Annual Spring Semester.

CH 111 - Essentials of Chemistry: General (3)

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.

Offered: Annual Spring Semester.

CH 111L - Essentials ofChemistry Lab (1)

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.

Offered: Annual Spring Semester.

CH 112 - Essentials of Chem:Organic/Biochemisty (3)

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 prerequisites to enroll in CH 112. Offered: Annual Fall Semester.

CH 205 - Quantitative Analysis (4)

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.

Prerequisite: Take CH 102 with a minimum grade of "C ". . Offered: Annual Spring Semester.

CH 205L - Quantitative Analysis Lab (0)

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.

Prerequisite: Take CH 102 with a minimum grade of "C ". . Offered: Annual Spring Semester.

CH 285 - Intermediate Organic Chemistry (4)

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. Three lectures/week plus one 3.5 hour lab.

Prerequisite: Take CH 102 with a minimum grade of C . Offered: Odd Year Fall Semester.

CH 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

CH 301 - Organic Chemistry I (3)

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. Offered: Annual Fall Semester.

CH 301L - Organic Chemistry I Lab (1)

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. . Offered: Annual Fall Semester.

CH 302 - Organic Chemistry II (3)

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: Students must pass CH 301 with a "C " or better to enroll in CH 302. . Offered: Annual Spring Semester.

CH 302L - Organic Chemistry II Lab (1)

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: Students must pass CH 301 with a "C " or better to enroll in CH 302. . Offered: Annual Spring Semester.

CH 306 - Instrumental Methods (3)

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.

Prerequisite: CH 205. Students must receive a "C " or better in the prerequisite to enroll in CH 306. . Offered: Annual Fall Semester.

CH 311 - Spectrometric Org Structure Determinatn (2)

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: Take CH 302. Offered: Odd Year Fall Semester.

CH 353 - Biochemistry (4)

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.

Prerequisite: Take BI 171 and CH 285 or CH 301. Offered: Annual Fall Semester.

CH 353L - Biochemistry Lab (0)

Offered: Annual Fall Semester.

CH 354 - Biochemistry II (4)

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.

Prerequisite: Students must receive a "C " or better in CH 353 to enroll in CH 354. . Offered: Annual Spring Semester.

CH 389 - Special Topic (1.00 - 4.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

CH 389L - Special Topics Lab (0)

Offered: Annual Fall & Spring Semesters.

CH 390 - Physical Chemistry for Life Sciences (4)

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 205 or consent of the instructor; PHYS 205 may be taken concurrently. Student must pass prerequisites with a "C " or better to . Corequisite: Take PHYS-205 concurrently if not previously taken. Student must pass pre and co-requisites with a "C-" or better to enroll in CH 390. Offered: Even Year Fall Semester.

CH 391 - Physical Chemistry (3)

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: Take CH 302 or consent of the instructor. Student must pass prerequisites with a "C " or better to enroll in CH 391. . Corequisite: Take MA 233 and PHYS 205 or consent of the instructor; PHYS 205 and MA 233 may be taken concurrently.

Student must pass prerequisites with a "C-" or b. Offered: Odd Year Fall Semester.

CH 392 - Physical Chemistry (3)

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: Take CH 391. Take CH 302, or consent of the instructor; Student must pass prerequisites with a "C " or better to enroll in CH 392. . Corequisite: Take CH 391. Take MA 233 and PHYS 205 or consent of the instructor; PHYS 205 and MA 233 may be taken concurrently. Student must pass prerequisites wi. Offered: Even Year Spring Semester.

CH 405 - Advanced Inorganic Chemistry (3)

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. Three 50-minute lectures per week.

Prerequisite: Take CH 302. Students must receive a "C " or better in the prerequisite to enroll in CH 405. . Offered: Even Year Spring Semester.

CH 406 - Advanced Organic Chemistry (3)

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: Students must receive a "C " or better in CH 302 to enroll in CH 406. . Offered: Odd Year Spring Semester.

CH 411 - Integrated Lab I (2)

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.

Prerequisite: Prerequisites for CH 411 are CH 302 and CH 302 L. These prerequisites must be taken prior to this course. Students must pass all pre- and co-requisites with a "C-" or better to enroll in CH 411. Corequisite: Pre- or co-requisites for CH 411 are CH 391 and CH 306; these pre- or co-requisites must be taken either prior to or at the same time as this course. Students must pass all pre- and co-requisites with a "C-" or better to enroll in CH 411. . Offered: Annual Fall Semester.

CH 412 - Integrated Lab II(WI) (2)

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.

Prerequisite: Prerequisites for CH 412 are CH 302, CH 302 L and CH 411 These prerequisites must be taken prior to this course. Students must pass all pre- and co-requisites with a "C-" or better to enroll in CH 412. Corequisite: Pre- or co-requisites for CH 412 are CH 392, CH 405 or CH 406 (depending on year); these pre- or co-requisites must be taken either prior to or at the same time as this course. Students must pass all pre- and co-requisites with a "C-" or better to enroll in CH 412. . Offered:

Annual Spring Semester.

CH 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

CH 496 - Senior Seminar (1)

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.

Offered: Annual Fall Semester.

CH 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

CLST - Classical Studies

CLST 485 - Independent Study (1.00 - 3.00)

The Independent Study form is availble in the Registrar's Office or MyCaroll Document Center. Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

CLST 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants,

each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

CO - Communication Studies

CO 101 - Basic Communication (3)

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.

Offered: Annual Fall & Spring Semesters.

CO 108 - Digital Publishing (3)

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 softwae such as Adobe InDesign for production of pamplets, newsletters, etc. Plus advanced units on digital design, Photoshop, designing for the Web and guides for effective PowerPoint presentations using digital tools.

Prerequisite: CO 101 or consent of instructior. Offered: Annual Spring Semester.

CO 111 - Introduction to Forensics (1.00 - 3.00)

Preparation for intercollegiate forensics competition in individual events and British Parliamentary (BP)/World Debate. Events include extemporaneous, impromptu, after-dinner speaking, persuasion, informative, prose, communication analysis, poetry, duo, dramatic, program oral interpretation and BP/World Debate.

Offered: Annual Fall Semester.

CO 112 - Introduction to Forensics (1.00 - 3.00)

Preparation for intercollegiate forensics competition in individual events and British Parliamentary/World Debate. Events include extemporaneous, impromptu, after-dinner speaking, persuasion, informative, prose, communication analysis, poetry, duo, dramatic, program oral interpretation and BP/World Debate.

Offered: Annual Spring Semester.

CO 130 - Viral Video (3)

Smartphones have given rise to "Citizen Video." In this course students can start producing their citizen videos for distribution on You Tube and elsewhere. Students will dive in to produce short movies that could end up on You Tube and in Carroll's spring Charlies video competition. The course will then expand into elements of film production, all taught by a professor who has produced documentaries and trained professional broadcasters.

Crosslisted as: CS 130. Offered: Annual, Fall Semester.

CO 165 - Fund of TV & Film Production: Writing (3)

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.

Offered: Odd Year Fall Semester.

CO 166 - Fund Film/TV Prod II:Aesthetics Film/TV (3)

Students learn about the creative process of producing film and television programs: camerawork, 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 (camerawork) and critical analysis, students will learn and understand how messages are successfully and unsuccessfully crafted, targeted, and delivered through the TV and film medium.

Offered: Even Year Fall Semester.

CO 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

CO 206 - Small Group Communication (3)

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. The course studies teaches leadership and conflict management skills necessary for leading teams of all types in organizations.

Prerequisite: Take CO 101. Offered: Odd Year Fall Semester.

CO 210 - Language & Nonverbal Behavior (3)

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 and gestures.

Prerequisite: Take CO 101. Offered: Odd Year Fall Semester.

CO 211 - Advanced Forensics (1.00 - 3.00)

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. We are a national program concluding each year with a national tournament against top programs from throughout the country including, for example: The Air Force Academy, the University of Miami, Cornell, Stanford, Harvard and Yale.

Offered: Annual Fall Semester.

CO 212 - Advanced Forensics (1.00 - 3.00)

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. We are a national program concluding each year with a national tournament against top programs from throughout the country including, for example: The Air Force Academy, the University of Miami, Cornell, Stanford, Harvard and Yale.

Offered: Annual Spring Semester.

CO 215 - Introduction to Public Relations I (3)

A two-semester introduction to the theory and practice of public relations. The first semester focuses on theory and on PR writing (including press releases). The second semester focuses on case studies and the design of a public relations campaign for a local organization.

Prerequisite: Take CO 101. Offered: Even Year Fall Semester.

CO 216 - Introduction to Public Relations II (3)

A two-semester introduction to the theory and practice of public relations. The first semester focuses on theory and on PR writing (including press releases). The second semester focuses on case studies and the design of a public relations campaign for a local organization.

Prerequisite: Prerequisite: CO 215. Offered: Odd Year Spring Semester.

CO 225 - Professional Communication (3)

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, mindfulness, contemplative computing, job interviewing, and public speaking for professionals.

Prerequisite: Take CO 101 or consent of instructor. Offered: Even Year Spring Semester.

CO 226 - Community Assistant Seminar (2)

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;

Offered: Annual Fall Semester.

CO 227 - Student Ambassador Seminar (1)

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 effec -tive 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).

Corequisite: Take CO 101(may be taken concurrently). Offered: Annual Spring Semester.

CO 228 - Student Ambassador Leadership (1)

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).

Corequisite: Take CO-101(may be taken concurrently). Offered: Annual Spring Semester.

CO 236 - Prospector Student Newspaper I (1.00 - 3.00)

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 papers' needs: writing stories, taking photos, designing pages or selling ads.

Offered: Annual Fall Semester.

CO 237 - Prospector Student Newspaper II (1.00 - 3.00)

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 papers' needs: writing stories, taking photos, designing pages or selling ads.

Offered: Annual Spring Semester.

CO 250 - Social Media and Communication (3)

Social Media 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: Take CO 101. Offered: Annual Fall Semester.

CO 260 - Servant Leadership (3)

Servant Leadership, based on Robert Greenleaf's theory, is a leadership course designed to train students to lead humbly, putting service first. Students will learn about the theories of servant leadership, customer service and forgiveness to gain a full understanding of humility-based leadership.

Prerequisite: Take CO 101 or consent of instructor. Offered: Even Year Fall Semester.

CO 265 - Basic Single Camera Production (4)

This course focuses on camera production. The course incorporates actual skill of video shooting and Final Cut editing suite use. Students will assume the role of writer/producer/director and organize a production team, schedule, a shoot and final editing of production into a complete show ready for TV broadcast. Lab required.

Prerequisite: Take CO 101 or consent of instructor. Take CO 165 and CO 166. Offered: Annual Spring Semester.

CO 275 - Conflict Management (3)

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: Take CO 101. Offered: Even Year Fall Semester.

CO 279 - Writing About Movies (WI) (3)

Course is designed to teach a student to recognize and appreciate a good film. Students will watch films, read film reviews, and learn how to write and publish film reviews.

Prerequisite: Take CO 101 or consent of instructor. Offered: Even Year Fall Semester.

CO 280 - Gender Communication (ND) (3)

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, and CO 101. . Crosslisted as: GNDR 380. Offered: Odd Year Spring Semester.

CO 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

CO 306 - Writing for the Print Media (WI) (3)

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. Students will learn AP Style, the gold standard for journalistic writing.

Prerequisite: Take ENWR 102 and CO 101. Crosslisted as: ENWR 306. Offered: Annual Spring Semester.

CO 308 - Communication Ethics (3)

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: Take CO 101 or consent of the instructor. Offered: Odd Year Spring Semester.

CO 310 - Mass Media (3)

The study of the history and theory of contemporary mass media including radio, television, and print media. The course examines the cultural forces that shape and define mass media as well as the way mass media shapes our culture.

Prerequisite: Take CO 101 or consent of the instructor. Offered: Even YearFall Semester.

CO 311 - Advanced Forensics (1.00 - 3.00)

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. We are a national program concluding each year with a national tournament against top programs from throughout the country including, for example: The Air Force Academy, the University of Miami, Cornell, Stanford, Harvard and Yale.

Offered: Annual Fall Semester.

CO 312 - Advanced Forensics (1.00 - 3.00)

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. We are a national program concluding each year with a national tournament against top programs from throughout the country including, for example: The Air Force Academy, the University of Miami, Cornell, Stanford, Harvard and Yale.

Offered: Annual Spring Semester.

CO 320 - Organizational Communication (3)

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 under-standing 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.

Offered: Annual Spring Semester.

CO 325G - Intercultural Comm (GD) (3)

Study of the relationship between culture and communication in everyday life. Students will consider the nature and place of cultural practices in social life and will examine the influence of features of culture (world views, values, beliefs) on communication encounters. Students will examine topics related to diversity and social justice, such as ethnocentrism and stereotyping.

Prerequisite: Take CO 101. Crosslisted as: CO 325N. Offered: Annual Spring Semester.

CO 325N - Intercultural Comm (ND) (3)

Study of the relationship between culture and communication in everyday life. Students will consider the nature and place of cultural practices in social life and will examine the influence of features of culture (world views, values, beliefs) on communication encounters. Students will examine topics related to diversity and social justice, such as ethnocentrism and stereotyping.

Prerequisite: Take CO 101. Crosslisted as: CO 325G. Offered: Annual Spring Semester.

CO 340 - Interpersonal Communication Theory (3)

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: Take CO 101 and Sophomore or higher standing. Offered: Even Year Spring Semester.

CO 360 - Health Communication (3)

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 heath 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: Take CO 101 and Junior or higher standing. Offered: Even Year Fall Semester.

CO 365 - Saints TV: Television Production (3)

An application of the structure and aesthetics of message design in film and television. The course is an extension and application of theories and skills from 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: Take CO 165, CO 166, CO 265. . Offered: Annual Fall & Spring Semesters.

CO 395 - Research Methods Seminar (3)

A discussion of selected communication issues associated with researching and reporting about human interaction. The student will investigate the scope, central concepts, and practices of communication research with particular focus upon microanalysis, ethnography, surveys, and experiments.

Offered: Annual Fall Semester.

CO 411 - Advanced Forensics (1.00 - 3.00)

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. We are a national program concluding each year with a national tournament against top programs from throughout the country including, for example: The Air Force Academy, the University of Miami, Cornell, Stanford, Harvard and Yale.

Offered: Annual Fall Semester.

CO 412 - Advanced Forensics (1.00 - 3.00)

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. We are a national program concluding each year with a national tournament against top programs from throughout the country including, for example: The Air Force Academy, the University of Miami, Cornell, Stanford, Harvard and Yale.

Offered: Annual Spring Semester.

CO 414 - Human Communication Theory (3)

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.

Offered: Odd Year Fall Semester.

CO 417 - Methods of Teaching Speech Communication (1.00 - 3.00)

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.

Offered: Annual Fall & Spring Semesters.

CO 420 - Globalization Gender & Communication-GD (3)

This course explores the instruments of 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 the impact of wars, media, and international institutions on the loss of nation-state autonomy and borders as well as globalization's effect on gendered inequality. Also, the course will also examine power shifts and a reconfiguration of political power and civil society and a change in gender roles within the context of national cultures and the global economy.

Prerequisite: Take CO 101 or consent of the instructor. Offered: Odd Years Fall Semester.

CO 425 - Communication Career Internship (1.00 - 12.00)

An option available to the communication major who is preparing for a career in public relations, TV/radio broadcasting, public information, communication consulting, or as a media specialist. The student will intern in an appropriate business, state office, or federal agency in the Helena community for supervised, practical experience in the area of the intended career. Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

CO 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

CO 495 - Senior Practicum: The Graceful Exit (1)

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.

Offered: Annual Fall Semester.

CO 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a

thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

CONS - Consortium

CONS 100 - Consortium Credits (1.00 - 12.00)

CS - Computer Science

CS 110 - Introduction to Programming (4)

This course is an introduction to using computer programs as a way of modeling, analyzing and enhancing the world. The Python 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, Python 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.

Offered: Annual Fall Semester.

CS 120 - Data Structures and Program Design (4)

This course is 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 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.

Prerequisite: Take CS 110. Offered: Annual Spring Semester.

CS 130 - Viral Video (3)

Smartphones have given rise to "Citizen Video." In this course students can start producing their citizen videos for distribution on You Tube and elsewhere. Students will dive in to produce short movies that could end up on You Tube and in Carroll's spring Charlies video competition. The course will then expand into elements of film production, all taught by a professor who has produced documentaries and trained professional broadcasters.

Crosslisted as: CO 130. Offered: Annual, Fall Semester.

CS 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special

topics classes can be directed to the instructor or department chair.

Offered: NULL.

CS 202 - Web Design and Development (3)

An extensive introduction to website design with an in-depth look at HTML, CSS, structural layout, standards-based coding, and validation techniques. The class will also explore open-source technology, photo and graphic design, color theory, social networks, frameworks, JavaScript (and its various libraries), server-side scripting, and content management systems. Students will examine the inner workings of web hosting services and will understand how to interact with clients and contracts in addition to designing fully functioning, standards-based website at the end of the course. (Course fee required).

Offered: Annual Spring Semester.

CS 213 - Management Information Systems (3)

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.

Offered: Annual Fall & Spring Semesters.

CS 213L - Management Info Systems Lab (0)

Offered: Annual Spring Semester.

CS 230 - Software Engineering (WI) (4)

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.

Prerequisite: Take CS110 and CS120 or equivalent. Offered: Annual Fall Semester.

CS 251 - Introduction to Linux (3)

This course will teach students to install Linux (using Ubuntu Desktop or distribution of the student's 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.

Offered: Annual Fall Semester.

CS 287 - Student Topics in Computer Science (1)

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.

Offered: Annual Spring Semester.

CS 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however

they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

CS 310 - Database Design (4)

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.

Prerequisite: Recommended: CS 120 and CS 230 prior to taking this class. Grade of "C " or better in CS 110 (or equivalent). . Offered: Annual Fall Semester.

CS 311 - Database Project (4)

As a continuation of CS 310, students will analyze, design, implement, test, and present a database project (using Oracle Apex). Lectures and laboratory each week.

Prerequisite: Take CS 310. Offered: Annual Spring Semester.

CS 330 - Networking Technologies (4)

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.

Offered: Even Year Fall Semester.

CS 330L - Networking Technologies Lab (0)

Offered: Annual Fall Semester.

CS 331 - Internet Infrastructure (4)

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.

Prerequisite: Take CS 330, Cisco CCNA certification or consent of the instructor. . Offered: Odd Year Spring Semester.

CS 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

CS 410 - Operating Systems (4)

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. Lectures and Lab each week.

Prerequisite: Recommended: CS 110, CS 120 and CS 230. . Offered: Annual Fall Semester.

CS 421 - Cyber Security (4)

This course combines knowledge and skills from the computer network classes 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.

Prerequisite: Take CS 330 and CS 410. Offered: Annual Spring Semester.

CS 425 - Computer Science Internship (1.00 - 6.00)

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.

Offered: Annual Fall & Spring Semesters.

CS 430 - Senior Project: Your Project (4)

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.

Prerequisite: Take CS 310. Offered: Annual Spring Semester.

CS 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

CS 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

CS 495 - Computer Science Seminar (3)

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.

Offered: Even Year Spring Semester.

CS 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

DS - Data Science

DS 201 - Introduction to Data Science (3)

This course teaches critical concepts and skills in data collection, manipulation, exploration, and analysis, and explores the ethical and social considerations inherent in the today's "big data" revolution, such as privacy, design, reproducibility, and bias. Using real-world datasets, students will explore, visualize, and pose questions about data. Prerequisites: Intermediate Algebra.

Offered: Annual Fall Semester.

DS 325 - Advanced Statistics for Data Science WI (3)

In this course we will learn about data analytics through the lens of data wrangling, statistical graphics, modern regression tools, and the ethical issues associated with the entire data pipeline. Our statistical graphics focus will examine both single variable and multivariable plots, using both discrete and continuous variables. We will review simple linear regression before delving into validity of models and transformations, weighted least-squares, multiple linear regression, variable selection, logistic regression, and mixed models. This class will include several writing projects.

Prerequisite: Take MA 315. Offered: Annual Fall Semester.

DS 401 - Machine & Statistical Learning (3)

Machine and Statistical Learning is a collection of mathematical and statistical techniques used to detect, classify, and infer patterns in large and/or complex data sets. Examples of machine and statistical learning algorithms are all around us: speech recognition on your phone, text prediction in internet searches, medical school placement algorithms, and the prediction of what you may want to watch next on your video stream. This course gives an overview of many concepts, techniques, and algorithms in modern machine and statistical learning including both supervised and unsupervised learning. Topics include linear regression, classification, cross validation, dimension reduction, nonlinear regression, tree-based methods, support vector machines, principal component analysis, artificial neural networks, and clustering. The course will give students the ideas and intuition behind modern machine and statistical learning methods as well as a more formal understanding of how, why, and when they work. The underlying theme in the course is application of the algorithms to real data sets.

Prerequisite: Take DS 325 and MA 141. Offered: Even Year Spring Semester.

DS 405 - Computing for Data Science (3)

This course will explore current techniques in computation for data science, including (but not limited to) parallel and distributed coding algorithms and modern programming languages.

Prerequisite: Take DS 325 and CS 310. Offered: Odd Year Spring Semester.

DS 430 - Senior Project (3)

This course will present students with a substantial experience in data analysis. Students will investigate and analyze data from a variety of sources, working both as individuals and in project teams. This serves as a capstone experience for the DS major.

Offered: Annual Spring Semester.

EAS - Earth Science

EAS 101 - Earth Science (4)

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

Offered: Annual Fall & Spring Semesters.

EAS 101L - Earth Science Lab (0)

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.

Offered: Annual Fall Semester.

EAS 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

EAS 302 - Advanced Earth Science (3)

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: Take EAS 201 or permission of the instructor.

EAS 320 - Geomorphology (4)

This course is an introduction to the physical and chemical geologic processes that are active on the surface of the earth. We will use a 'pattern and process' approach integrating description, analysis, and interpretation of landforms, surface patters, sediments, stratigraphy, and soils in order to understand geomorphic processes and how they reflect the evolution of landscape.

Prerequisite: Take EAS 101 or permission of instructor. Offered: Odd Year Fall Semester.

EAS 389 - Special Topic (1.00 - 4.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

EAS 389A - Special Topic: EAS (3)

Prerequisite: Prerequisite: EAS 201. Offered: Annual Fall & Spring Semesters.

EAS 485 - Independent Study (1.00 - 4.00)

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.

EC - Economics

EC 106 - Survey of Economics (3)

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.

EC 189 - Special Topic (1.00 - 3.00)

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Offered: NULL.

EC 201 - Principles of Economics I (3)

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.

Corequisite: Prerequisite or concurrent enrollment in MA-117. (or MA-121 MA-131 or MA-207). Offered: Annual Fall Semester.

EC 202 - Principles of Economics II (3)

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: Take EC 201. Offered: Annual Spring Semester.

EC 203 - Project Management Economics (3)

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.

Offered: Annual Spring Semester.

EC 302 - Labor Relations and Public Policy (3)

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.

Prerequisite: Take EC 201 and EC 202.

EC 304 - Public Finance (3)

Study of the impact of government entities on the U.S. economy. Includes principles and methods of taxation; ex-amination of state, local, and federal expenditure patterns; and public sector decision making and administration.

Prerequisite: Take EC 201 and EC 202.

EC 305 - Economics & Strategies of Sports (3)

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 incudes analysis of cheating and gambling race and gender, coaching and game strategy.

EC 306 - Int'l Trade/Global Organization (3)

This is a class in Open Economy Microeconomics. Special emphasis is placed on commercial trade, multinational enterprises, industrial location, piracy, and national sovereignty (e.g. national borders, migration, ecomomic integration and cultural exchange). The course covers selected public policies regarding the abovementioned topics (e.g. tariffs, Immigration restrictions), as well as some historical examples of the development of international trade and global markets.

Prerequisite: EC 201-202.

Fall semester.

Prerequisite: Take EC 201 202. Offered: Annual Fall Semester.

EC 309 - Financial Markets and Institutions (3)

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: Take EC 201 and EC 202. Offered: Annual Fall Semester.

EC 389 - Special Topic (1.00 - 3.00)

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Offered: NULL.

EC 393 - India: Socioeconomic Issues(GDorND) (3)

One in six individuals is Indian. The socioeconomic status of these individuals is framed by the country's rich traditions and developed through a combination of education, occupation, and income. Students exploring global diversity will examine India's delicate balance between tradition and modernization including globalization's impact on traditional gender roles, the family, and related socioeconomic issues. In this process, students will develop an appreciation of Indian culture and its influence over business relationships. Students exploring national diversity will consider socioeconomic issues experienced by Indians living in the United States along with possible biases faced due to religious or cultural heritage.

Crosslisted as: BA 393.

EC 401 - Intermediate Microeconomics (3)

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: Take EC 201 & EC 202.

EC 402 - Intermediate Macroeconomics (3)

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: Take EC 201 and EC 202.

EC 406 - International Economics (3)

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: Take EC 201 and EC 202. Offered: Annual Spring Semester.

EC 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

EC 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ED - Education

ED 102 - Foundations of Education (WI) (3)

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.

Offered: Annual Fall & Spring Semesters.

ED 103 - Instructional Media & Technology (3)

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.

Offered: Annual Fall & Spring Semesters.

ED 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ED 212 - Teaching Mathematics Inthe Elem School (3)

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.

Corequisite: Take MA 201-202 (May be taken concurrently). Offered: Annual Spring Semester.

ED 228 - Children's Literature (3)

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.

Offered: Annual Spring Semester.

ED 229 - Educational Psychology (3)

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. . Corequisite: Take ED-102. Crosslisted as: PSY 229. Offered: Annual Fall & Spring Semesters.

ED 245 - Diversity Field Experience (1)

This course is designed to expand the range of each student’s understanding of the experience of preK-12 students who, because of such fundamental components as race, ethnicity, gender, or other characteristics, may have been historically marginalized by society. It is anticipated that students will expand their understanding of these social groups by identifying possible personal bias and experimenting with appropriate teaching strategies for these students. 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 30 hours. Students will work with their education advisers to identify appropriate settings and develop a proposal for the field experience. The proposal must be submitted to the Director of Teacher Education during the semester prior to enrolling in the course

Prerequisite: Enrolled in a major that leads to teacher licensure. A background check may be required. Offered: Annual Fall & Spring Semesters.

ED 305 - Classroom Management (2)

This course focuses on strategies for effective classroom management, with learning activities related to building relationships,

organizing the classroom, developing and implementing rules and procedures, teaching effectively, utilizing positive behavior management, and implementing behavioral interventions.

Corequisite: Concurrent enrollment with ED 323/ED 325 or ED 318. Offered: Annual Fall Semester.

ED 312 - Elementary Science and Social Studies (4)

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.

Prerequisite: A lab course in at least two of the following science disciplines: physical, life and earth science. . Offered: Annual Spring Semester.

ED 314 - Physical Education-Elementary School (3)

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.

Offered: Annual Fall & Spring Semesters.

ED 318 - Content Area Reading & Secondary Methods (3.00 - 4.00)

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.

Prerequisite: Take PSY 229 or ED 229 and acceptance or provisional acceptance into to the teacher education program. Offered: Annual Fall Semester.

ED 320 - Art Education in the Elementary School (2)

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.

Offered: Annual Spring Semester.

ED 323 - Teaching the Communication Arts I (2)

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: Take ED 229 or PSY 229, concurrent enrollment in ED 325, and acceptance or provisional acceptance into the teacher education program. . Corequisite: Concurrent enrollment in ED-325. Offered: Annual Fall Semester.

ED 324 - Diagnostic-Based Interventions (3)

Diagnostic-Based Interventions 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: Take ED 318 or ED 325, minimum grade C . . Crosslisted as: SPED 324. Offered: Annual Spring Semester.

ED 325 - Teaching Communication Arts II (3)

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.

Prerequisite: Take ED 229 or PSY 229, concurrent enrollment in ED 323 and acceptance or provisional acceptance into the teacher education program. . Corequisite: Concurrent enrollment in ED-323. Offered: Annual Fall Semester.

ED 329 - Music Education in the Elementary School (3)

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.

Offered: Annual Fall Semester.

ED 344 - Secondary Social Studies (2)

This course is an examination of selected concepts and generalizations of the social sciences that form the frame-work 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: Take ED 318; minimum grade C . Offered: Odd Year Spring Semester.

ED 346 - Teaching Science in the Secondary School (2)

This course will examine the techniques and materials used in teaching the physical and biological sciences at the secondary level.

Prerequisite: TAKE ED 318; minimum grade C . Offered: Even Year Spring Semester.

ED 350 - Middle School Teaching (3)

This course provides a comprehensive study of middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. Students will be required to develop an interdisciplinary unit of study at the middle school level.

Prerequisite: Take ED 229 or PSY 229 (may be take concurrently). Offered: Even Year Fall Semester.

ED 365 - Young Adult Literature (3)

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.

Prerequisite: Take ENWR 102 and ENLE 200 or ENLT 215/216. Crosslisted as: ENLT 365. Offered: Odd Year Spring Semester.

ED 389 - Special Topic (1.00 - 3.00)

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Offered: NULL.

ED 403 - Internship (5)

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: Take ED 318 or ED 325 and acceptance to student teaching. Offered: Annual Fall Semester.

ED 404 - Internship (5)

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.

Prerequisite: Take ED 318 or ED 325 and acceptance to student teaching. Offered: Annual Spring Semester.

ED 405 - Education Seminar (1)

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.

Corequisite: 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 are. Offered: Annual Fall & Spring Semesters.

ED 407 - Organization & Admin of the Reading Prog (2)

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.

Corequisite: Concurrent enrollment in ED 403, ED 404, ED 408 or ED 410. Offered: Annual Fall & Spring Semesters.

ED 408 - Student Teaching in the Minor Area (5)

For qualified students pursuing professional teacher licensing in a minor endorsement area only, or seeking a second minor endorsement. A full day, five-week directed teaching program in the student's minor area. The teaching candidate must not undertake any other duties or college courses during the daytime teaching assignment; student teaching is a full-time responsibility. The program is open to elementary and secondary education majors who are pursuing a minor in a certifiable area and may be completed in either the first or second semester of the senior year.

Prerequisite: Take ED 318 or ED 325 and acceptance to student teaching. Offered: Annual Fall & Spring Semesters.

ED 410 - Student Teaching (12)

For qualified students pursing professional teacher licensing in a major, or a major and minor endorsement, area of study. A full day, 15-week directed teaching program in the student's major and minor areas. The teaching candidate must not undertake any other duties or college courses during the daytime teaching assignment; student teaching is a full-time responsibility. The program is open to elementary and secondary education majors and may be completed in either the first or second semester of the senior year.

Prerequisite: Take ED 318 or ED 325 and acceptance to student teaching. Offered: Annual Fall & Spring Semesters.

ED 411 - Teaching English on the Secondary Level (3)

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.

Corequisite: Take ED-318, minimum grade C-. Crosslisted as: ENLE 411. Offered: Odd Year Fall Semester.

ED 412 - Measurement and Assessment in Teaching (3)

This course will look at the role of measurement and assessment in the instructional process. Classroom tests and standardized tests will be analyzed. Gathering, administering and interpreting assessment data will be examined.

Prerequisite: A grade of "C " or better in ED 318 or ED 325, if required, or consent of instructor. . Offered: Annual Spring Semester.

ED 418 - Methods of Teaching Math in Sec School (3)

Methods of teaching mathematics in grades five through 12. Emphasis will be given to methods in teaching individual topics, the techniques of problem-solving, models for classroom organization, evaluation of different curricula, individual instruction, and examination of possible aids (including the computer) for classroom instruction. Each student must make classroom presentations using different teaching skills in teaching topics from the secondary curriculum.

Prerequisite: Take ED 318, minimum grade C . . Offered: Odd Year Fall Semester.

ED 485 - Independent Study (1.00 - 3.00)

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ED 489 - Special Topic (1.00 - 3.00)

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Offered: NULL.

ED 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ENGR - Engineering

ENGR 104 - Engineering Graphics & CAD Application (3)

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.

Offered: Annual Spring Semester.

ENGR 105 - Intro to Engineering GPS & Surveying (1)

A broad-brush overview of the various aspects of engineering with em - phasis 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.

Offered: Annual Fall Semester.

ENGR 155 - Robotics and Experimental Physics (3)

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. Students who have taken PHYS 205 or CS 120 must have instructor approval to enroll in PHYS 155/ENGR 155. Two two-hour laboratories per week.

Crosslisted as: PHYS 155. Offered: Annual Fall Semester.

ENGR 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENGR 202 - Water Distribution Systems (1)

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.

Offered: Annual Spring Semester.

ENGR 205 - Civil Engineering Materials and Testing (2)

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.

Offered: Annual Fall Semester.

ENGR 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and

will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENGR 302 - Engineering Mechanics I: Statics (3)

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. . Offered: AnnualSpring Semester.

ENGR 303 - Engineering Mechanics II: Solids (3)

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. Three credits of lecture.

Prerequisite: Grades of "C " or better in ENGR 302, MA 122 or MA 131, and MA 232 or MA 141. . Offered: Annual Fall Semester.

ENGR 304 - Engineering Mechanics III: Dynamics (3)

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.

Prerequisite: Grade of "C " or better in ENGR 302. . Offered: Annual Fall Semester.

ENGR 305 - Electronics and Circuit Analysis I (4)

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).

Prerequisite: Grades of "C " or better in PHYS 202 or PHYS 206, MA 141, and MA 233. . Crosslisted as: PHYS 305. Offered: Annual Fall Semester.

ENGR 305L - Electronic/Circuit Anlys I Lab (0)

Prerequisite: Grades of C or better in PHYS 206, MA 232, and MA 233. . Crosslisted as: PHYS 305L. Offered: Annual Fall Semester.

ENGR 306 - Electronics and Circuit Analysis II (4)

A continuation of ENGR/PHYS 305. Systematic node-voltage and mesh-current methods of circuit analysis. Net-work 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 305. . Crosslisted as: PHYS 306.

ENGR 307 - Fluid Mechanics (WI) (3)

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.

Prerequisite: Grades of "C " or better in ENGR 302, MA 131 and either MA 232 or MA 141. . Offered: Annual Fall Semester.

ENGR 309 - Geotechnical Engineering (3.5)

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.

Prerequisite: Grades of "C " or better in ENGR 303 and ENGR 307. . Offered: Annual Spring Semester.

ENGR 310 - Structures I (3)

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.

Prerequisite: Grade of "C " or better in ENGR 303. . Offered: Annual Spring Semester.

ENGR 311 - Matrix Methods for Structures (1)

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. . Corequisite: Take ENGR-310 or consent of the instructor not to. Offered: Annual Spring Semester.

ENGR 313 - Hydrology (3)

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.

Prerequisite: Grades of "C " or better in MA 131 or MA 122. OR by signed add card with both MA 189's, Mathematics for Engineers, fall & spring or permission of inst . Offered: Annual Fall Semester.

ENGR 315 - Transportation Engineering I (2)

This course covers vehicle characteristics, geometric design of highways, earthwork calculations, pavement design, networks, and statistical applications in transportation. Two class hours per week.

Offered: Annual Fall Semester.

ENGR 323 - Water Quality (2)

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.

Prerequisite: Grades of "C " or better in CH 111, BI 101 or BI 102, and MA 131 or MA 122. . Offered: Even Year Fall Semester.

ENGR 324 - Air Quality (2)

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.

Prerequisite: Take MA 122 or MA 131, and MA 232 or MA 141, and junior or higher standing. . Offered: Annual Spring Semester.

ENGR 325 - Hydrogeology (3)

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.

Offered: Annual Fall Semester.

ENGR 326 - Energy and the Environment (GD) (3)

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.

Prerequisite: Take MA 122 or MA 131 and Sophomore standing. Offered: Annual Spring Semester.

ENGR 327 - Land & Stream Restoration (3)

This course strives to provide a knowledge and understanding of the current land and stream restoration practices. To achieve this objective, students participate in filed excursions, study earth moving methods and equipment, analyze soil erosion processes, design hydrologic control structures, and study revegetation and stream restoration methods.

Offered: Odd Year Fall Semester.

ENGR 329 - Public Health & Environment (3)

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.

Crosslisted as: HS 329. Offered: Annual Fall Semester.

ENGR 333 - Engineering & Public Health (3)

Offered: Annual Fall Semester.

ENGR 342 - Thermal Physics (3)

An introduction to classical thermodynamics and statistical descriptions of many-particle systems. The first five weeks of the course provide 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 206 and MA 233. . Crosslisted as: PHYS 342. Offered: Even Year Spring Semester.

ENGR 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENGR 395 - Spanning the Ages:History/Structure(GD) Spanning the Ages: (gd) (3)

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 interconnec- tions 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 program, 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 West- ern 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 program, and the follow-up submission of a travel and study journal together with an exploration and discovery paper.

ENGR 401 - Hydraulics (3)

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: Take ENGR 307, minimum grade C . . Offered: Annual Fall Semester.

ENGR 402 - Environmental Engineering (3)

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.

Prerequisite: Grades of "C " or better in CH 111, BI 101 or BI 102, and either MA 131 or MA 122. . Offered: Annual Spring Semester.

ENGR 403 - Structures II Steel Design (3)

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: Take ENGR 303; minimum grade C. Offered: Annual Fall Semester.

ENGR 405 - Water and Wastewater (4)

This course focuses on the fundamental principles for analysis and design of water processing, water supply planning, wastewater collection planning, wastewater treatment, and sludge processing systems. Three class hours and 2 lab hours per week.

Prerequisite: Grade of "C " or better in ENGR 401. . Offered: Annual Spring Semester.

ENGR 406 - Structures III Reinforced Concrete Desig (2)

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. . Offered: Annual Spring Semester.

ENGR 409 - Transportation Engineering II (3)

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. Offered: Annual Fall Semester.

ENGR 411 - Senior Design Project I (2)

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.

Offered: Annual Fall Semester.

ENGR 412 - Senior Design Project II (2)

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. . Offered: Annual Spring Semester.

ENGR 424 - Groundwater Flow Modeling (3)

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.

Prerequisite: Take ENGR 325. If you took ENGR 325 when it was a special topic number (ie: ENGR 389) please come to the Registrar's Office to add this class. Offered: Annual Fall Or Spring Semester.

ENGR 425 - Engineering Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to

participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

ENGR 444 - Computational Mthd Engineering Mechanics (4)

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.

Corequisite: Grade of "C-" or better in MA 342. . Offered: Annual Spring Semester.

ENGR 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

ENGR 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENGR 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ENLE - English Lang, Criticism & Educ

ENLE 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENLE 200 - Literary Studies (WI) (3)

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 psycho-analytic, feminist, historicist, reader-response, and other critical perspectives, the course provides training and practice in writing literary exposition.

Prerequisite: Take ENWR 102 and be an English major/minor or consent of instructor. Offered: Annual Fall Semester.

ENLE 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENLE 332 - English Grammar (3)

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.

Prerequisite: TAKE ENWR 102 and ENLE 200. Offered: Even Year Spring Semester.

ENLE 333 - History of the English Language (3)

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: ENLE 332 is strongly recommended before taking ENLE 333. TAKE ENWR 102 and ENLE 200. Offered: Odd Year Spring Semester.

ENLE 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENLE 404 - Literary Theory & Criticism (3)

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.

Prerequisite: ENWR 102 and ENLE 200. Offered: Odd Year Fall Semester.

ENLE 411 - Teaching English on the Secondary Level (3)

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.

Corequisite: Take ED-318, minimum grade C-. Crosslisted as: ED 411. Offered: Odd Year Fall Semester.

ENLE 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

ENLT - English Literature

ENLT 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENLT 215 - Introduction to Literature (3)

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: TAKE ENWR 102. Offered: Annual Fall & Spring Semesters.

ENLT 215N - Introduction to Literature (ND) (3)

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: Take ENWR 102.

ENLT 215WN - Gender, Race & Literature(WI)(ND) (3)

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.

ENLT 216 - Introduction to Literature (WI) (3)

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. Fulfills writing intensive requirement.

Prerequisite: Take ENWR 102. Offered: Annual Fall & Spring Semesters.

ENLT 216N - Intro to Literature WI ND (3)

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.

Fulfills writing intensive requirement.

Prerequisite: ENWR 102.

Each semester.

Prerequisite: Take ENWR 102.

ENLT 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENLT 289N - Special Topic (1.00 - 3.00)

-189 -289 -389 -489 course descriptions: Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offer

ENLT 303 - Medieval English Literature (3)

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: Take ENWR 102 . Offered: Even Year Fall Semester.

ENLT 306 - Revising Classics (GD) (3)

This course introduces students to a range of voices and narratives about and by marginalized communities in North American and global contexts through a study of contemporary (20th and 21st century) revisions of classic literary and cultural texts in western and non-western contexts. Examples of texts include the Brother Grimms' fairy tales and Angela Carter's short story, "The Bloody Chamber" as well as Jane Campion's film, The Piano; Charlotte Bronte's novel Jane Eyre and Jean Rhys' rewrite, Wide Sargasso Sea; One Thousand and One Nights and selected poems from Mohja Kahf's Emails from Scheherazad.

Prerequisite: ENWR 102. . Offered: As needed.

ENLT 323 - Renaissance English Lit (3)

A study of literature written in Britain during the 16th and 17th centuries, which accompanied the spread of human-ism, 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.

Prerequisite: Take ENWR 102. Offered: Odd Year Fall Semester.

ENLT 334 - World Literature (GD) (3)

Critical and comparative study of selected representative literary works from African, Arabic, Latin American, and Oriental literature.

Prerequisite: Take ENWR 102. . Offered: Even Year Fall Semester.

ENLT 343 - Restoration & 18th Century British Lit (3)

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.

Prerequisite: Take ENWR 102. . Offered: As needed.

ENLT 363 - 19th Century Brit Lit: The Romantics (3)

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 non-fiction prose, poetry and novels by authors such as Mary Wollstonecraft, William Blake, William Wordsworth, Charlotte Smith, Jane Austen, Mary Shelley, Lord Byron, Percy Bysshe Shelley, Felicia Hemans, and John Keats.

Prerequisite: Take ENWR 102. Offered: As needed.

ENLT 365 - Young Adult Literature (3)

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.

Prerequisite: Take ENWR 102 and ENLE 200. Crosslisted as: ED 365. Offered: Odd Year Spring Semester.

ENLT 367 - 19th Century Brit Lit: The Victorians (3)

The study of literature written in Britain from 1830-1900. The course focuses on representations of individual and national identity emerging amidst sweeping social, political, 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.

Prerequisite: TAke ENWR 102. . Offered: Even Year Fall Semester.

ENLT 373 - 19th Century U.S. Literature (3)

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 the 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.

Prerequisite: Take ENWR 102. . Offered: Odd Year Spring Semester.

ENLT 383 - 20th Century British Literature (3)

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.

Prerequisite: Take ENWR 102. . Offered: Even Year Spring Semester.

ENLT 389 - Special Topic (1.00 - 4.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENLT 389G - Special Topic: GD (1.00 - 3.00)

Offered: Annual As Needed.

ENLT 393 - Jazz Age and the Harlem Renassiance (3)

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. . Offered: Odd Year Fall Semester.

ENLT 397 - 20th Century U.S. Literature (3)

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.

Prerequisite: ENWR 102. . Offered: Odd Year Spring Semester.

ENLT 410 - Women's Literature (ND) (3)

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: it may focus on writings by women from Britain, the U.S., any ethnic and/or national group, or a combination of any of the above. The course may focus on one century, a more limited historical period, or span several. 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, Sandra Cisneros, Gloria Anzaldua.

Prerequisite: ENWR 102. . Crosslisted as: GNDR 410. Offered: Even Year Spring Semester.

ENLT 411 - African American Lit (ND) (3)

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).

Prerequisite: ENWR 102. . Offered: Even Year Fall Semester.

ENLT 412 - Native American Authors (ND) (3)

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. . Offered: Odd Year Fall Semester.

ENLT 423 - Shakespeare (3)

A study of the dramatic and poetic art of William Shakespeare. Plays from both the Elizabethan and Jacobean pe-riods 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.

Prerequisite: ENWR 102. . Offered: Odd Year Spring Semester.

ENLT 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

ENLT 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENLT 489G - Special Topics (1.00 - 3.00)

Offered: Annual Fall Or Spring Semester.

ENLT 489N - Special Topic (1.00 - 3.00)

-189 -289 -389 -489 course descriptions: Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offer

ENLT 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ENWR - English Writing

ENWR 101 - Basic Composition (3)

This course covers the basic elements of writing-grammar, punctuation, sentence structure, and paragraphs. It is also concerned with audience, voice, and techniques for generating and organizing ideas into an essay, as well as introduction to the library.

Offered: Annual Fall Semester.

ENWR 102 - College Composition II (4)

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.

Offered: Annual Fall & Spring Semesters.

ENWR 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENWR 264 - Introduction to Creative Writing (WI) (3)

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: TAKE ENWR 102. Offered: Annual Fall & Spring Semesters.

ENWR 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENWR 302 - Expository Writing (WI) (3)

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.

Prerequisite: Take ENWR 102. Offered: Annual Spring Semester.

ENWR 303 - Grant Writing (WI) (3)

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: Take ENWR 102. Offered: Annual Fall Semester.

ENWR 305 - Workplace Writing (WI) (3)

This course prepares students to meet the demands of workplace writing in business, administrative, and technical fields. Focused on understanding the reader as a basis for planning and drafting documents, students work on discovering the purpose, structure, and appropriate level of detail for on-the-job writing. Practice is offered in a variety of workplace genres, including flyers, instructions, brochures, webpages, proposals, letters, memos, resumes, formal and informal reports. Students also cultivate workplace style, especially in the areas of clarity, concision, cohesion, and correctness. Attention also given to formatting documents in professional ways.

Prerequisite: TAKE ENWR 102. Offered: Annual Fall & Spring Semesters.

ENWR 306 - Writing for the Print Media (WI) (3)

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: TAKE ENWR 102 and CO 101. Crosslisted as: CO 306. Offered: Annual Spring Semester.

ENWR 337 - Creative Writing Genres and Modes (WI) (3)

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: Take ENWR 102 or consent of instructor. Offered: As needed.

ENWR 347 - Creative Writing Genres and Modes (WI) (3)

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: TAKE ENWR 102. Offered: As needed.

ENWR 363 - Literary Translation (3)

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 of English. Our goal will be to produce publishable-quality translations of previously untranslated works of literature.

Prerequisite: TAKE SP 102 and ENWR 264 or permission of the instructor. Offered: As needed.

ENWR 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENWR 425 - ENWR Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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 intership coordinator at the Career Services Office.

Offered: Annual Fall & Spring Semesters.

ENWR 461 - Adv Creative Writing (WI) (1.00 - 3.00)

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: Take ENWR 264 or permission of the instructor. Offered: Annual Fall & Spring Semester.

ENWR 485 - (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

ENWR 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ENWR 498 - Capstone Seminar (WI) (3)

The English Capstone Workshop 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 Educatio and they issue calls for papers to English majors and other interested parties for presentation at the conference. Students then spend the semester writing senior projects, regularly subjecting submitting drafts the texts they are working on to intensive workshops by the other members of the class. They then present portions of their final project at the literary festival.

Prerequisite: Take ENLE 200. Offered: Annual Fall Semester.

ENWR 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ES - Environmental Studies

ES 121 - Environmental Science (4)

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.

Offered: Annual Spring Semester.

ES 121L - Environmental Science Lab (0)

ES 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ES 200 - Environmental Beta (2)

Environmental Beta is an experiential course designed to introduce students to the many perspectives from which they can engage with the natural world. The course begins with a week-long river trip down the Missouri River where students and faculty explore the integration of the scientific, social, political, historical and spiritual aspects of a wilderness landscape. Faculty from the Environmental program will be joined by faculty from anthropology, philosophy, English, other humanities and social sciences. Students will develop skills in the observation, description and interpretation of the natural world, building connections with the land, the Carroll faculty, and with each other. The second part of the course includes weekly meetings or field trips exploring the many and diverse environmental careers that students may pursue. From non-profits, to government agencies to outdoor education, student will hear from the different professional who have followed or found careers preserving, protecting, restoring, or teaching about the environment.

Prerequisite: Take two courses from BI 101, EAS 101, ES 121; or consent of instructor. . Offered: Annual Fall Semester.

ES 200LX - Environmental Beta Field Experience (1)

Offered: NULL.

ES 201 - Environmental Practicum (1)

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 205 - Human Ecology (3)

This class will focus on how humans interact with their environment, concentrating on biological, social and economic aspects. The course will investigate the principles of evolutionary theory with special emphasis on human behavior and cultural diversity. The class will examine adaptive design of traits, behaviors, and life histories of humans in an ecological context, including the role of social and cultural factors in the maintenance or disruption of ecosystems, contemporary ecological concerns and conservation ecology.

Crosslisted as: AN 205. Offered: Even Year Spring Semester.

ES 220 - Topics in Conservation Biology (3)

A course designed to improve the scientific literacy of students interested in solving the conservation/environmental challenges that result from overuse of natural resources. Using concepts and practices from taxonomy, ecology, genetics, and geography, conservation biology seeks the most effective strategies for addressing threats to biological diversity, ecological integrity and environmental health. The course will be divided into roughly 50 percent lecture/discussion and 50 percent laboratory and thus, fulfills the CORE requirements for Natural Science. The course will change geographic focus from year to year to allow students to take the course more than once and explore different bioregions. The neotropics (Latin America) will be the geographic focus in even numbered years and will fulfill a requirement for the Latin American Studies Minor.

Offered: Even Year Fall Semester.

ES 250 - Field Zoology: Entomology (2)

With an ever-growing concern about the conservation of biodiversity, there is increasing emphasis on developing skills and techniques to inventory species distributions and to monitor population dynamics. Field sampling techniques and skills in taxonomy are crucial to conservation surveillance. This course is an introduction to basic field and curator skills necessary to collect, manage and maintain specimen data for biological inventory and monitoring. The specific aims for this ten-week experience are: 1) to develop collection techniques in a field setting; 2) to practice processing and management of specimens and associated data; 3) to communicate findings to Montana stake holders. Topics vary and will rotate through Entomology, Ichthyology, Herpetology, Mammalogy, and Ornithology.

Prerequisite: Take BI 101 or BI 171 172 or permission of instructor.

ES 251 - Field Zoology: Herpetology (2)

With an ever-growing concern about the conservation of biodiversity, there is increasing emphasis on developing skills and techniques to inventory species distributions and to monitor population dynamics. Field sampling techniques and skills in taxonomy are crucial to conservation surveillance. This course is an introduction to basic field and curator skills necessary to collect, manage and maintain specimen data for biological inventory and monitoring. The specific aims for this ten-week experience are: 1) to develop collection techniques in a field setting; 2) to practice processing and management of specimens and associated data; 3) to communicate findings to Montana stake holders. Topics vary and will rotate through Entomology, Ichthyology, Herpetology, Mammalogy, and Ornithology.

Prerequisite: Take BI 101 or BI 171 172 or permission of instructor. Offered: Annual As Needed.

ES 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ES 300 - Environmental Field Studies (3)

Designed as a field immersion experience followed by an open-ended project experience, students will practice basic field techniques, collect original data and complete at least one analytical project. Examples of field experiences include: Winter Ecology in Yellowstone, Alaska Landscape Dynamics, Tropical Ecology, and Natural History of Montana.

Prerequisite: Take any natural science course.

ES 300G - Environmental Field Study(GD) (3)

Designed as a field immersion experience followed by an open-ended project experience, students will practice basic field techniques, collect original data and complete at least one analytical project. Examples of field experiences include: Winter Ecology in Yellowstone, Alaska Landscape Dynamics, Tropical Ecology, and Natural History of Montana. Global Diversity may apply when it is offered as a study abroad.

Prerequisite: Take any natural science course.

ES 304 - Environmental Field Methods (4)

This course is designed to introduce students to the various field methods employed in the broad field of environmental science. Interdisciplinary in nature, environmental problems often require understanding and integration across disciplines and an understanding of how data is collected and analyzed. Environmental scientists may find themselves interpreting geologic maps, sampling soils, or designing inventory or monitoring projects. An understanding of the concepts and practices in each of these disciplines will prepare students to evaluate and use existing data, or to design new field-based investigations.

Prerequisites: EAS 101, MA 207 or permission of instructor.

Prerequisite: Take EAS 101 or instructor consent. Offered: Odd Year Spring Semester.

ES 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ES 395 - Comm in Environmental Research (WI) (3)

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.

Offered: Even Year Spring Semester.

ES 400 - Environmental Omega (1)

Environmental Omega is a senior capstone experience where students compile a final portfolio of the work they have completed over the course of their degree, reflect on internship/research and/or field experiences, and chart a path for the future. Meeting once a week, students will come together as a peer -working group as they prepare applications for graduate school or employment.

Offered: Annual Spring Semester.

ES 401 - Environmental Impact Assessment (3)

This class is designed to provide an analytical overview of the theory and practice of National Environmental Policy Act (NEPA), which is used to identify potential environmental impacts of various activities and to propose means to avoid or reduce the significant impacts. The class will concentrate on understanding the role of NEPA in regards to environmental management, including the strengths and limitations. The class will utilize application exercises and expert guest speakers to present examples of current NEPA practices.

Prerequisite: Take ES 121. Offered: Annual Spring Semester.

ES 425 - ES Internship (1.00 - 3.00)

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. Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

ES 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

ES 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

ES 495 - Environmental Studies Seminar (WI) (3)

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.

Offered: Odd Year Spring Semester.

ES 498 - Environmental Research (3)

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.

Offered: Annual Fall & Spring Semesters.

ES 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

FL - Foreign Language

FL 289 - Special Topic (3)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Distribution: GD. Offered: NULL.

FL 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Distribution: GD. Offered: Annual Fall & Spring Semesters.

FR - French

FR 101 - Elementary French I (GD) (3)

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.

Offered: Annual Fall Semester.

FR 102 - Elementary French II (GD) (3)

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: Take FR 101 or equivalent. Offered: Annual Spring Semester.

FR 150 - French Immersion Abroad (GD) (3)

This program consists of three levels of proficiency: FR 150 for students with no prior knowledge or experience with French, FR 250 for students who have successfully completed FR 102 or have the equivalent knowledge or experience with French, and FR 350 for students who have successfully completed FR 204 or have the equivalent knowledge or experience with French. The program offers the student the opportunity to become immersed in the French 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 French 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 French 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.

Offered: As Needed.

FR 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

FR 203 - Intermediate French (GD) (3)

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.

Prerequisite: FR 102 or equivalent for FR 203. Offered: Annual Fall Semester.

FR 204 - Intermediate French (GD) (3)

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.

Prerequisite: Take FR 203 or equivalent for FR 204. Offered: Annual Spring Semester.

FR 250 - French Immersion Abroad (GD) (3)

This program consists of three levels of proficiency: FR 150 for students with no prior knowledge or experience with French, FR 250 for students who have successfully completed FR 102 or have the equivalent knowledge or experience with French, and FR 350 for students who have successfully completed FR 204 or have the equivalent knowledge or experience with French. The program offers the student the opportunity to become immersed in the French 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 French 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 French 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.

Offered: As Needed.

FR 301 - Littérature francophone de l'Afrique GD WI (3)

Littérature francophone de l'Afrique Francophone et des Antilles Françaises

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). An allied class of the minor in Latin American Studies.

Prerequisite: Take FR 204 or equivalent. Offered: As Needed.

FR 302 - French Literature Thru 18th Cent GD WI (3)

French Literature Through the 18th Century

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.

Prerequisite: Take FR 204 or equivalent. Offered: As Needed.

FR 303 - Adv Grammar and Composition GD (3)

Advanced Grammar and Composition

This course is designed to strengthen students' comprehension and application of the most challenging grammatical structures for second language learners within a meaningful written language context. This objective will be accomplished through a thorough review and practice of problematic grammatical structures, and the application of these structures in writing and discussion sessions. Students will learn to write creatively as well as in both expository and argumentative formats. The course will be conducted in French.

Prerequisite: Take FR 204 or equivalent. Offered: Annual Fall Semester.

FR 304 - French & Francophone Civil &Cult GD (3)

Introduction to French and Francophone Civilization and Culture

This course introduces students to French civilization and culture from the Middle Ages through the 20th century, and is intended to be taken after FR 303. Students will read a variety of primary source documents in French, and will be introduced to major historical, cultural, and literary movements during these time periods, as well as major French thinkers and writers. The course assignments will focus on written and cultural competency. During the semester, students will learn how to read both critically and creatively, analyzing the strategies that different authors use to express their ideas, create their literary worlds, and engage the reader. The course will focus on interpretation in both oral and written form. The analytical approach presented in this course will prepare students for more advanced classes in literature and culture. The course aims, then, to expose students to a wide range of French-language texts and encourage learners to create more critical, insightful and engaging readings of texts. Fulfills Core Literature requirement. Taught in French.

Prerequisite: Take FR 204 or equivalent. Offered: Annual Spring Semester.

FR 350 - French Immersion Abroad (GD) (3)

This program consists of three levels of proficiency: FR 150 for students with no prior knowledge or experience with French, FR 250 for students who have successfully completed FR 102 or have the equivalent knowledge or experience with French, and FR 350 for students who have successfully completed FR 204 or have the equivalent knowledge or experience with French. The program offers the student the opportunity to become immersed in the French 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 French 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 French 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.

Offered: As Needed.

FR 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

FR 401 - French Lit & the 19th Century GD WI (3)

French Literature and the 19th Century

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: Take FR 204 or equivalent. Offered: As Needed.

FR 402 - French Lit & the 20th Century GD WI (3)

French Literature and the 20th Century

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: Take FR 204 or equivalent. Offered: As Needed.

FR 404 - Le Conte Francais(GD)(WI) (3)

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: Take FR 204 or equivalent. Offered: Spring Semester.

FR 415 - French Lab Coordinator Practicum (1)

This course meets once weekly to coordinate the French labs offered by upper-division French students. Students receive training in Second Language Acquisition and SLA pedagogy. Discussions focus on theories of SLA, as well as on the creation of weekly lesson plans for the French labs.

Offered: Annual Fall & Spring Semesters.

FR 423 - Francophone Feminisms GD WI (3)

This course serves as an introduction to movements and theories of feminism in France and the French-speaking world, and is intended to be taken following at least one 300-level course. Students learn about the history and theories of feminism that emerged in the French language from the Middle Ages to the 21st century. Course readings will include a range of literary, cultural, and theoretical texts; class discussions and lectures will focus on understandings of feminisms (First, Second, and Third Waves, as well as forms of proto-feminism before the Revolution) and of the female condition in France. This class is taught in French.

Offered: As Needed.

FR 433 - Vis. Arts Francophone World-WI (3)

Visual Arts of the Francophone World

This course examines French and Francophone visual arts from the Middle Ages to the 20th century, and is intended to be taken following at least one 300-level course. Students learn about major artistic movements in France through techniques of both art historical and literary study. Course readings will include a range of literary, cultural, and theoretical texts; class discussions and lectures will focus on understandings techniques of art historical analysis, as well as the history and development of the visual arts in France and the French-speaking world. This class is taught in French. Satisfies Core Fine Arts requirement.

Offered: As Needed.

FR 450 - French Nationalism(s) GD WI (3)

This takes as its point of departure a number of myths and symbols that are woven into the fabric of the French national identity. These historical personalities and events-from Charlemagne to Joan of Arc to the Wars of Religion-help members of the French nation define what it means to be French. But they are also interpretations of historical events and movements rather than reproductions of them. Using a comparative framework, we look at how certain history is put to use in the construction and upkeep of national consciousness. Class time will consist of presentations and discussions led by the professor and students. Coursework will include analysis of model texts, short writing exercises, formal oral presentations, multiple draft compositions, and a final project based on analysis of a chosen theme. In-class instruction and discussion are in French only. Satisfies Core Social Science requirement.

Prerequisite: Take FR 303 or FR 304 or equivalent. Offered: As Needed.

FR 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

FR 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

FR 495 - French Capstone (3)

Students will work with their major advisor on a final project. These projects may include an internship, writing or performance of a dramatic work, or a written research paper with approval from the student's advisor. The final project will be presented to a public audience in a formal or informal setting. The student will work with the French Program faculty to organize, prepare and present their project. This course is offered as needed at the discretion of the department and should be taken during the final semester of a student's senior year, or during the fall semester if a student chooses to study abroad in the spring. This course is required for graduation from the French Program.

Offered: As Needed.

FR 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

GIS - Geographic Information Systems

GIS 110 - Intro to Geographical Infomation Systems (2)

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.

Offered: Annual Fall Semester.

GIS 220 - GIS Databases (3)

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.

Prerequisite: Take GIS 110 or equivalent experience. Offered: Annual Spring Semester.

GIS 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

GIS 315 - Spatial Analysis (3)

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.

Corequisite: Take GIS-110 GIS-220 or equivalent experience. Offered: Annual Fall Semester.

GIS 316 - Raster Analysis (3)

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.

Prerequisite: Take GIS 110 and GIS 220 or equivalent experience. Offered: Even Year Spring Semester.

GIS 425 - GIS Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

GIS 430 - GIS Project (1)

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.

Prerequisite: Take GIS 110 and GIS 220 or equivalent experience with instructor consent. Corequisite: GIS 430 is to be taken concurrently with GIS-315 or GIS-316. Offered: Annual Fall & Spring Semesters.

GIS 485 - (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

GK - Greek

GK 201 - Ancient Greek (GD) (3)

This is a language course for students wishing to learn to read Ancient Greek. The course provides an introduction to Classical Greek morphology and syntax, and will include work on the alphabet/conventions of Classical pronunciation; grammar, vocabulary, and translation from Greek to English.

Offered: As Needed.

GNDR - Gender Studies

GNDR 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

GNDR 206 - Perspectives on Gender (ND) (3)

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.

Offered: Annual Spring Semester.

GNDR 225 - Sociology of Gender (3)

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.

Prerequisite: Take SO 101, PSY 105, or CO 101. . Crosslisted as: SO 225. Offered: Odd Year Fall Semester.

GNDR 258 - TH & Gender:ImagesTradition & Discourse (3)

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 "patriarch-ization" 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. Crosslisted as: TH 258. Offered: Even Year Spring Semester.

GNDR 261 - Philosophy & Gender (3)

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 contributions, their critique, and the broad spectrum of perspectives at stake.

Crosslisted as: PHIL 261. Offered: Odd Year Fall Semester.

GNDR 280 - Gender Communication (ND) (3)

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 and CO 101. Crosslisted as: CO 280. Offered: Odd Year Spring Semester.

GNDR 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

GNDR 309 - Gender History (3)

While feminism, masculinity, and gender as fields of study within the dis - cipline 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 of 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.

Crosslisted as: HI 309. Offered: Even Year Spring Semester.

GNDR 310 - Human Sexuality (3)

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: Take PSY 105 and junior or senior status, or consent of instructor. . Crosslisted as: PSY 310. Offered: Annual Fall Semester.

GNDR 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

GNDR 410 - Women's Literature (ND) (3)

A study of literature written by women, exploring what it means when wom en become the center of their own stories. The subtitle of the course will help define the focus: it may focus on writings by women from Britain, the U.S., any ethnic and/or national group, or a combination of any of the above. The course may focus on one century, a more limited historical period, or span several. 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, Sandra Cisneros, Gloria Anzaldua.

Prerequisite: Take ENWR 102 and ENLE 200 or ENLT 215/216. Crosslisted as: ENLT 410. Offered: Annual Fall Or Spring Semester.

GNDR 425 - Gender Studies Internship (1.00 - 6.00)

This course is an internship consisting of supervised work experience in an approved organization or agency that corresponds to their areas of interest. Academic requirements for the internship are coordinated with the internship supervisor. Every semester. 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.

Offered: Annual Fall & Spring Semesters.

GNDR 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

GNDR 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

HI - History

HI 101 - Topics in Global History I (3)

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. HI-101 begins with our first human ancestors and ends with the Age of Exploration in the fifteenth and sixteenth centuries. HI 102 begins with the Atlantic Slave Trade and continues through the present age of globalization.

Offered: Annual Fall Semester.

HI 102 - Topics in Global History II (3)

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. HI-101 begins with our first human ancestors and ends with the Age of Exploration in the fifteenth and sixteenth centuries. HI 102 begins with the Atlantic Slave Trade and continues through the present age of globalization.

Offered: Annual Spring Semester.

HI 121 - History of the United States I (ND) (3)

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.

Offered: Annual Fall Semester.

HI 122 - History of the United States II (3)

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.

Offered: Annual Spring Semester.

HI 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HI 204 - Medieval History (3)

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

Offered: Odd Year Spring Semester.

HI 205 - Nineteenth-Century Europe (3)

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.

Offered: Odd Year Fall Semester.

HI 214 - 20th Century Europe (3)

This course examines Europe's 20th century, starting with Europe at the height of its relative wealth, power, and population in 1900 and continuing through war, trauma, division, and resurgence to the year 2000. We will survey major political, economic, social, and intellectual events and trends from several perspectives including individual experience, culture, and geopolitics, emphasizing the role of ideology. The course includes lectures, discussions, readings, and two papers. Country assignments will help students bring national perspectives to class, and special assignments will help students tie past events to present-day issues and controversies.

Offered: Even Year Spring Semester.

HI 224 - History of the American West (3)

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.

Offered: Even Year Fall Semester.

HI 230 - Russia From the Tsars to Putin (3)

Russia has become a major player once again in the political affairs of the world, generating controversy through its annexation of territory, its intervention in foreign conflicts such as Syria, its resurgent anti-Western nationalism, and its attempts to undermine the integrity of leading Western democracies. Understanding the dramatic sweep of Russia's history helps us to understand the challenges the country faces and poses today. This course will begin with Tsar Alexander II's authoritarian attempts to modernize Russia in the 1860s, explore the Russian Revolution and the resulting coercive utopian project of the Soviet Union, and then study the solutions Russia has embraced to find a post-Communist identity. By reading, analyzing, and discussing texts, you will sharpen your critical reading and analytical skills, your writing skills, and your ability to debate concepts in a group situation. The course will be conducted through lectures, reading, and discussion. Class participation will be a component of the final grade. Crosslisted with HI 320 - students can't take or get credit for one course if they have taken the other.

Offered: Even Year Fall Semester.

HI 231 - Montana and the West (3)

An introductory survey of Montana's past and its importance in the development of the West, from the period of exploration to the present.

Offered: Odd Year Fall Semester.

HI 239 - History of the Ancient Mediterranean (3)

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.

Offered: Even Year Fall Semester.

HI 241 - History Modern Middle East (GD) (3)

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.

Offered: Odd Year Spring Semester.

HI 242 - An Elusive Peace, Study Abroad (3)

An Elusive Peace, Study Abroad in Israel/Palestine and Jordan This study abroad course is designed to introducestudents 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.

Prerequisite: Take HI 241 or 3 pre departure meetings or consent of instructor.

HI 251 - Introduction to East Asia(GD) (3)

This course is a survey of the relatively recent histories of China, Japan, and Korea, from the 19th century to the present.

Through readings, lectures, and films, we will chronicle the transformation of these three East Asian countries from quasi-medieval dynasties to subordinate semi-colonies of the Western powers in the 19th century, to the revolutionary and bloody upheavals of 20th century nationalism and communism that led to human suffering and war on an almost unimaginable scale. Today, Japan is an economic power that still hasn't fully come to terms with its wartime past, Korea is divided between a prosperous South that only recently embraced democracy and a bizarrely anachronistic Communist North, while China is finally emerging from more than a century of turmoil to become a global power that will do much to shape the course of the 21st century. The fascinating stories of how and why all of this occurred will be the subject matter of this course.

Offered: Odd Year Fall Semester.

HI 271 - History of Modern Latin America (GD) (3)

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.

HI 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HI 289G - Special Topic (1.00 - 3.00)

-189 -289 -389 -489 course descriptions: Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offer

HI 291 - Modern African History (GD) (3)

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.

Offered: Even Year Fall Semester.

HI 303 - Renaissance History(WI) (3)

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 centers, encounters with new peoples and places; religious turmoil; warfare; love; and political upheaval.

Offered: Odd Year Fall Semester.

HI 304 - Reformation and the Age of Exploration (3)

Two Reformations, one Protestant the other Catholic, and a host of explorers occupy our study in this course as we look critically and analytically at the people, events, ideas, values, cultures, and perspectives of this turbulent and fascinating time in history. We will consider carefully the objections and the goals of Fra Girolamo Savonarola, Martin Luther, John Calvin and a number of others in their calls for reforms. We will venture beyond the confines of Europe in an attempt ascertain what might be learned about both the Europeans and those they encountered from a wide array of travel narratives. We will consider the use of maps as both ideological statements and navigational tools, and we will conduct our own search for the elusive Prester John.

Offered: Even Year Spring Semester.

HI 305 - The Long 19th Century:Europe, 1789-1918 (3)

An interpretative course which investigates a number of significant themes in the history of nineteenth century Eu-rope. Revolution, liberalism and nationalism, industrialization, the question of class, diplomacy and imperialism are among the subjects to be examined.

Offered: Odd Year Spring Semester.

HI 307 - The Cold War (3)

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.

Offered: Odd Year Fall Or Spring Semester.

HI 309 - Gender History (3)

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 of 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.

Crosslisted as: GNDR 309. Offered: Even Year SpringSemester.

HI 311 - History of Modern Britain (3)

This course traces the rise and development of Britain over the past three centuries, covering the major social, political, economic, and cultural developments of this influential part of the world. Topics will include the evolution and disintegration of the British Empire, the Industrial Revolution, the development of parliamentary institutions and the changing constellations of political rights, British foreign relations (including war and diplomacy), and the quest for a post-imperial role.

HI 312 - History of Ireland (3)

Brian Boru, St. Patrick, Gerry Adams, Ian Paisley, the Royal Ulster Constabulary, and the Irish Republic Army are all part of the history of this tiny island, some inhabitants descendants of the first arrivals to this land over 9,000 years ago, others immigrants from England centuries later. By 600, those living in Ireland had developed a unique Christian culture alongside of the traditional one of their ancestors. In the seventeenth century English settlers arrived, and despite the passage of time, retained their identity, as well as their Protestant faith. By the end of the first half of the 20th century, both British and Irish lived on an island divided by politics, economics, and religion. In the south rose the independent Republic of Ireland, while the north continued to be a part of Britain. In all, this volatile region of competing identities continues to fascinate and remains, in the words of WB Yeats, "a terrible beauty..."

Offered: Even Year Fall Semester.

HI 314 - French Revolutions 1789 to Present (3)

French Revolutions, 1789 to present: French History

For centuries, France was the most populous and powerful European state between Russia and the Atlantic Ocean, with a cultural and intellectual impact to match. This course covers topics of importance in French history from the late 18th century to the present, starting with the world-changing Revolution and Napoleon, proceeding to the crises and modernization of the 19th century, and finishing with the disasters and successes of the 20th century and today's challenges of national integration and terrorism. The course will be organized as a set of student research projects combined with common readings and short lectures.

HI 316 - History of Modern Germany (WI) (3)

Modern Germany: From Blood and Iron to Nazis and Communists A history of modern Germany from 1815 to the present, covering the unusual path that Germany has taken to achieve modernity and find its place in the world. After covering the failed liberal revolutions of 1848 and Bismarck's authoritarian solution to German unification, the course illuminates the two world wars and the Cold War from the German perspective and delves into the recurrent questions of German unity, political functioning, militarism and economic development that bedeviled Germany, Europe, and the world.

HI 317 - Interwar Europe: Versailles to Hitler (3)

Interwar Europe: From Versailles to Hitler 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.

HI 318 - The Holocaust (3)

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.

HI 320 - Russia From the Tsars to Putin (3)

Russia has become a major player once again in the political affairs of the world, generating controversy through its annexation of territory, its intervention in foreign conflicts such as Syria, its resurgent anti-Western nationalism, and its attempts to influence elections in the leading Western democracies. Understanding the dramatic sweep of Russia's history helps us to understand the challenges the country faces and poses today. This course will begin with Tsar Alexander II's authoritarian attempts to modernize Russia in the 1860s, explore the Russian Revolution and the resulting coercive utopian project of the Soviet Union, and then study the solutions Russia has embraced to find a post-Communist identity. The 300-level students will be expected to develop their research and argumentation skills by writing a research paper that brings new information and interpretations to the class, showing they can evaluate primary source documents. The 300-level students will also be expected to develop their own ideas about historical connections and comparisons. 300-level students will be excused from taking quizzes, but will be expected to attend six discussion sessions and will mentor 200-level discussions. Students not meeting these requirements are encouraged to take the crosslisted course, HI 230 (students can't take or get credit for one course if they have taken the other).

Prerequisite: Take a previous History course, except HI 230, with a minimum grade of B (or scored a 4 or 5 on an AP History exam, giving you college credit for HI . Offered: Even Year Fall Semester.

HI 322 - Slavery and the Civil War (3)

The Civil War was the gravest crisis the United States has ever faced and remains to this day the deadliest war in American history, having taken over 600,000 American lives. Even now, 150 years since the end of the war, historians still debate the major questions surrounding this compelling period in American history. This course will examine the major political, economic, and social developments that led to the American Civil War, the military, political, and social aspects of the war itself, and the 12-year period of Reconstruction following the war. Major questions to be explored include,was the war inevitable or could it have been avoided? Why did the North win and the South lose-could the result have been different? How exactly should Reconstruction be defined and remembered, and how do its failures and successes continue to shape American life today?

HI 323 - History of the US Since 1980 (3)

A critical examination of the political, social, and economic forces that have shaped the United States since the 1980. Themes will include the "Reagan Revolution," end of the Cold War, politics and culture during the 1990s including the Lewinsky scandal, disputed election of 2000, the attacks of September 11, 2001, the wars in Iraq and Afghanistan, and the successes and failures of the Obama presidency.

HI 342 - American Diplomatic History (3)

An analytical survey of major developments and trends in United States diplomacy from the 1898 to the present. Major issues include American imperialism, the World Wars, Cold War, and War on Terrorism.

Offered: Even Year Spring Semester.

HI 352 - American-East Asian Relations (3)

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.

HI 362 - History of Global Games (3)

This course will explore the history of games (card and board games and games of chance) from thousands of years ago to modern times. The objectives of the course are to introduce the important features (history, cultural context, strategy, style, and economic correlations) of games. The aim is to focus on larger themes and trends rather than merely having you memorize rote facts. By the time you leave this course you will be able to actively engage major concepts and issues related to a number of games.

Offered: Even Year Fall Semester.

HI 363 - History of the Modern Olympic Games (3)

This course will explore the history of the modern Olympics from the late 1800s to the present. The objects of the course are to introduce the important economic, geographic, political, and cultural trends that have influenced modern Olympic history. The aim is to focus on larger themes and trends rather than merely having you memorize rote facts. By the time you leave this course you will be able to actively engage major issues related to the Olympics

Offered: Odd Year Fall Semester.

HI 380 - America in 60's (3)

Offered: Annual Summer Semester.

HI 382 - World War II (3)

World War II was the most destructive conflict in human history. By the time the guns fell silent in 1945, approximately 60 million people had been killed worldwide. What can possibly explain the extent of such bloodshed? While a comprehensive answer may require us to explore some of the most diffi - cult existential questions about what it means to be human, history offers us a clear guide as to why this conflict occurred when it did, the ways in which it unfolded, and how it came to an end. This course will explore the historical origins of World War II in both Europe and the Pacific, the major political and military turning points of the conflict, and issues related to the war's lasting impact, including the Holocaust. We will also seek to balance the stories of some of the more compelling personalities of the war (e.g., Hitler, Churchill, Stalin, and Roosevelt) with the experience of the millions of everyday soldiers and civilians who endured unspeakable suffering during this most terrible war.

Offered: Even Year Fall Semester.

HI 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HI 389G - HI: Special Topics (GD) (3)

HI 425 - HI Internship (1.00 - 9.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

HI 485 - (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

HI 486 - Readings and Conference (1.00 - 3.00)

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.

HI 494 - Historiography & Historical Methods(WI) (3)

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.

Offered: Annual Spring Semester.

HI 495 - Research Seminar in History (3)

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: Annual Fall Semester.

HI 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

HNR - Honor Scholars Program Courses

HNR 150 - Classical Greek & Roman Thought (3)

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.

Offered: Annual Fall Semester.

HNR 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HNR 250 - Judeo-Christian & Medieval Thought (WI) (3)

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.

Offered: Annual Spring Semester.

HNR 251 - Renaissance Thought (3)

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.

Offered: Annual Fall Semester.

HNR 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HNR 350 - Restoration & Enlightenment Thought (3)

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.

Offered: Annual Spring Semester.

HNR 351 - Honors Scholars Service Learning (1)

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: Take HNR 150, HNR 250, HNR 251, HNR 350. . Offered: Annual Spring Semester.

HNR 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HNR 450 - Modern Thought (3)

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.

Offered: Annual Fall Semester.

HNR 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

HNR 495 - Honors Scholars Program Capstone (2)

The themes of the Honors Scholars Program have been knowledge, charity, and the humanities: over the last five semesters, you have explored the interrelations among these three concepts by way of a careful examination of the Great Books. Now it is time for you engage two of these texts in a conversation about one the program's central questions. Over the next 14 weeks, you will propose, develop, and execute an original piece of scholarship aimed at illuminating two texts.

Offered: Annual Spring Semester.

HNR 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

HS - Health Sciences

HS 198 - Introduction to Health Sciences (3)

This course presents a multi-disciplinary look at topics in the health sciences. Students will explore a range of issues that affect

health at all levels enhanced by presentations from health professionals from the Helena community. 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.

Offered: Annual Spring Semester.

HS 230 - Introduction to Epidemiology (3)

This 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 or MA 315; good quantitative skills and some biologic background are also strongly recommended. Offered: Annual Fall & Spring Semesters.

HS 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HS 303 - Public Health Nutrition (3)

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.

Offered: Annual Fall & Spring Semesters.

HS 307 - Evidence Based Research Methods (WI) (3)

HS 307 is an introduction to and exploration of basic scientific research processes, including the use of citation databases, evaluation of the literature, and data analyses. Students will learn the differences between primary, secondary, and tertiary research through the writing process and how research leads to evidence-based practice in clinical and public health settings.

Prerequisite: Take HS 230 and MA 207 or MA 315. Offered: Annual Fall & Spring Semesters.

HS 307L - Research Writing Lab (0)

Prerequisite: Take HS 230 and MA 207 or MA 315. Offered: Annual Spring Semester.

HS 325 - Applied Anatomical Kinesiology (3)

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: Take BI 102 or BI 171/172 or BI 201/202 and junior/ senior status. Offered: Annual Fall Semester.

HS 329 - Public Health & Environment (3)

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 contaminants on public health, and 3) specific applications of environmental engineering to improve environmental and human health. Topics to be covered include environmental policy and regulation, environmental cleanup and remediation processes, and standards for water quality, air quality, food safety and waste disposal.

Crosslisted as: ENGR329. Offered: Annual Fall Semester.

HS 335G - Health Policy Mgmt/Issues(GD) (3)

This course addresses key topics in global and national 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.

Prerequisite: Take HS 230 and MA 207 or MA 315. Crosslisted as: HS 335N. Offered: Annual Fall & Spring Semesters.

HS 335N - Health Policy Mgmt/Issues(ND) (3)

This course addresses key topics in global and national 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.

Prerequisite: Take HS 230 and MA 207 or MA 315. Crosslisted as: HS 335G. Offered: Annual Fall & Spring Semesters.

HS 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HS 405 - Senior Seminar (WI) (1)

The purpose of this seminar is to provide senior level public health majors information that will assist them in preparing for professional life. Students planning to attend graduate school should try to take this course during fall semester.

Prerequisite: Junior or Senior standing. Crosslisted as: PH 405. Offered: Annual Fall & Spring Semesters.

HS 413 - Exercise Physiology/Human Performnce (3)

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.

Prerequisite: Take BI 102 or BI 201/202 and junior/ senior status. Offered: Annual Spring Semester.

HS 415 - Health Sciences Internship (1.00 - 6.00)

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. For more information, please see program web page. Planning for internships must occur during the semester prior to participating in an internship.

Prerequisite: Senior standing or instructor consent. Offered: Annual Fall & Spring Semesters.

HS 485 - Health Sciences Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

Offered: Annual Fall & Spring Semesters.

HS 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

HS 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ILC - Integrative Learning Course

ILC 289H - The Elusive Self (4)

An Integrative Learning course where students receive CORE credit in both Psychology and Philosophy.

The Elusive Self: On Mind, Brain, Consciousness.

ILC 289I - Photography & Catholic Social Teaching (4)

An Integrative Learning course where students receive CORE credit in both Fine Arts and Theology.

Social Documentary Photographer Catholic Social Teaching.

Students will learn fundamental camera skills and how to apply them to the field of documentary photography. They will also learn the core themes of Catholic Social Teaching. The course will culminate with each student presenting a portfolio of work employing the techniques of documentary photography and illustrating at least one core theme of Catholic Social Teaching. The course will include a review of the principle photographers in the field (e.g., Henri Cartier-Bresson, W. Eugene Smith, Sebastio Salgado, etc.) and the role of documentary photography in promoting social awareness and change.

Prerequisite: Take TH 101.

ILC 289J - Philosophy & Poetry (4)

ILC 389C - World Cinema (GD) (4)

An Integrative Learning course where students receive CORE credit in both Literature and global diversity.

This interdisciplinary course will focus on social justice and human rights issues in the world through a critical engagement with the aesthetics and the politics of African, Asian, European, and Latin and North American cinemas. This course will have two major service learning components: Students enrolled in this course will take a leadership role in the organization of the Social Justice Human Rights Film Festival, which will be open to the Carroll and Helena community. Students will also conduct research throughout the semester culminating in the production of short videos on social justice and human rights issues in the local community.

ILC 389D - Historical Atrocity, Suffering & God (4)

An Integrative Learning course where students receive CORE credit in both History and Theology.

This course will seek to weave together the problem and question of God with historical case studies illuminating humanity's capacity for cruelty, atrocity, and genocide. By exploring some of the leading philosophical and theological arguments regarding the problem of evil, for example, alongside real historical examples, we will force the class to confront the reality that neither discipline has all the answers to the difficult questions posed by the human potential for evil.

Prerequisite: Take TH 101.

ILC 389E - Holocaust: Psych & History (4)

The destruction of European Jewry is among the most heinous crimes of Nazi Germany. The Holocaust seems almost inconceivable; yet, close study shows it as a set of comprehensible human interactions. This course integrates psychological perspectives into the study of the historical event. Misconstrued psychological concepts (e.g., personality and racial differences) informed German policies under Hitler. Psychological scholars immigrated to the United States as the Nazi party gained power, and fields of psychological inquiry developed after World War II to better understand what had occurred (e.g., obedience to authority, racism). This ILC will explore the motivations and actions of those involved while familiarizing the students with the origins and operation of this genocide.

IR - International Relations

IR 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

IR 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

IR 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

IR 425 - IR Internship (1.00 - 6.00)

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 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

IR 486 - Readings & Confernece (1.00 - 3.00)

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.

Offered: Annual As Needed.

IR 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

IR 495 - Senior Research Seminar in Intl Rel(WI) (3)

A capstone seminar in which students demonstrate broad and deep understanding of their major and mastery of research methods by writing original research papers. Students write on complex topics and collaborate with peers and faculty to improve their work and make a novel contribution to scholarship.

Crosslisted as: PO 495. Offered: Annual Fall Semester.

IR 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must

submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

ITAL - Italian

ITAL 189G - Beginning Italian (GD) (3)

LA - Latin

LA 101 - Introductory Latin (GD) (3)

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.

Offered: Annual Fall Semester.

LA 102 - Introductory Latin (GD) (3)

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.

Prerequisite: Take LA 101. Offered: Annual Spring Semester.

LA 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

LA 203 - Intermediate Latin (GD) (3)

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: Take LA 101 LA 102. Offered: Even Year Fall Semester.

LA 204 - Intermediate Latin (GD) (3)

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: Take LA 203. Offered: Annual Spring Semester.

LA 485 - (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

LAS - Liberal Arts Studies

LAS 101 - Alpha Seminar (3)

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. class.

Offered: Annual Fall & Spring Semesters.

LAS 102 - LAS Activities (1)

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 LAS 102 credits may be counted toward graduation credits.

Offered: Annual Fall & Spring Semesters.

LAS 105 - College Success (1)

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: Annual Fall & Spring Semesters.

LAS 185 - Career Exploration for FR & SO Students (1)

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.

Offered: Annual Fall & Spring Semesters.

LAS 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

LAS 201 - Outdoor Emergency Care (4)

Outdoor Emergency Care (OEC) was developd 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.

Offered: Annual Fall Semester.

LAS 202 - Ski Patrol (2)

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.

Prerequisite: Take HPE 201 or LAS 201. Offered: Annual Spring Semester.

LAS 250 - Service Learning Through Immersion (1.00 - 5.00)

LAS 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

LAS 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

LAS 425 - Liberal Arts Studies Internship (1.00 - 12.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual As Needed.

LAS 485 - Job Search Boot Camp (1)

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.

Offered: Annual Fall & Spring Semesters.

LAS 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

LAS 495 - Senior Experience: a Sense of Place (1)

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.

E0000

LAS EXEMPT - LAS Exempt (0)

Offered: NULL.

G

LAS GD - Global Diversity Course (gd) (3)

Placeholder course used in Student Planning. In consultation with your academic advisor, select major/concentration courses based on major requirements and your personal goals.

N

LAS ND - National Diversity Course (nd) (3)

Placeholder course used in Student Planning. In consultation with your academic advisor, select major/concentration courses based on major requirements and your personal goals.

W

LAS WI - Writing Intensive Course (wi) (3)

Placeholder course used in Student Planning. In consultation with your academic advisor, select major/concentration courses based on major requirements and your personal goals.

LL - Linguistics

LL 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

LL 220 - Introduction to Linguistics (ND or GD) (3)

An introductory course in the basic concepts and methodology of linguistics (phonetics and phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and psycholinguistics).

LL 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however

they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

LL 400 - Theories/Methods Lrng/Tch Lang (3)

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.

Offered: Odd Year Spring Semester.

MA - Mathematics

MA 102 - Foundations of College Math (3)

This course presents fundamental math concepts so students can develop the foundational math skills required for subsequent college math courses. Students will utilize in-class instruction and online learning materials.

MA 112 - Precalculus: Function & Graphs (3)

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.

Offered: Annual Spring Semester.

MA 117 - Difference Equations and Linear Algebra (3)

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.

Offered: Annual Fall & Spring Semesters.

MA 121 - Differential Calculus (3)

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. Specific topics include limits, continuity, derivatives, the mechanics of finding derivatives, instantaneous rate of change, concavity, the extreme value theorem, and optimization. We use technology extensively, and we also focus on learning how to explain mathematics orally and in writing. The sequence MA 121-MA 122 is considered to be equivalent to MA 131.

Offered: Annual Fall Semester.

MA 122 - Integral Calculus (3)

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. Specific topics include optimization, related rates, antiderivatives, definite integrals, the fundamental theorems of calculus, integration by substitution, integration by parts,

applications of integration, and an introduction to differential equations. We use technology extensively, and we also focus on learning how to explain mathematics orally 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. Offered: Annual Spring Semester.

MA 131 - Calculus of Single Variable Functions (4)

This course covers all aspects of single-variable calculus including derivatives, antiderivatives, 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 technology extensively, meeting in the computer lab once each week. We also focus on learning how to explain mathematics orally 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.

Offered: Annual Fall & Spring Semesters.

MA 141 - Introduction to Mathematical Modeling (4)

This course is an introduction to sequences, difference equations, differential calculus, differential equations, and linear algebra. This is the first course in a two semester, eight credit, sequence in differential equations and linear algebra. Specific topics include analytical and numerical solutions to difference equations and first-order and second-order linear differential equations, separation of variables, the method of undetermined coefficients, phase line analysis, stability of equilibrium, systems of equations, matrix equations, determinants, matrix inverses, Gaussian elimination, and eigenvalues and eigenvectors. There is a heavy emphasis on mathematical modeling and applications. We use technology extensively, and we also focus on learning how to explain mathematics orally and in writing. Prerequisite: High school mathematics through pre-calculus. A basic understanding of differential calculus is strongly recommended.

Offered: Annual Fall & Spring Semesters.

MA 189 - Special Topic (1.00 - 4.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

MA 201 - Mathematics for Elementary Education I (3)

A course primarily for prospective elementary teachers, designed to build a background in number and operations with a particular focus on visual models for whole numbers, fractions, and early algebraic reasoning. The course focuses on both mathematical content and methods for teaching number and operations. There is a particular focus on current curriculum and children's mathematical thinking at the elementary school level.

Offered: Annual Fall Semester.

MA 202 - Mathematics for Elementary Education II (3)

An extension of MA 201 into geometry, measurement, set theory, and statistics. The course focuses on both mathematical content and methods for teaching geometry and statistics. There is a particular focus on visual models and children's mathematical thinking at the elementary school level.

Prerequisite: Take MA 201. Offered: Annual Spring Semester.

MA 207 - Introduction to Statistics (3)

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.

Prerequisite: High school algebra or a college level math course within the past two years. Offered: Annual Fall & Spring Semesters.

MA 232 - Differential Equations and Linear Alg I (4)

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. . Offered: Annual Spring Semester.

MA 233 - Multivariable Calculus (4)

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 MA 122. Offered: Annual Fall Semester.

MA 250 - Mathematical Writing (1)

In this course we will learn to use the LaTeX markup language in order to produce high quality mathematical documents that include mathematical symbols and equations. We will integrate text, equations, tables, and figures into a professional mathematical document with in-text citations and reference list. Through a series of weekly writing assignments, we will learn how to write up mathematical work in a clear, logical manner, whichh guides the reader step-by-step through the work that was performed.

Prerequisite: Take MA 121, MA 131 or MA 141. . Offered: Annual Fall Semester.

MA 289 - Special Topic (1.00- 4.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

MA 306 - Real Analysis (3)

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: A grade of C or better in MA 131 or MA 122. Offered: Annual Spring Semester.

MA 314 - Probability and Statistics for Engineers (2)

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. This course includes an introduction to the R statistics

language. 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 MA 122. Offered: Annual Fall Or Spring Semester.

MA 315 - Probability and Statistics (3)

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. This course includes an introduction to the R statistics language.

Prerequisite: A grade of C or better in MA 131 or MA 121. Offered: Annual Fall Or Spring Semester.

MA 321 - Math in the Mountains (3)

Math in the Mountains is an interdisciplinary course in which students engage in a hands-on learning experience using mathematical modeling to understand current major societal issues of local and national interest. The course is run in collaboration with local businesses, research centers, non-profits, and government organizations that provide data so that teams of students can act as consultants throughout the course thus creating strong connections between Carroll College and the greater Helena community, while engaging in a learning and discovery process. This one-semester upper-level course is open to mathematics and non-mathematics majors at the sophomore level and above.

Prerequisite: Grades of "C " or better in MA 141 and MA 131. . Offered: Annual Fall Semester.

MA 328 - Modern Applications of Discrete Math (3)

Modern Applications of Discrete Mathematics.

A look at some applications of discrete mathematics that emphasize such unifying themes as mathematical reasoning, proof, algorithmic thinking, modeling, combinatorial analysis, graph theory, and the use of technology. Possible topics include proof techniques, cryptography, primes and factoring, computer passwords, networking problems, shortest paths, scheduling problems, building circuits, and modeling computation.

Prerequisite: Grades of "C-" or better in MA 131 or MA 121 and MA 122. Offered: Annual Fall Semester.

MA 334 - Differential Equations and Linear Alg II (4)

This is the second course (after MA 141) in a two course sequence in differential equations and linear algebra. 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, orthogonality, vector spaces, inner product spaces and the eigenvalue/eigenvector problem. 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. Students will have the opportunity to explore topics beyond the textbook on group projects throughout the semester.

Prerequisite: A grade of "C " or better in MA 232 or MA 141 with MA 131. . Offered: Annual Spring Semester.

MA 342 - Applied Numerical Methods & Analysis-WI (3)

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 learn to write functions in MATLAB using looping and control statements. This is a writing intensive course and students will complete several coding and writing intensive projects throughout the semester.

Corequisite: A grade of "C-" or better in MA 334 or taken concurrently with MA 334. Offered: Annual Spring Semester.

MA 366 - Junior Seminar (1)

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).

Offered: Annual Spring Semester.

MA 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

MA 401 - Abstract Algebra and Modern Geometry (3)

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.

Prerequisite: A grade of C or better in MA 306. Offered: Annual Fall Semester.

MA 406 - Complex Analysis (3)

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 to solve problems.

Prerequisite: A grade of "C " or better in MA 233. . Offered: Spring of odd years.

MA 421 - Math Optimization, Applications & Analysis (3)

This course is a project-based exploration of topics in optimization and simulation. Topics vary by instructor but typically include linear, integer, binary, and nonlinear programming, stochastic processes, some network optimization, and the Analytic Hierarchy Process. We explore the modeling, algorithmic and heuristic solution approaches to, and sensitivity analysis of problems such as the simplex method, scheduling problems, resource allocation problems, the Knapsack problem, Traveling Salesman problem, and ranking problems. 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. . Corequisite: Recommended prerequisite or concurrent enrollment in MA 315. Offered: Annual Fall Semester.

MA 422 - Senior Project (3)

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 and an illustrated presentation of the work involved.

Offered: Annual Fall & Spring Semesters.

MA 425 - Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

MA 471 - History Seminar in Mathematics (1)

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.

MA 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

MA 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

MA 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

MLAS - Latin American Studies

MLAS 200 - Gateway Course in Latin Am Studies (GD) (3)

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.

Offered: Odd Year Fall Semester.

MLAS 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

MLAS 495 - Capstone Semnr in Latin American Studies (1)

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.

Prerequisite: Take MLAS 200, SP 204, and 9 semester credits in residence at Carroll College in MLAS concentration or allied courses, or the instructor's permission. . Offered: Annual Spring Semester.

MSL - Military Science

MSL 101 - Introduction to the Army (3)

The MSL I course produces a Cadet who accepts the Army as a values-based organization and embraces the scholar-athlete-warrior ethos; who is familiar with individual roles and responsibilities in support of team efforts and problem solving processes in military and non-military situations; who demonstrates oral and written communication skills, understands resilience, and demonstrates a commitment to learning. Live Honorably Build Trust and Communicate and Interact Effectively. MSL101 introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader. As you become further acquainted with MSL101, you will learn the structure of the ROTC Basic Course program consisting of MSL101, 102, 201, 202, Fall and Spring Leadership Labs, and Basic Camp. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

Offered: Annual Fall Semester.

MSL 102 - Fnd of Agile & Adaptive Leadership (3)

MSL102, Foundations of Agile and Adaptive Leadership, introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the communications process and the importance for leader's to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab facilitated by MSL III Cadets and supervised by Cadre.

Offered: Annual Spring Semester.

MSL 189 - Special Topic (1.00 - 3.00)

Offered: Annual Fall & Spring Semesters.

MSL 201 - Leadership and Decision Making (3)

MSL201 adds depth to the Cadets understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during Leadership LABs team building exercises, and Field Training Exercises.

Offered: Annual Fall Semester.

MSL 202 - Army Doctrine & Team Developement (3)

MSL202 focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises at squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

Offered: Annual Spring Semester.

MSL 203 - Leadership and Decision Making Lab (2)

MSL 203 adds depth to the Cadets understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during Leadership LABs team building exercises, and Field Training Exercises.

Offered: As Needed.

MSL 204 - Army Doctrine and Team Development (1)

MSL 204 focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises at squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

Offered: As Needed.

MSL 301 - Trng Mgt/Warfighting Functions (3)

MSL 301 and 303 (lab) focuses on training management and the warfighting functions. It is an academically challenging course and lab were you will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of this course, you will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Lab is once per week using peer facilitation and is overseen by MSL IVs and is supervised by ROTC Cadre.

Corequisite: Take MSL-303. Offered: Annual Fall Semester.

MSL 302 - Applied Leadership Small Unit Operations (3)

MSL 302 and 304 (lab) focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare you for the Cadet Summer Training Advance Camp, which you will attend in the summer at Fort Knox, KY.

Offered: Annual Spring Semester.

MSL 303 - Leadership Laboratory (1)

MSL 301 and 303 (lab) focuses on training management and the warfighting functions. It is an academically challenging course and lab were you will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of this course, you will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Lab is once per week using peer facilitation and is overseen by MSL IVs and is supervised by ROTC Cadre.

Offered: Annual Fall Semester.

MSL 304 - Leadership Laboratory (1)

MSL 302 and 304 (lab) focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare you for the Cadet Summer Training Advance Camp, which you will attend in the summer at Fort Knox, KY.

Offered: Annual Spring Semester.

MSL 315 - Drill and Conditioning 1 (1)

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.

Offered: Annual Fall Semester.

MSL 316 - Drill and Conditioning 2 (1)

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.

Offered: Annual Spring Semester.

MSL 389 - MSL Special Topics (1.00 - 3.00)

Offered: Annual Fall & Spring Semesters.

MSL 401 - The Army Officer (3)

MSL 401 and 403(lab) focuses on development of the Army Officer. It is an academically challenging course were you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Offered: Annual Fall Semester.

MSL 402 - Company Grade Leadership (3)

MSL 402 and 404(lab) are academically challenging courses were you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course and lab includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and an Oral Practicum as the final exam. The Oral Practicum explores your knowledge of how you will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of these courses will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Offered: Annual Spring Semester.

MSL 403 - Advanced Leadership Practicum (1)

MSL 401 and 403(lab) focuses on development of the Army Officer. It is an academically challenging course were you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Offered: Annual Fall Semester.

MSL 404 - Advanced Leadership Practicum (1)

MSL 402 and 404(lab) are academically challenging courses were you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course and lab includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and an Oral Practicum as the final exam. The Oral Practicum explores your knowledge of how you will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of these courses will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre.

Offered: Annual Spring Semester.

MSL 415 - Drill and Conditioning 3 (1)

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.

Offered: Annual Fall & Spring Semesters.

MSL 416 - Drill and Conditioning 4 (1)

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.

Offered: Annual Spring Semester.

MSL 485 - Senior Cadet Independent Study (3)

Military Science and Leadership 485 (fall) and 486 (spring) are 3 credit courses that consist of experimental offerings of visiting professors, experimental offerings of new courses, or one time offerings of varied topics. The class employs discussion, practical exercises, and writing requirements. Discussion sessions, practical exercise times, and the due dates of writing requirements will be coordinated between students and the instructor. MSL 485 and 486 are only offered to MS V cadets in their final year of college.

Offered: Annual Fall Semester.

MSL 486 - Senior Cadet Independent Study (3)

Military Science and Leadership 485 (fall) and 486 (spring) are 3 credit courses that consist of experimental offerings of visiting professors, experimental offerings of new courses, or one time offerings of varied topics. The class employs discussion, practical exercises, and writing requirements. Discussion sessions, practical exercise times, and the due dates of writing requirements will be coordinated between students and the instructor. MSL 485 and 486 are only offered to MS V cadets in their final year of college.

Offered: Annual Spring Semester.

MUS - Music

MUS 109 - Keyboard Musicianship I (3)

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.

Offered: Annual Fall & Spring Semesters.

MUS 119 - Sight Singing & Aural Skills (3)

An introduction to aural skills with an emphasis on sight singing, rhythmic and melodic identification, analysis and creation of melody, and simple part-singing designed for aural development. Materials will focus on rhythm and meter, basic conducting patterns, diatonic 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.

Offered: Annual Fall Semester.

MUS 125 - Voice I (3)

Voice I explores the vocal process and prepares the student for performance of vocal solos. Emphasis is on the individual's voice, posture, breathing, strengthening and expanding the range, 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.

Offered: Annual Fall & Spring Semesters.

MUS 129 - Carroll College Choir (1)

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.

Offered: Annual Fall Semester.

MUS 130 - Carroll College Choir (1)

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.

Offered: Annual Spring Semester.

MUS 131 - Pep Band (0)

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.

Offered: Annual Fall Semester.

MUS 132 - Pep Band (0)

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.

Offered: Annual Spring Semester.

MUS 165 - American Popular Music (3)

An examination of the development and use of all types of 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.

Offered: Annual Spring Semester.

MUS 199 - Music Practicum (1.00 - 2.00)

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. Does not satisfy Fine Arts CORE requirements.

Offered: Annual Fall & Spring Semesters.

MUS 209 - Keyboard Musicianship II (3)

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: Take MUS 109. Offered: Even Year Fall Semester.

MUS 212 - Composition (3)

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.

Prerequisite: Recommended: MUS 109 or MUS 119 or equivalent. Offered: Odd Year Spring Semester.

MUS 229 - Chamber Choir-Audition Only (1)

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.

Offered: Annual Fall Semester.

MUS 230 - Chamber Choir-Audition Only (1)

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.

Offered: Annual Spring Semester.

MUS 231 - Jazz Band-Audition Only (1)

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.

Offered: Annual Fall Semester.

MUS 232 - Jazz Band-Audition Only (1)

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.

Offered: Annual Spring Semester.

MUS 235 - String Ensemble (1)

Open to String Players: Violin, Viola, Cello and String Bass. The Ensemble will rehearse and perform a variety of music that is appropriate for the college level string ensemble. The String Ensemble will perform at a semester end concert, as well other playing opportunities within Carroll Colleges departments, Talent Shows, and possible tours locally or with Carroll College Choir.

Prerequisites: Private or high school orchestra experience of at least 3 years. Permission of instructor required.

Offered: Annual Fall Semester.

MUS 236 - String Ensemble (1)

Open to String Players: Violin, Viola, Cello and String Bass. The Ensemble will rehearse and perform a variety of music that is appropriate for the college level string ensemble. The String Ensemble will perform at a semester end concert, as well other playing opportunities within Carroll Colleges departments, Talent Shows, and possible tours locally or with Carroll College Choir.

Prerequisites: Private or high school orchestra experience of at least 3 years. Permission of instructor required.

Offered: Annual Spring Semester.

MUS 261 - Music Appreciation (3)

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 previous background in music is required.

Offered: Annual Fall Semester.

MUS 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

MUS 399 - Music Projects (1.00 - 3.00)

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. Does not satisfy Fine Arts CORE requirements.

Prerequisite: At least twelve (12) credits of college level music courses and consent of the music faculty following extensive interviews. Offered each semester by. Offered: Annual Fall & Spring Semesters.

MUS 425 - MUS Internship (1.00 - 3.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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 intership coordinator at the Career Services Office.

MUS 475 - Applied Music (1.00 - 3.00)

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 Fine Arts CORE credit.

Offered: Annual Fall & Spring Semesters.

MUS 490 - Music Internship (1.00 - 3.00)

Offered: NULL.

MUS 495 - Senior Seminar (1)

Offered: Annual Fall Semester.

NU - Nursing

NU 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

NU 201 - Fundamentals & Health Promotion (4)

The purpose of this course is the acquisition of fundamental nursing skills and the application of the nursing process. Emphasis is given to health promotion in individuals throughout the lifespan. Professionalism, standards of practice, ethics, nursing theory, communication, and roles of the nurse will also be highlighted. Nursing skills will be mastered in the laboratory and implemented in the community clinical setting.

Offered: Annual Fall Semester.

NU 201L - Nursing Fundamentals Lab (0)

Corequisite: Take NU-201. Offered: Annual Fall Semester.

NU 202 - Assessment & Health Promotion (4)

The purpose of NU 202 is to understand health assessment principles, to use evidence--based health promotion, and to acquire techniques for physical examination by the professional nurse. Focus is on the development and use of assessment skills as a basis for clinical decision--making, along with proper documentation of assessment findings. There is an additional fee for this course.

Offered: Annual Fall Semester.

NU 202L - Nursing Assessment Lab (0)

Corequisite: Take NU-202. Offered: Annual Fall Semester.

NU 208 - Nutrition for Healthcare Professionals (3)

This course is designed for students of nursing and other health care professions. It 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 select diseases. The focus of this course is to critically apply nutritional knowledge to personal, individual, and population health, including diverse and vulnerable people within various health care settings and the community. Students will also examine community, national, and global nutritional issues with an emphasis on social, political, economic, and environmental factors.

Prerequisite: For nursing majors: NU 201, NU 202; for non nursing majors: CH 101 or CH 111 and approval by nursing department. . Offered: Annual Spring Semester.

NU 301 - Care of the Childbearing Family (4.5)

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.

Prerequisite: Take NU 201 and NU 202. Corequisite: Concurrent enrollment in NU-301L, Lab/Clinical. Offered: Annual Fall & Spring Semesters.

NU 301L - Care of the Family Clinical (0)

Corequisite: Take NU-301. Offered: Annual Fall & Spring Semesters.

NU 302 - Psychosocial Health (4.5)

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 a psychiatric treatment facility.

Prerequisite: Take NU 201 and NU 202. Offered: Annual Fall & Spring Semesters.

NU 302L - Psychosocial Health Clinical (0)

Offered: Annual Fall & Spring Semesters.

NU 304 - Illness Across the Lifespan I (4)

This course is the foundation of medical-surgical nursing practice. Students will utilize the nursing process as the framework for the management of pathophysiological problems in individuals across the lifespan with acute and chronic conditions. Assessment of physiological, psychological, sociocultural, and spiritual factors that influence existing or potential health conditions is considered including palliative care and end of life care. This course includes a weekly two-hour and 50 minute laboratory experience where students will apply the nursing process, teaching/learning process, and theoretical knowledge to practice nursing procedures that will be required of them at the 300-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 the diverse context of health care delivery while still incorporating the art of nursing with the principles of empathy, ethics, and advocacy. Principles of excellent communication, team dynamics, prioritization, quality improvement and safety will be integrated in the nursing simulation experience.

Prerequisite: Take NU 301, NU 302, NU 308, and all 200 level nursing courses. Corequisite: NU 305 must be taken previously or

concurrently. . Corequisite: NU 305 must be taken previously or concurrently. Offered: Annual Spring Semester.

NU 304L - Nursing Skills Lab (0)

Corequisite: Take NU-304. Offered: Annual Spring Semester.

NU 305 - Clinical Nursing Care I (4)

This course utilizes the nursing process as students apply their knowledge to adult patients in a variety of acute clinical settings. This course is the clinical experience that accompanies the NU 304: Illness Across the Lifespan I course. It is the study and care of patients with adaptive and maladaptive responses to internal and external stimuli/stressors that interfere with optimal wellness. The concepts of critical thinking, problem solving, decision-making, and priority setting are emphasized utilizing the nursing process as the foundational framework. Collaboration, communication, delegation, and patient teaching are incorporated into the total care of the client/family. Students will also observe and participate in a variety of out-rotation clinical sites to explore the role of the registered nurse in acute settings. Students will also participate in simulation in our advanced simulation nursing laboratory under the supervision of our Clinical Lab Facilitator. These simulations will help students explore the QSEN competencies. There is an additional fee for this course.

Prerequisite: Take NU 201 NU 202 NU 208 NU 301 NU 302 NU 308. Corequisite: Take NU-304. Offered: Annual Spring Semester.

NU 307 - Evidence-Based Practice Research Methods (3)

This course is an exploration of the basic understanding of the processes of theory, research, database evaluation, and evidence-based practice in nursing. Students will focus on using EBP to provide the highest quality patient care as current and future nurses.

Corequisite: MA 207 must be taken prior or concurrently; NU 304 must be taken concurrently. Offered: Annual Spring Semester.

NU 307L - Research Writing Lab (0)

Offered: Annual Spring Semester.

NU 308 - Pathophysiology & Pharmacology (3)

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 individuals across the lifespan. The mechanisms and clinical manifestations associated with various diseases are explained according to body systems. The interrelationships of factors, such as genetics, genomics, physiologic, psychosocial, spiritual, and cultural that contribute to increased morbidity and disease are examined, as well as the integration of the principles of health promotion and disease prevention. 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. There is an additional fee for this course.

Prerequisite: Take BI 201 BI 202 BI 214 CH 111 CH 112NU 201 NU 202 NU 208. Corequisite: Corequisite or previous completion of NU-301 and NU-302. Offered: Annual Fall Semester.

NU 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

NU 404 - Illness Across the Lifespan II (4)

Utilizes the nursing process as the framework for the management of pathophysiological problems in individuals across the lifespan with acute and chronic conditions. Assessment of physiological, psychological, sociocultural, and spiritual factors that influence existing or potential health conditions is considered including palliative care and end of life care. It includes the exploration of the professional nurse in the teaching and implementing health promotion disease prevention for acute and chronic illnesses across the lifespan. Principles of excellent communication, team dynamics, quality improvement and safety will be integrated in the nursing simulation experience. The class will be comprised of both online and in-class lectures, as well as a nursing skills and simulation lab.

Prerequisite: Take NU 301 NU 302 NU 304 NU 305 NU 307 NU 308. Corequisite: Take NU-404L. Offered: Annual Fall Semester.

NU 404L - Nursing Clinical Lab (0)

Corequisite: Take NU-404. Offered: Annual Fall Semester.

NU 406 - Nursing Leadership & Management (3)

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, plan, design, staff, coordinate, direct, and evaluate the delivery of safe, quality patient centered health care.

Prerequisite: Completion of 300 level nursing courses: NU 301 NU 302 NU 304 NU 305 NU 307 NU 308. Offered: Annual Fall Semester.

NU 413 - Clinical Nursing Care II (4)

This course advances the student learning in the area of medical-surgical nursing and builds upon the clinical experience of NU 305 to provide patient-centered care with an emphasis on the dignity and uniqueness of every person as a holistic being. Utilizing the nursing process to examine the human response to illness and integrate the principles of health promotion and disease prevention, the student will care for clients with complex health conditions in a variety of settings. 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 holistic care of the client and family. The student will integrate the principles of excellent communication, evidence-based practice, quality improvement and safety while providing care as a member of the interdisciplinary team. Students will explore the unique role of the rural nurse while participating in a clinical experience in a rural setting. Students will explore nursing roles in a variety of out-rotation clinical settings that may include surgical nursing, outpatient nursing, rural nursing and correctional nursing. There is an additional fee for this course.

Prerequisite: Completion of all 200 & 300 level nursing courses. Corequisite: Corequisite or previous completion of NU-404 and NU-406. Offered: Annual Fall Semester.

NU 414 - Community & Public Health Nursing(ND) (4)

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 a community are integrated. 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.

Prerequisite: Completion of 300 level nursing courses, NU 404 NU 413. . Offered: Annual Spring Semester.

NU 417 - Capstone Clinical (3.5)

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 general framework of 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. There is an additional fee for this course.

Prerequisite: Take NU 404 NU 413. Offered: Annual Spring Semester.

NU 427 - Comprehensive Nursing Review (3.5)

This course is intended to assist the student's own preparation for their NCLEX examination and 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 video resources.

Prerequisite: Take NU 404, NU 413, NU 406 and all 200 level and 300 level nursing courses. . Corequisite: Corequisite or previous completion of NU-414, NU-417. Offered: Annual Spring Semester.

NU 484 - Job Search for the Nursing Student (1.50)

Rosalie Walsh

This course is designed to provide forward-looking juniors and graduating senior Nursing students with 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 the nursing field, job market trends, identification of strengths, resume development, cover letter composition, mastering behavioral-style interviewing in an RN environment, effective networking strategies, budgeting and personal finance issues for recent BA graduates, professional image and the use of technology in achieving career goals. Offered at discretion of department.

Offered: Spring.

NU 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

NU 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

NU 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

PHIL - Philosophy

PHIL 101 - Perspectives in Philosophy (3)

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: Annual Fall & Spring Semesters.

PHIL 107 - Ethics (3)

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: Annual Fall & Spring Semesters.

PHIL 113 - Formal Logic (3)

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).

PHIL 114 - Critical Thinking (3)

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.

Offered: Annual Spring Semester.

PHIL 121 - Philosophy of Human Being (3)

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: Annual Fall & Spring Semesters.

PHIL 131 - Philosophy & Film (3)

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.

Offered: Even Year Fall Semester.

PHIL 150 - Philosophy in Love (3)

An exploration of the experience of love in its many facets through classic philosophical texts from ancient to contemporary time. Students will engage fundamental questions about the relationship between love and reason, the notion of the self, the relevance of a virtuous character, the relationship between self-love and sacrifice, the different kinds of love and the role of forgiveness.

Offered: Annual Spring Semester.

PHIL 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PHIL 200 - Ancient Philosophy (3)

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 200 is the initial course in the History of Philosophy sequence.

Offered: Annual Fall & Spring Semesters.

PHIL 202 - Medieval Philosophy (3)

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.

Offered: Annual Spring Semester.

PHIL 203 - Islam: Philosophy & Culture (GD) (3)

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.

Offered: Annual Fall & Spring Semesters.

PHIL 206 - Environmental Ethics (3)

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

Offered: Even Year Spring Semester.

PHIL 207 - Business Ethics (3)

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.

Offered: Annual Fall Semester.

PHIL 208 - Bioethics (3)

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.

Offered: Annual Spring Semester.

PHIL 216 - Philosophy of God & Religion (3)

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.

Offered: Even Year Spring Semester.

PHIL 223 - Asian Philosophy (GD) (3)

An historical overview of the principal philosophies of Eastern cultures, which may include Buddhism, Confucianism, Hinduism, and/or Taoism. Class lectures include an analysis of the philosophical status of Eastern thought.

Offered: Odd Year Spring Semester.

PHIL 252 - Philosophy & History of Science (3)

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.

Offered: Odd Year Spring Semester.

PHIL 255 - Philosophy of Art & Beauty (3)

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.

Offered: Odd Year Fall Semester.

PHIL 256 - Social & Political Philosophy(WI) (3)

A critical review of theories of political, social, and economic organizationthat 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.

Offered: Annual Spring Semester.

PHIL 261 - Philosophy & Gender (3)

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.

Crosslisted as: GNDR 261. Offered: Odd Year Fall Semester.

PHIL 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PHIL 303 - Modern Philosophy (3)

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. Offered: Odd Year Fall Semester.

PHIL 304 - Contemporary Philosophy (3)

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 ofinstructor. Offered: Even Year Spring Semester.

PHIL 310 - Metaphysics (3)

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. Offered: Odd Year Spring Semester.

PHIL 313 - Epistemology (3)

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. Offered: Even Year Fall Semester.

PHIL 315 - 20th Century European Philosophy (3)

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: Take 1 course; from subject PHIL. Offered: Even Year Fall Semester.

PHIL 324 - Ethical Theory (WI) (3)

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. Offered: Even Year Spring Semester.

PHIL 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PHIL 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

PHIL 495 - Philosophy Seminar (3)

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. Offered: Odd Year Fall Semester.

PHIL 496 - Ethical Issues Contemporary Media (3)

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.

Prerequisite: 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 enro . Offered: Even Year Fall Semester.

PHIL 497 - Senior Paper (1)

The senior paper is an original work a student prepares under the guidance of a professor in the Philosophy Department. It must provide evidence of scholarship in any of the major philosophical areas and is approved by the Department Chair.

Offered: Annual Fall & Spring Semesters.

PHIL 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

PH - Public Health

PH 200 - Public Health Field Experience (1.00 - 3.00)

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. Sophomore standing required.

Offered: Annual Fall & Spring Semesters.

PH 330G - Public Health Methods(GD)(SL) (3)

The course includes the history, evolution, and current status of health programs and services both globally and nationally. It also presents the philosophical perspectives of various health disciplines and the paradigms of health education, health promotion, and community health in contemporary society. Sophomore standing required.

Fall semester.

Service Learning course.

Fulfills either National Diversity or Global Diversity requirement; but cannot be used for both.

Crosslisted as: PH 330N. Offered: Annual Fall Semester.

PH 330N - Public Health Methods(ND)(SL) (3)

The course includes the history, evolution, and current status of health programs and services both globally and nationally. It also presents the philosophical perspectives of various health disciplines and the paradigms of health education, health

promotion, and community health in contemporary society. Sophomore standing required.

Prerequisite: Students must have at least sophomore standing

Fall semester.

Service Learning course.

Fulfills either National Diversity or Global Diversity requirement; but cannot be used for both.

Crosslisted as: PH 330G. Offered: Annual Fall Semester.

PH 333 - Public Health Theories & Practice (3)

The purpose of this course is to expose students to aspects of program planning, implementation, and evaluation of health programs. The models for program planning, assessing needs, measurement, interventions, community organizing, community building, and allocation of resources will be discussed. Sophomore standing required.

Offered: Annual Spring Semester.

PH 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PH 405 - Senior Seminar (WI) (1)

The purpose of this seminar is to provide senior level public health majors information that will assist them in preparing for professional life. Students planning to attend graduate school should try to take this course during fall semester.

Prerequisite: Junior or senior standing. Crosslisted as: HS 405. Offered: Annual Fall & Spring Semesters.

PH 410 - Management of Health Promotion Programs (3)

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.

Offered: Annual Fall Semester.

PH 415 - Public Health Internship (1.00 - 6.00)

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. For more information, please see program web page. Planning for internships must occur during the semester prior to participating in an internship.

Prerequisite: Senior standing or instructor consent. Offered: Annual Fall & Spring Semesters.

PH 485 - (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

PH 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor.

It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

PHYS - Physics

PHYS 104 - Astronomy (3)

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.

Crosslisted as: AS 102. Offered: Annual Spring Semester.

PHYS 155 - Robotics and Experimental Physics (3)

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. This course satisfies the Core requirement for a laboratory course in the natural sciences. Students who have taken PHYS 205 or CS 120 must have instructor approval to enroll in PHYS 155/ENGR 155. Two two-hour laboratories per week.

Prerequisite: 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. Crosslisted as: ENGR 155. Offered: Annual Fall Semester.

PHYS 160 - Einstein's Physics (3)

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. This course satisfies the Core requirement for a laboratory course in the natural sciences. Two one-hour lectures and one two-hour laboratory per week.

Prerequisite: 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. Offered: Annual Spring Semester.

PHYS 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PHYS 201 - Physics I: Mechanics, Wave Motion, and Sound (4)

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 two-hour laboratory per week.

Prerequisite: 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. . Corequisite: PHYS 201L. Offered: Annual Fall Semester.

PHYS 201L - Physics I Lab (0)

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 two-hour laboratory per week.

Prerequisite: 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. Corequisite: PHYS 201. Offered: Annual Fall Semester.

PHYS 202 - Physics II:Thermody/Elec/Mag/Opt/ModPhy (4)

Physics II: Thermodynamics, Electricity and Magnetism, Optics, and Modern Physics

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 two-hour laboratory per week.

Prerequisite: Students must pass PHYS 201 with a grade of "C-" or better to enroll in PHYS 202. Corequisite: PHYS 202L. Offered: Annual Spring Semester.

PHYS 202L - Physics II Lab (0)

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 two-hour laboratory per week.

Prerequisite: Students must pass PHYS 201 with a grade of "C-" or better to enroll in PHYS 202. . Corequisite: PHYS 202. Offered: Annual Spring Semester.

PHYS 205 - Physics Using Calculus I: Mechanics (4)

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 two-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. Corequisite: PHYS 205L. Offered: Annual Fall Semester.

PHYS 205L - Physics Using Calculus I Lab (0)

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 two-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 . Corequisite: PHYS 205. Offered: Annual Fall Semester.

PHYS 206 - Physics Using Calculus II (4)

Physics Using Calculus II: Electricity and Magnetism

A continuation of PHYS 205. Topics include electrostatics and Gauss' Law; electric potential, capacitance, and Kirchhoff's Laws for analysis of simple DC circuits; magnetostatics and Ampère's Law; electromagnetic induction, simple AC circuits, and transformers. Three hours lecture and one two-hour laboratory per week.

Prerequisite: Students must pass PHYS 205 with a grade of "C-" or better to enroll in PHYS 206. Corequisite: PHYS 206L. Offered: Annual Spring Semester.

PHYS 206L - Physics Using Calculus II Lab (0)

A continuation of PHYS 205. Topics include electrostatics and Gauss' Law; electric potential, capacitance, and Kirchhoff's Laws for analysis of simple DC circuits; magnetostatics and Ampère's Law; electromagnetic induction, simple AC circuits, and transformers. Three hours lecture and one two-hour laboratory per week.

Prerequisite: Students must pass PHYS 205 with a grade of "C-" or better to enroll in PHYS 206. Corequisite: PHYS 206. Offered: Annual Spring Semester.

PHYS 305 - Electronics and Circuit Analysis I (4)

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 two-hour laboratory per week, in which students build and test circuits and learn how to use typical circuit simulation software (PSPICE).

Prerequisite: Grades of "C-" or better in PHYS 202 or PHYS 206, MA 141, and MA 233. . Corequisite: PHYS 305L. Crosslisted as: ENGR 305. Offered: Annual Fall Semester.

PHYS 305L - Electronic/Circuit Anlys I Lab (0)

Electronics and Circuit Analysis I Lab.

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 two-hour laboratory per week, in which students build and test circuits and learn how to use typical circuit simulation software (PSPICE).

Prerequisite: Grades of "C-" or better in PHYS 202 or PHYS 206, MA 141, and MA 233. . Corequisite: PHYS 305. Crosslisted as: ENGR 305L. Offered: Annual Fall Semester.

PHYS 306 - Electronics and Circuit Analysis II (4)

A continuation of PHYS 305 / 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 two-hour laboratory per week.

Prerequisite: Grade of "C-" or better in PHYS 305 / ENGR 305. Crosslisted as: ENGR 306. Offered: Spring Semester As Needed.

PHYS 321 - Geometrical Optics (1)

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.

Prerequisite: Grades of "C-" or better in PHYS 206, MA 141, and MA 233. Offered: Even Year Fall Semester.

PHYS 323 - Optics & Electromagnetic Radiation (3)

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.

Prerequisite: Grades of "C-" or better in PHYS 206, MA 141, and MA 233. Offered: Even Year Fall Semester.

PHYS 331 - Computational Physics (3)

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. Offered: Even Year Fall Semester.

PHYS 340 - Classical Mechanics (3)

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: Grade of "C-" or better in PHYS 331. Offered: Odd Year Spring Semester.

PHYS 342 - Thermal Physics (3)

An introduction to classical thermodynamics and statistical descriptions of many-particle systems. The first five weeks of the course provide 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 206 and MA 233. Crosslisted as: ENGR 342. Offered: Even Year Spring Semester.

PHYS 345 - Electromagnetism (3)

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, and MA 233. Offered: Odd Year Fall Semester.

PHYS 346 - Quantum Mechanics (3)

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. . Offered: Odd Year Spring Semester.

PHYS 452 - Advanced Physics (WI) Lab (3)

A laboratory course intended to introduce the student to the design and operation of apparatus and experiments, technical lab skills such as computer-aided data acquisition, and communication within the discipline of physics. Approximately half of the course will be spent on understanding computer-aided data acquisition, primarily through the use of LabView. The other half of the course will be spent on designing, performing, and interpreting the results of an experiment. The results will be presented in a written and oral format. In order to prepare the student for the written presentation, students will write drafts of various pieces of their final report. Additionally, students will be required to read and report on articles from the American Journal of

Physics. Two two-hour laboratories per week.

Prerequisite: Grades of "C-" or better in PHYS 305, MA 315, and MA 334; or permission of instructor. Offered: Annual Spring Semester.

PHYS 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

PHYS 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

PMGT - Project Management

PMGT 210 - Project Planning,Scheduling &Estimating (3)

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 dessigned to create accurate estimates and schedules that ensure successful outcomes.

Offered: Odd Year Fall Semester.

PMGT 220 - Project Risk Mngmnt, Monitoring Control (3)

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.

Offered: Even Year Spring Semester.

PMGT 310 - Project Leadership: Change/Success (3)

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.

Offered: Even Year Fall Semester.

PMGT 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

PM - Pastoral Ministry

PM 110 - PM/Theological Foundations (3)

This 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.

Offered: Annual Fall Semester.

PM 111 - PM/History of Christianity (3)

This 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.

Offered: Annual Spring Semester.

PM 210 - Pm/Survey of Christian Ethics (3)

This 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.

Offered: Odd Year Fall Semester.

PM 211 - PM/Philosophy & Christianity (3)

This 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.

Offered: Annual Spring Semester.

PM 289 - Special Topic: Pastoral Ministry (3)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: Annual Fall & Spring Semesters.

PO - Political Science

PO 100 - Justice & Just Society/Intro to Politics (3)

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.

Offered: Annual Fall Semester.

PO 102 - Intr Comparative Politics(GD) (3)

We learn about government and politics outside the United States. We do this by debating big questions and the theories scholars have put forward to answer them, e.g., Why is there so much conflict in the Middle East? Why is democracy failing in Russia? Why are some countries so rich and others so poor? This course is required of all political science majors and minors.

Offered: Annual Fall Semester.

PO 104 - American National Government (3)

An introduction to the institutions of American national government. The focus will be on the presidency, congress elections, voting behavior, political parties, and the Constitution. This course is required for all political science majors and minors.

Offered: Annual Spring Semester.

PO 115 - International Relations(GD) (3)

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.

Offered: Annual Spring Semester.

PO 119 - City Politics (ND) (3)

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.

Offered: Fall, even-numbered years, as schedule permits.

PO 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PO 201 - Introduction to the Legal Profession (1)

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.

Offered: Annual Spring Semester.

PO 205 - Early Modn Political Thgt(WI) (3)

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.

Offered: Even Year Spring Semester.

PO 210 - Intro to Constitutional Law (3)

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.

Offered: Even Year Spring Semester.

PO 216 - American Political Thought (3)

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.

Offered: Odd Year Spring Semester.

PO 222 - U. S. Foreign Policy (3)

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.

Offered: Annual Fall Semester.

PO 225 - Politics and Film (3)

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.

PO 230 - Montana State Politics (3)

An introductory analysis of Montana state politics and political institutions. The course will explore federalism, Montana political history, and contemporary policy issues.

Offered: Odd Year Spring Semester.

PO 241 - Democracy & Autocracy (GD) (3)

Street, Alex|

Democracy has been described as "the worst form of government except all those other forms that have been tried from time to time" (Winston Churchill, in Hansard, HC Deb 11 November 1947 vol. 444 cc203-321). In this class we discuss definitions of and alternatives to democracy, debate the pros and cons, and examine why democratic political regimes have emerged and spread.

Offered: Even-year Spring Semester.

PO 242 - State & Nation in World Politics (3)

We live in a world of nation-states. But what is a state, what is a nation, and how did these forms of political organization come to dominate the lives of people around the world?

Offered: Spring Semester, as schedule permits.

PO 243 - Political Economy (3)

Politics establishes the conditions for economic development. We study political and economic decisions and rules in order to understand why some people and some parts of the world are so rich, and why others are so poor.

Offered: Odd Year Fall Semester.

PO 250 - Topics in American Politics (3)

An introduction to controversies in American politics. The problems and issues examined will reflect dominant national concerns such as campaign finance, the economy, and social welfare.

Offered: Fall Semester, as schedule permits.

PO 260 - Health Politics & Policy (WI) (3)

An undergraduate course that focuses on health politics and policy in the United States which will survey the major health programs in the United States, how the Affordable Care Act has changed the provision of health care and insurance, the evolution of health policy in the United States, and contemporary challenges in health care in contemporary America.

Offered: Annual Fall Semester.

PO 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PO 306 - Political Research Methods (3)

In this class you will learn skills of political research, including scientific reasoning, data management, and statistical analysis. You will apply your new skills to study data, e.g. from Carroll College exit polls. The skills gained in this class will help you become wary consumers and wise producers of information. The class involves some math but we focus on ideas and tools, not calculations. Required for PO/IR majors as preparation for Senior Seminar.

Prerequisite: Recommended prerequisites: MA 207. Recommended for Juniors. Offered: Annual Spring Semester.

PO 310 - Selected Topics in Public Policy (3)

This course explores substantive policy issues challenging the American electorate. Students will use data to analyze and evaluate the political implications of debates concerning issues such as the boundaries between the government and private sector, social welfare, taxation, the environment, culture, defense, and the political economy. The course will then have students write a policy memo and apply analytic frameworks to a selected substantive policy area.

Offered: Odd Year Fall Semester.

PO 312 - Elections/Pol Parties/Public Opinion (3)

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. Students design and run an exit poll on Election Day and apply statistical tools to learn from the data.

Offered: Even Year Fall Semester.

PO 315 - Congress and the Presidency (3)

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.

Offered: Even Year Spring Semester.

PO 321 - Citizenship: Think Global, Act Local-ND (3)

How are the rights and limits of citizenship decided? This class provides students with opportunities to discuss the challenges facing the citizens of the future. We will get out of the classroom to teach and learn from other citizens of Montana.

Offered: Even Year Spring Semester, as schedule permits.

PO 330 - Topics in Political Theory (3)

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).

Prerequisite: Previous lower division study of political ideas is helpful but not required. Offered: As schedule permits.

PO 331 - Classical Political Thought (3)

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.

Offered: Even Year Spring Semester.

PO 332 - Late Modern Political Thought (3)

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.

Prerequisite: Previous lower division study of political ideas is helpful, but not required. Offered: Odd Year Spring Semester.

PO 342 - War and Peace (GD) (3)

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.

Offered: Annual Fall Semester.

PO 344 - Contemporary Global Issues (3)

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.

Offered: Odd Year Spring Semester.

PO 348 - International Negotiation Simulation-GD (3)

The first part of this course prepares students for participation in an intercollegiate 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.

Offered: Even Year Spring Semester.

PO 380 - Moot Court Team (1.00 - 3.00)

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.

Offered: As Needed, Fall Semester.

PO 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PO 411 - Political Internship Program (1.00 - 12.00)

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 417 is recommended for students of sophomore standing, at minimum. This course may be taken more than once.

Offered: Annual As Needed.

PO 417 - Legal Internship Program (1.00 - 6.00)

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.

Offered: Annual As Needed.

PO 425 - PO Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student's overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

PO 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

PO 495 - Senior Research Seminar In Pol Sci (WI) (3)

A capstone seminar in which students demonstrate broad and deep understanding of their major and mastery of research methods by writing original research papers. Students write on complex topics and collaborate with peers and faculty to improve their work and make a novel contribution to scholarship. Required for PO/IR majors.

Prerequisite: Prerequisite: PO 306. Crosslisted as: IR 495. Offered: Annual Fall Semester.

PO 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

PSY - Psychology

PSY 105 - General Psychology (3)

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.

Offered: Annual Fall & Spring Semesters.

PSY 200 - Emotional Intel & Personal Prof Success (3)

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.

Offered: Annual Spring Semester.

PSY 203 - Developmental Psychology (3)

This course investigates research and theory concerning the biological, cognitive, and psychosocial development of a person from conception to death. The course covers lifespan development topics, investigating biopsychosocial influences during prenatal development, infancy, early and middle childhood, adolescence, emerging adulthood, middle, and late adulthood, as well as issues surrounding death, dying, and bereavement.

Offered: Annual Fall & Spring Semesters.

PSY 222 - History & Systems in Psychology (3)

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: Take PSY 105. Offered: Annual Spring Semester.

PSY 227 - Child Psychology (3)

This course will highlight the physical, cognitive, and socioemotional changes that occur from conception to adolescence and how nature and nurture impact these developmental changes. Prominent theoretical perspectives such as Piaget's Theory of Cognitive Development, Erickson's Theory of Lifespan Development, and Kohlberg's Theory of Moral Development will be discussed to highlight important developmental stages that occur during childhood.

Offered: Annual Fall Semester.

PSY 228 - Adolescent Psychology (3)

A developmental approach to the cognitive, physical, and psychosocial aspects of adolescence.

Offered: Annual Fall & Spring Semesters.

PSY 229 - Educational Psychology (3)

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: Take PSY 105, PSY 227, or PSY 228, or a PSY course approved by the instructor. . Crosslisted as: ED 229. Offered: Annual Fall & Spring Semesters.

PSY 240 - Soc Psy: Soc Affect & Cog (ND) (3)

This course will focus on individual affect and cognition in social environments. Individuals' understanding of themselves and others may often rely on these affects and cognitions. Topics will focus on culture, self-esteem, decision making, social affect and cognition, attitudes and persuasion, and attraction and relationships.

Prerequisite: Take PSY 105 or SOC 101. Students who have already taken PSY/SOC 216 cannot take this course. Crosslisted as: SO 240. Offered: Annual Fall Semester.

PSY 241 - Soc Psy: Social Behavior (ND) (3)

This course will focus on individual behaviors in social environments. Topics will include conformity and obedience, helping, aggression, prejudice and discrimination, group think, and applications of social psychology to the environment.

Prerequisite: Take PSY 105 or SOC 101, or consent of instructor. Students who have already taken PSY/SOC 216 cannot take this course. . Crosslisted as: SO 241. Offered: Annual Spring Semester.

PSY 242 - Social Psychology Lab (1)

In this course, students will increase their familiarity with the elements of the research process in relation to social psychological topics. Seminal and contemporary research in areas such as conformity, compliance, romantic relationships, and prosocial behavior will be discussed in relationship to the research standards and ethical considerations set by the American Psychological Association. Experiences include forming research ideas; conducting scientific literature searches and reviews; designing observational, survey, and archival studies; analyzing small-scale practice data; preparing professional manuscripts, and enhancing presentation skills. The Social Psychology Lab is optional for students enrolled in Social Psychology (PSY/SO 240/241). However; if you enroll in the Lab, you then must be co-enrolled in Social Psychology (PSY/SO 240 or 241) in the same semester. The Lab can only be taken one time.

Corequisite: This course is optional for students enrolled in PSY/SO 240/241. However; if registered for the lab, PSY/SO 242, students must be co-enrolled in PSY/S. Crosslisted as: SO 242. Offered: Annual Fall & Spring Semesters.

PSY 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PSY 304 - Theories & Practice in Counseling Psych (3)

This course is designed to introduce students to the theoretical models, research findings, and practical skills and techniques of counseling and psychotherapy.

Prerequisite: Take PSY 105 and junior status. Offered: Annual Fall Semester.

PSY 305 - Junior Seminar (1)

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.

Offered: Annual Fall Semester.

PSY 306 - Abnormal Psychology (3)

The focus of this course is on defining, explaining, and evaluating human behavior. Specifically, the course will examine diagnoses and treatment for many common psychological disorders. A portion of the course is devoted to case studies and determining instances of maladaptive behavior. The course will provide insight into the various issues involved in developing, diagnosing, and treating a mental health disorder.

Prerequisite: Take PSY 105. PSY majors only in certain semesters; junior/senior status; or consent of instructor. Offered: Annual Spring Semester.

PSY 307 - Learning and Behavior (3)

Learning is defined as a relatively permanent change in behavior due to past experience. Research on the mechanisms of learning in both human and nonhuman animals has shaped the field of Behaviorism, which emphasizes observable, measurable behavior over internal, mental processes. This course will familiarize students with experimental approaches used to investigate environmental influences on behavior. Classical conditioning, operant conditioning, and observational learning theories will be emphasized. Applications of behavioral approaches to addiction, sexual behavior, animal training, parenting, and education will be explored.

Offered: Annual Fall Semester.

PSY 309 - Research Methods (WI) (4)

This course provides training in experimental research methodologies. Emphasis is placed on determining the correct methodology and data-analysis for a variety of research projects. During the course, students will design and complete a psychological research project. This will include, background research, ethics training, recruitment of subjects, designing the study, running participants, and data analysis. It is expected that all students will complete a poster presentation with their group project by the end of the course. In addition, students will also write a scientific research proposal in APA format. The paper will be used to develop skills in scientific writing as well as understanding formatting requirements with APA.

Prerequisite: Junior status, Psychology or Anthrozoology major and MA 207 or MA 315. . Offered: Annual Fall Semester.

PSY 310 - Human Sexuality (3)

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: Take PSY 105 and Jr or Sr standing or instructor consent. Crosslisted as: GNDR 310. Offered: Annual Fall Semester.

PSY 311 - Theories of Personality (3)

Personality psychology is the scientific study of individual differences that predict the way individuals think, feel, and behave. Various contemporary theoretical perspectives (e.g., trait, psychodynamic, cognitive, neuroscience) will be presented to understand how personality is developed, expressed, and measured.

Prerequisite: Take PSY 105. Offered: Annual Spring Semester.

PSY 314 - Cognitive Psychology (3)

This course 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: Take PSY 105. Offered: Even Spring Semester.

PSY 321 - Law, Justice & Forensic Psychology (3)

This course provides in-depth exposure to the roles and responsibilities of Mental Health Professionals within the criminal and (to a lesser extent) civil systems of justice in the United States. Additionally, the course will focus on how the legal system shapes the role of the mental health profession in the court arena. Topics covered include but are not limited to the psychology of jury selection; the identification and psychological evaluation of criminal suspects; the psychological factors associated with eyewitness and jury experiences; issues of mental competency and insanity; and the death penalty.

Prerequisite: PSY 105 or SO 101;. Offered: Annual Spring Semester.

PSY 388 - Undergraduate Teaching Assistantship (1.00 - 2.00)

This High Impact Practice (HIP) allows students to develop a greater understanding of psychological theories, and build career relevant skills through course aid. An undergraduate teaching assistant (TA) for any psychology course is expected to provide assistance to the professor of the course. Responsibilities of a course TA depend on the professor's need but can include: attending class, grading assignments and tests, taking attendance, providing assistance to students with studying and assignments, and holding review sessions before exams.

Prerequisite: Take PSY 105, PSY 307, and junior status or instructor consent. . Offered: Annual Fall & Spring Semesters.

PSY 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PSY 414 - Physiological Psychology (4)

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.

Offered: Annual Fall Semester.

PSY 416 - Brain and Behavior (4)

Brain and Behavior evaluates the biological aspects of psychology and behavior. The course focuses on the biological role the brain has on motor control, sleep, the endocrine system, hunger, thirst, reproduction, sexual drives, stress and emotional behavior. Students also examine the biological correlates of mental disorders, such as schizophrenia, PTSD, and substance abuse. The laboratory section includes case studies of neurological disorders and journal article discussions on recent advances in pharmacological approaches and treatments for various disorders.

Prerequisite: Take PSY 309. Offered: Annual Spring Semester.

PSY 425 - Psychology Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

Offered: Annual Fall & Spring Semesters.

PSY 485 - Independent Study (1.00 - 4.00)

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.

PSY 486 - Independent Research in PSY (1.00 - 3.00)

In this High Impact Practice (HIP), students will be further introduced to the research process by engaging in faculty-lead research opportunities. Students may gain experiences with designing studies to test hypotheses; submitting IRB protocols; becoming trained to ethically conduct psychological research with human participants; collecting, entering, and analyzing data; presenting results at local, regional, or international conferences; writing manuscripts; and reviewing and critiquing projects. Each student’s research experience will be unique. Students will become involved in projects based on project timing and their own involvement, commitment, and ability. Weekly meetings with the supervising faculty member are required.

Offered: Annual Fall & Spring Semesters.

PSY 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

PSY 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

SA - Study Abroad

SA 375 - Study Abroad Affiliate Program (12)

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 Global Education 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 St Charles Hall, room 105 or contact us at sackeret@carroll.edu.

SA 385 - Study Abroad Non-Affiliate (12)

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 Global Education 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 St Charles Hall, room 105 or contact us at sackeret@carroll.edu.

Offered: Annual Fall & Spring Semesters.

SA 395 - Study Abroad Exchange (12)

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 Global Education 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 St Charles Hall, room 105 or contact us at sackeret@carroll.edu.

Offered: Annual Fall & Spring Semesters.

SO - Sociology

SO 101 - Introduction to Sociology (3)

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.

Offered: Annual Fall & Spring Semesters.

SO 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

SO 200 - Social Problems (ND) (3)

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: Take SO 101. Offered: Annual Fall Semester.

SO 204 - Cultural Anthropology (GD) (3)

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.

Crosslisted as: AN 204. Offered: Annual Fall Semester.

SO 208 - The Family (ND) (3)

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: Take SO 101. Crosslisted as: AN 208. Offered: Even Year Fall Semester.

SO 218 - Intro to Native American Studies (ND) (3)

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.

Crosslisted as: AN 218. Offered: Annual Fall & Spring Semesters.

SO 225 - Sociology of Gender (3)

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.

Prerequisite: Take SO 101 or PSY 105 or CO 101. Crosslisted as: GNDR 225. Offered: Odd Year Fall Semester.

SO 230 - Social Movements & Collective Action (3)

When groups want to affect social change but even traditional demo-cratic 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: Take SO 101.

SO 240 - Soc Psy: Soc Affect & Cog (ND) (3)

This course will focus on individual affect and cognition in social environments. Individuals' understanding of themselves and others may often rely on these affects and cognitions. Topics will focus on culture, self-esteem, decision making, social affect and cognition, attitudes and persuasion, and attraction and relationships.

Prerequisite: Take PSY 105 or SOC 101, or consent of instructor. Students who have already taken PSY/SOC 216 cannot take this course. . Crosslisted as: PSY 240. Offered: Annual Fall Semester.

SO 241 - Soc Psy: Social Behavior (ND) (3)

This course will focus on individual behaviors in social environments. Topics will include conformity and obedience, helping, aggression, prejudice and discrimination, group think, and applications of social psychology to the environment.

Prerequisite: Take SO 101 or PSY 105. Students who have already taken PSY/SOC 216 cannot take this course. Crosslisted as: PSY 241. Offered: Annual Spring Semester.

SO 242 - Social Psychology Lab (1)

In this course, students will increase their familiarity with the elements of the research process in relation to social psychological topics. Seminal and contemporary research in areas such as conformity, compliance, romantic relationships, and prosocial behavior will be discussed in relationship to the research standards and ethical considerations set by the American Psychological Association. Experiences include forming research ideas; conducting scientific literature searches and reviews; designing observational, survey, and archival studies; analyzing small-scale practice data; preparing professional manuscripts, and enhancing presentation skills. The Social Psychology Lab is optional for students enrolled in Social Psychology (PSY/SO 240/241). However; if you enroll in the Lab, you then must be co-enrolled in Social Psychology (PSY/SO 240 or 241) in the same semester. The Lab can only be taken one time.

Crosslisted as: PSY 242. Offered: Annual Fall & Spring Semesters.

SO 245 - Physical Anthropology (3)

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.

Crosslisted as: AN 245. Offered: Odd Year Spring Semester.

SO 251 - Gender, Health and Medicine (3)

In this course we use the sociological "lens" of gender to look at issues involving men's and women's health issues, illness, and medical care. The medical field traditionally has looked at the male body as the "correct" medical model and the female body as "other." Ironically, this has served both men and women poorly; men, because they die younger than women, and women, because it has led to the medicalization of many normal female body processes such as pregnancy and menopause. During the semester we will focus on gender expectations of men and women and how they affect the medical perspective as well as our perceptions of health.

Offered: Even Year Spring Semester.

SO 256 - Gender & Work (3)

In this course, we will explore the patterns in work for men and women and the forces that have brought about and affect these patterns. Then we will consider the effects of our gendered labor market-on individuals, families, and society including inequality in the workplace, sexual harassment, promotion, earnings, and work-family conflicts. We will specifically examine the effects of gender power relations on the workplace, and consider the larger consequences of this for society. These issues will be explored through discussion, films, lecture, and activities.

Prerequisite: Take SO 101. Offered: Even Year Spring Semester.

SO 262 - Alcohlsm, Drug Abuse, Dependent Behavior (3)

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: Take SO 101. Offered: Odd Year Fall Semester.

SO 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

SO 309 - Crime & Criminology (ND) (3)

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: Take SO 101. Offered: Even Year Fall Semester.

SO 312 - Juvenile Deliquency/Deviant Behavior-ND (3)

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: Take SO 101. Offered: Odd Year Spring Semester.

SO 314 - Sociology of Law (GD) (3)

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. Offered: Odd Year Spring Semester.

SO 317 - Ethnic and Racial Relations(ND) (3)

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: Take SO 101. Crosslisted as: AN 317. Offered: Odd Year Spring Semester.

SO 318 - North American Archaeology(GD) (3)

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.

Crosslisted as: AN 318. Offered: Even Year Spring Semester.

SO 325 - Violence Around the World (3)

This class will explore the roots of violence including biological, psychological, social and anthropological aspects so that the student can deepen their understanding of the complexities of violence. The class will explore many dimensions of violence including warfare, domestic violence, political violence and religious violence comparing these across cultures around the world. The class will also explore ways to control and prevent various features of violence.

Prerequisite: 100 or 200 level Sociology or Anthropology course . Offered: Odd Year Spring Semester.

SO 331 - Social Science Research Methods (4)

An overview of the principles, methods, and practice of research in the social sciences. The course will assist stu-dents in research design, case studies, conducting field research, analyzing and evaluating their research data, conducting needs assessment, program evaluation, and practice effectiveness.

Prerequisite: Take SO 200, SO 392, and MA 207; Junior status. . Offered: Annual Spring Semester.

SO 341 - Archaeological Field School (4)

The Carroll College Archaeological Field School will introduce students to basic archaeological field methods and research design in one of the most beautiful settings in the western United States. The 4 credit class is designed to train students in the basics of archaeological excavation and survey techniques. The Field School research will be conducted within the Helena National Forest. The area is located in the northern Big Belt Mountains about 20 miles northeast of Helena. Students will be camping and will be expected to participate in camp activities (cooking, camp upkeep, etc). Students should be prepared for full days of digging and/or hiking, sometimes in remote areas. A mobile laboratory will also be set up at the campsite. Thus, in addition to excavation and survey techniques, students will also learn laboratory procedures, including cataloging artifacts and performing basic artifact analysis. Evenings will also include informal lectures and discussions on local prehistory, history, geomorphology and ecology. Students must provide personal camping gear, including sleeping bag, tent, sturdy hiking boots, weather appropriate clothing, water bottle, backpack, sunscreen, insect repellant and field notebook. A lab fee will cover the cost of food and field equipment.

Offered: As Needed Summer Semester.

SO 351 - Medical Sociology (ND) (3)

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. Offered: Annual Spring Semester.

SO 355 - Sociology of Emotions (3)

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: Take SO 101. Offered: Odd Year Spring Semester.

SO 360 - Environmental Sociology (3)

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: Take SO 101. Offered: Even Year Fall Semester.

SO 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

SO 392 - Modern Social Theory (3)

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 five of the most significant theoretical perspectives in sociology; conflict theory, functionalism, symbolic interactionism, phenomenological sociology and feminist theory.

Prerequisite: SO 101, Junior Standing. . Offered: Annual Fall Semester.

SO 425 - Sociology Internship (1.00 - 6.00)

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. 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.

Offered: Annual Fall & Spring Semesters.

SO 485 - (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

SO 495 - Senior Seminar (WI) (3)

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: Take SO 392. Offered: Annual Fall Semester.

SO 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is to be completed for three (3) credits in the discipline that best matches the content of the thesis. If the thesis credits exceed the credit limit, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

SPED - Special Education

SPED 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

SPED 300 - Introduction to Exceptional Children (3)

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: Take ED/PSY 229 or PSY 307or consent of instructor. Offered: Annual Fall & Spring Semesters.

SPED 304 - Students W/ High Incidence Disabilities (3)

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: Take SPED 300;. Offered: Annual Spring Semester.

SPED 305 - Students With Low Incidence Disabilities (3)

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: Take SPED 300;. Offered: Annual Spring Semester.

SPED 306 - Collab & Conf Tech for Spec Ed (3)

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: Take SPED 300. Offered: Annual Fall Semester.

SPED 323 - Assmnt/Evaluation in Special Education (3)

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.

Prerequisite: Take SPED 304 and SPED 305; or consent of instructor. Offered: Annual Fall Semester.

SPED 324 - Diagnostic-Based Interventions (3)

Diagnostic-Based Interventions 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. . Crosslisted as: ED 324. Offered: Annual Spring Semester.

SPED 408 - Methods/Teaching/Lrn Behv Disorders (3)

Methods for Teaching Students with Learning and Behavior Disorders. 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.

Prerequisite: Take SPED 300, SPED 304 and SPED 305 or consent of instructor. . Offered: Annual Spring Semester.

SPED 409 - Methods for Administering Special Ed (5)

Methods for Administering Special Education.

The purpose of this course is for students to learn how to administer special education within the public school system. Students will learn the special education process from pre-referral through evaluation and implementation of the Individualized Education Plan. Student will learn to write individual present level of academic achievement and functional performance statements and measurable annual goals for an Individual Educational Plan. Students will complete a 90 hour filed experience in the public school.

Prerequisite: Take SPED 300 SPED 304 SPED 305 SPED 306 SPED 323. Offered: Annual Fall Semester.

SPED 485 - (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

SP - Spanish

SP 101 - Acquisition of Spanish I (GD) or (ND) (3)

SP 101-102 Acquisition of Spanish I and II. These two classes form a one-year elementary Spanish sequence and are designed to encourage students' development of listening, writing, reading and speaking in Spanish. Emphasis will be placed on communicative performance in the target language through discussion of current events as well as cultural, political, economic and social topics. In this manner, learners will acquire the foundations of language in an authentic communicative context.

Offered: Annual Fall & Spring Semesters.

SP 102 - Acquisition Spanish II(GD) or (ND) (3)

SP 101-102 Acquisition of Spanish I and II. These two classes form a one-year elementary Spanish sequence and are designed to encourage students' development of listening, writing, reading and speaking in Spanish. Emphasis will be placed on communicative performance in the target language through discussion of current events as well as cultural, political, economic and social topics. In this manner, learners will acquire the foundations of language in an authentic communicative context.

Prerequisite: Take SP 101 or equivalent or instructor consent. Offered: Annual Fall & Spring Semesters.

SP 150 - Intensive Spanish Immersion Abroad (2)

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 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

SP 203 - Acquisition of Spanish III (GD) or (ND) (3)

SP 203-204 Acquisition of Spanish III and IV. These two classes form a one-year intermediate Spanish sequence and are designed to continue students' development of language acquisition by listening, writing, reading and speaking in Spanish. Emphasis will be placed on communicative performance in the target language through discussion of current events as well as cultural, political, economic and social topics. Learners will acquire the structural foundations of language through an authentic communicative context.

Prerequisite: Take SP 102 or equivalent. Offered: Annual Fall Semester.

SP 204 - Acquisition of Spanish IV(GD) or (ND) (3)

SP 203-204 Acquisition of Spanish III and IV. These two classes form a one-year intermediate Spanish sequence and are designed to continue students' development of language acquisition by listening, writing, reading and speaking in Spanish. Emphasis will be placed on communicative performance in the target language through discussion of current events as well as cultural, political, economic and social topics. Learners will acquire the structural foundations of language through an authentic communicative context.

Prerequisite: Take SP 203 or equivalent or instructor consent. Offered: Annual Spring Semester.

SP 250 - Intensive Spanish Immersion Abroad (2)

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.

Prerequisite: Take SP 102.

SP 301 - Spanish Conversation I (GD)/(ND) (3)

This class provides students with opportunities to develop their speaking performance and presentation skills expected in advanced courses. The class acts as a bridge between lower division and upper-division Spanish courses. It improves student's spoken facility with Spanish through listening, reading, and extensive, open and authentic dialogue. The course also introduces students to idiomatic words, phrases, and expressions used in the Spanish world. This course is conducted in Spanish.

Prerequisite: Take SP 204, or consent of the instructor for simultaneous enrollment in SP 204. . Offered: Annual Fall Semester.

SP 302 - Spanish Conversation II (GD)/(ND) (3)

This class provides further practice of the skills covered in SP 301.

Prerequisite: Take SP 204, or consent of the instructor for simultaneous enrollment in SP 204. .

SP 303 - Intro to Spanish & Lat Am Civ & Culture (3)

This course serves as a bridge between the Acquisition of Spanish courses (I-IV) and upper-division Spanish courses. This course is an introduction to the cultures of the Spanish-speaking world of the Iberian Peninsula and the Americas. Students learn about the key events and the fundamental ideas and themes running through the cultures of Spain and Latin America across the centuries as well as introductory literary selections representative of the different periods. Class discussions focus on processes of conquest and colonialism, nation formation, modernization, and on the changing roles of religion, race and gender. Through discussions, presentations, written response papers and exams, students learn to critically read and understand Spanish-speaking cultures, and to develop original arguments.

Prerequisite: Take SP 204 or equivalent. Offered: Annual Fall Semester.

SP 305 - Intro to Spanish & Latin American Lit (3)

This course provides an introduction to Spanish-language literature and to the analysis of cultural texts. During the semester, students will learn how to read both critically and creatively, analyzing the strategies that different authors use to express their ideas, create their literary worlds, and engage the reader. The course will focus on interpretation in both oral and written form. The analytical approach presented in this course will prepare students for more advanced classes in literature and culture. The

course aims, then, to expose students to a wide range of Spanish-language texts and encourage learners to create more critical, insightful and engaging readings of texts.

Prerequisite: Take SP 303 or consent of the instructor. Offered: Annual Spring Semester.

SP 306 - Adv Spanish Grammar & Composition (WI) (3)

This course is designed to strengthen students' comprehension and application of the most challenging grammatical structures for second language learners within a meaningful written language context. This objective will be accomplished through a thorough review and practice of problematic grammatical structures, and the application of these structures in writing and discussion sessions. Students will learn to write creatively as well as in both expository and argumentative formats. The course will be conducted in Spanish.

Prerequisite: Take SP 204 or equivalent. Offered: Annual Spring Semester.

SP 320 - Spanish for the Professions (3)

This course is conducted in Spanish and is designed for students who have a particular interest in using Spanish in a workplace environment. The selected topic will give students a foundation in the vocabulary of either business, public service or the health professions. The course will aid in the expression of basic concepts in Spanish along with expressions of non-verbal communication and cultural norms. It will cover specific career/vocation-oriented information related to the field in Spanish. Additionally, the course will address the importance of cultural awareness and sensitivity in the context of international discourse. This course is conducted in Spanish. Offered at the discretion of the department.

Prerequisite: Take SP 301 or instructor consent.

SP 350 - Intensive Spanish Immersion Abroad (3)

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.

Prerequisite: Take SP 204.

SP 401 - Topics in Spanish PeninsularCult/Lit-GD (3)

This course provides a topical study of peninsular texts written in the Spanish-language tradition. According to the chosen topic, the course will cover historical and cultural elements of nation formation and imperialism, religious influences of Catholicism and Islam, the rise and fall of chivalry, modern literary movements such as romanticism, realism, naturalism, the Generation of '98, the Generation of '27, the Avant-garde, Civil War and Francoism, post-modernism and contemporary narrative. The course will focus on developing techniques for analytical reading and for argumentative writing in Spanish. It will also give students opportunities to practice and improve textual interpretation in both oral and written form.

Prerequisite: Take SP 303, SP 305, and SP 306. . Offered: Odd Year Spring Semester.

SP 403 - Topics in Latin Am Culture & Lit I (GD) (3)

This class will introduce readings of poetry, prose narrative, essay, and drama depending on a selected topic, exploring literature in relation to its historical and cultural contexts. The course will focus on developing techniques for analytical reading and for argumentative writing in Spanish. It will also give students opportunities to practice and improve textual interpretation in both oral and written form.

Prerequisite: Completion of SP 303, SP 305 and SP 306. . Offered: Annual Fall Semester.

SP 404 - Latin Am Lit & Culture II(GD)or (ND) (3)

This class will introduce readings of poetry, prose narrative, essay, and drama depending on a selected topic, exploring literature in relation to its historical and cultural contexts. The course will focus on developing techniques for analytical reading and for argumentative writing in Spanish. It will also give students opportunities to practice and improve textual interpretation in both oral and written form.

Prerequisite: Take SP 305 or consent of instructor. Offered: Even Year Spring Semester.

SP 410G - Topics in Spanish & Latin American Film (3)

Students will view various Spanish and Latin American films produced during the second half of the 20th Century and the beginning of the 21st Century and considering these cultural productions in conjunction with readings on current events affecting the Hispanic World concerning social issues, artistic and aesthetic production and theoretical considerations of filmmaking. During classroom activities and discussions, students will analyze texts and films in terms of their subject matter, cinematic and technical style, historical and contemporary resonance, critical and popular reception, the filmmakers' background and vision, and secondary critical sources. Students will engage with the presented material through class discussion, oral presentations as well as producing a final analytical paper in Spanish. This course is taught in Spanish.

Fulfills Global or National Diversity requirement depending on topic.

Taught Fall, Even.

Prerequisites: SP 303, SP 305 and SP 306 or permission of the instructor.

Prerequisite: Take SP 303, SP 305 and SP 306 or instructor consent. . Offered: Even Year Fall Semester.

SP 410N - Topics in Spanish & Latin American Film (3)

Students will view various Spanish and Latin American films produced during the second half of the 20th Century and the beginning of the 21st Century and considering these cultural productions in conjunction with readings on current events affecting the Hispanic World concerning social issues, artistic and aesthetic production and theoretical considerations of filmmaking. During classroom activities and discussions, students will analyze texts and films in terms of their subject matter, cinematic and technical style, historical and contemporary resonance, critical and popular reception, the filmmakers' background and vision, and secondary critical sources. Students will engage with the presented material through class discussion, oral presentations as well as producing a final analytical paper in Spanish. This course is taught in Spanish.

Fulfills Global or National Diversity requirement depending on topic.

Taught Fall, Even.

Prerequisites: SP 303, SP 305 and SP 306 or permission of the instructor.

Prerequisite: Take SP 303, SP 305 and SP 306 or instructor consent. . Offered: Even Year Fall Semester.

SP 415 - Spanish Lab Coordinator Internship (1)

Students who enrolled in this course must have a high-intermediate level of speaking proficiency in Spanish or by consent of the Spanish lab faculty supervisor. By participating as a lab coordinator for first- and/or second-semester Spanish classes, students conducting these labs will earn up to one credit per semester, with a maximum of two credits per academic year. Labs will meet every week for 50 minutes throughout the semester. The lab coordinator will function as a mediator in the group to promote language acquisition in order to facilitate and help improve the oral production and communication of the students.

SP 425 - Spanish Internship (1.00 - 9.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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 intership coordinator at the Career Services Office.

SP 485 - Independent Study (1.00 - 3.00)

The Independent Study form is available in the Registrar's Office or MyCaroll Document Center. Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

SP 491 - Spanish Capstone (1.00 - 3.00)

Students will work with their major advisor on a final project. These projects may include an internship, writing or performance of a dramatic work, or a written research paper with approval from the student's advisor. The final project will be presented to a public audience in a formal or informal setting. The student will work with the Spanish Program faculty to organize, prepare and present their project. This course is offered as needed at the discretion of the department and should be taken during the final semester of a student's senior year. This course is required for graduation from the Spanish Program. 1-3 Credits depending on Project.

SP 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

TESL - Teach Eng to Speakers Oth Lang

TESL 391 - TESOL: Methods/Appl: Listening/Spkg(GD) (3)

In this course, students will gain a greater understanding of the theory and practice of teaching listening and speaking to non-native English speakers. Students will learn about past and current teaching methods, become familiar with current research in the field and learn how to create original teaching materials for the ESL/EFL classroom.

Offered: Odd Year Fall Semester.

TESL 392 - TESOL:Meth/Applic:Reading/Writing WI GD (3)

In this course, students will gain a greater understanding of the theory and practice of teaching reading, writing and grammar to non-native English speakers. Students will learn about past and current teaching methods, become familiar with current research in the field and learn how to create original teaching materials for the ESL/EFL classroom.

Prerequisite: Take TESL 391;. Offered: Even Year Spring Semester.

TESL 394 - Methods of Teaching ESL/EFL (WI) (4)

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. Stu-dents will learn how to design effective and creative materials to put theory into practice.

Prerequisite: Take LL 220. (or can be taken concurrently, see Registrar's Office to do this.). Corequisite: Take LL 220. Offered: Even Year Spring Semester.

TESL 485 - Independent Study (1.00 - 6.00)

Offered: Annual Fall & Spring Semesters.

TESL 499 - Senior Thesis (3)

Offered: Annual Fall & Spring Semesters.

TH - Theology

TH 101 - Theological Foundations (3)

An introduction to the study of theology in the 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.

Offered: Annual Fall & Spring Semesters.

TH 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Prerequisite: Take TH-101. Offered: NULL.

TH 201 - Church and Worship (3)

An analysis of the Church as a community of believers and a social institution; a study of church liturgy and sacra-ments.

Prerequisite: Take TH 101. Offered: Odd Year Spring Semester.

TH 202 - The Gospel According to Harry Potter (3)

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.

Prerequisite: Take TH 101.

TH 205 - Theology and Film (3)

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.

Prerequisite: Take TH 101.

TH 206 - American Cinema & Catholic Imagination (3)

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 sac- ramentality, 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.

Prerequisite: Take TH 101.

TH 210 - Catholicism: Explor From Vatic I to Pres (3)

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. All interested students are welcome.

Prerequisite: Take TH 101.

TH 211 - Comparative Religion(GD) (3)

A study of the origins and beliefs of major world religions in historical contexts.

Prerequisite: Take TH 101. Offered: Odd Year Fall Semester.

TH 212 - Women Mystics (3)

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.

Prerequisite: TH 101;. Offered: Even Year Fall Semester.

TH 215 - Exploring Christian Spirituality (3)

What is spirituality? What is Christian spirituality? What is its role in the lives of Christians today? These are just a few of the questions this course will take up. The course explores the various spiritual traditions and practices that have shaped the lives of Christians over the centuries. The first part of the course will seek to define spirituality, both as a lived experience and as an academic field. The second part of the course will engage selections from a variety of classic Christian spiritual sources including Sacred Scripture, St. Augustine, St. Benedict, St. Francis and St. Clare, Julian of Norwich, St. Hildegard of Bingen, St. Ignatius of Loyola, St. Theresa of Avila and St. John of the Cross. The final part of the class will examine the ways that Christian spirituality can inform our understanding of contemporary issues; these include sexuality, ecology, interreligious dialogue, and political action. Students will engage texts from a variety of contemporary Christian spiritual writers such as Thomas Merton, Desmond Tutu, Dorothy Day, Martin Luther King, Jr., Sr. Simone Campbell, Anne Lamott, and Gustavo Gutierrez. In addition, students will reflect critically on the possibilities and limitations of the various spiritual traditions and practices so that they might be able to determine for themselves the value and role of Christian spirituality in today's world.

Prerequisite: Take TH 101. Offered: Odd Year Fall & Spring Semesters.

TH 216 - Violence & Atonement (3)

Atonement, as celebrated weekly during the Eucharistic Mass or other equivalent celebrations, stands as a central doctrine to the Catholic Church and the Christian world. The problem with the doctrine, however, is that it has come to be interpreted almost exclusively through an ill-advised and even heretical model called 'penal substitutionary theory,' This class will not only call into question and overcome penal substitutionary theory, it will posit and evaluate a number of other atonement models that the Church has historically taken seriously. Moreover, it will spend a lot of time both understanding and evaluating one form of atonement in particular, which we can call the 'anti-scapegoat' model, which at least fits the truth-criterion that must lie at the bottom of any model of atonement: that the ground of peace which founds the Church must come in and as peace to us.

Prerequisite: Take TH 101.

TH 220 - Moral Theology (3)

An introduction to moral decision making and moral action in light of biblical principles and changing contexts.

Prerequisite: Take TH 101.

TH 222 - Health Care Ethics (3)

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.

Prerequisite: Take TH 101.

TH 231 - Introduction to Old Testament (WI) (3)

This course surveys the historical, literary, cultural and theological heritage in ancient Israel from its earliest beginnings to the start of the Christian era. Attention will be paid to the geographical and historical contexts in which the Jewish scriptures arose, their social setting, political contexts and theological message. Special attention will be devoted to developing the skills necessary to interpret the texts within their own historical context as well as the possibilities that emerge from the text as a literary creation. Students will engage the multiple readings that emerged in subsequent Jewish traditions, New Testament texts and Christian traditions (Roman Catholic and Protestant). Students will acquire the skills to critically engage and interpret some of the most influential sections from the Old Testament based on the ancient context as well as appreciate the multivalent interpretations available to the contemporary reader.

Prerequisite: Take TH 101. Offered: Annual Fall Semester.

TH 236 - Introduction to New Testament (WI) (3)

An overview of the origins, themes, and continuing relevance of the books of the Christian Scriptures, with an emphasis on the four Gospels.

Prerequisite: TH 101. Offered: Annual Spring Semester.

TH 237 - Intro to New Testament (3)

An overview of the origins, themes, and continuing relevance of the books of the Christian Scriptures, with an emphasis on the four Gospels. Does not Fulfill writing intensive requirement. Offered as needed.

Prerequisite: TH 101.

TH 251 - The God Question (3)

This course examines how "the question of God" has taken shape in the history of Christianity and how this question is being asked and re-framed today. Particular attention is given to how the tradition has forged "the God question" in terms of "transcendence"/"immanence" and how since modernity this has come to situate contemporary Christian belief in a new and deeply challenging way. In this context, the course explores contemporary ways of thinking about God that draws out the radicality of faith and its existential imperative to live/engage the God question in the challenges and ambiguities of the postmodern world.

Prerequisite: Take TH 101. Offered: Odd Year Fall Semester.

TH 252 - Theology of the Land (3)

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.

Prerequisite: Take TH 101.

TH 254 - Theology and Science (3)

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.

Prerequisite: Take TH 101. Offered: Annual Fall Or Spring Semester.

TH 258 - TH & Gender:ImagesTradition & Discourse (3)

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 "patriarch-ization" 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: Take TH 101. Crosslisted as: GNDR 258. Offered: Even Year Spring Semester.

TH 261 - Wealth Pov Bible Early Church (3)

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.

Prerequisite: Take TH 101.

TH 263 - Modn Catholic Socl Teach (SL) (3)

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.

Prerequisite: Take TH 101.

TH 264 - Theologies of Liberation(GD) (3)

This course first examines the beginnings of Liberation Theology in Latin America and critically considers how this has both challenged and nour - ished the Christian tradition and the fundaments 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'.

Prerequisite: Take TH 101.

TH 289 - Special Topic (1.00 - 4.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Prerequisite: Take TH-101. Offered: NULL.

TH 289G - Special Topics (1.00 - 3.00)

TH 289N - TH Special Topics (ND) (1.00 - 3.00)

TH 341 - History of Christian Thought: Early Church & Partistics (3)

A study of major Christian doctrinal developments in their historical contexts, from the New Testament era through the Patristics.

Prerequisite: Take any 200 level course or instructor consent. Offered: Odd Year Fall Semester.

TH 342 - HCT: Middle Ages Through Reformation (3)

A study of major Christian doctrinal developments in their historical contexts, from the Middle Ages through the Reformation.

Prerequisite: Take any 200 level course or instructor consent. Offered: Even Year Spring Semester.

TH 343 - HCT: Modernity-Postmodernity (3)

A study of major developments in Christian thinking in their historical contexts, from Modernity through the challenges of Postmodernity.

Prerequisite: Take any 200 level course or instructor consent.

TH 352 - Christology (3)

An analysis of interpretations of Jesus Christ's humanity and divinity, from biblical statements to contemporary explorations.

Prerequisite: Take any 200 level course or instructor consent. Offered: Even Year Fall Semester.

TH 353 - Trinity in Christian Life and Theology (3)

The point of this class will be to explore the complicated but ultimately satisfying and extremely pragmatic doctrine of the Trinity misunderstood by many laity and scholars alike. We will develop a sense of the historical emergence of the doctrine, important and interesting arguments within the doctrine, and some contemporary ecclesial and ethical views.

Prerequisite: Take any 200 level course or instructor consent. Offered: Annual Spring Semester.

TH 371 - Discerning Ministerial Vocation (1)

This course will provide students with a chance to reflect on ministry, its point and purpose, some of the challenges they might face in ministry, and whether ultimately the student wants to take on the responsibility of a 3-credit internship with a ministerial or religiously affiliated institutions in our area. The readings and assignments in this class will pertain to basic questions of ministry and vocation, but we will make numerous site-visits to various institutions in the area.

Prerequisite: TH 101; and 200 level theology course taken prior or concurrent to discernment course. Corequisite: TH 101; and 200-level theology course taken prior or concurrent to discernment course. Offered: Annual Spring Semester.

TH 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Prerequisite: Take TH-101. Offered: NULL.

TH 424 - Ministering Through Vocation (1)

This course will provide the opportunity for pre-professional students to gain credit toward a theology major or minor with an emphasis in ministry. The course will be taken alongside a student's internship, practicum, or clinical as defined by their primary major, adding to that course reflection questions pertaining to theological understandings of vocation and calling.

Prerequisite: Take TH 101 and instructor consent for an internship taken in primary discipline. Offered: Annual Fall & Spring Semesters.

TH 425 - Theology Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience

that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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.

TH 471 - Ministry in Action (2)

This course will be offered as a cohort course in conjunction with the Ministerial Internship (TH 425). It will foster both theological reflection on the nature of ministry and practical reflection on issues involved with ministry. In helping to develop this reflection, the structure of the course will consist of spending one day of the course per week dedicated to each type of reflective thinking. More specifically, the theological reflection will draw upon the pertinent, assigned texts, and the practical will use either the students' direct experiences within their internships or the reflection videos produced in internship curriculum. While the course will be taught from a Catholic perspective, all persons of good will are invited to participate, share, and grow in this course.

Prerequisite: Take TH 101 and TH 371. Offered: Annual Fall Semester.

TH 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

TH 495 - Theology Seminar(WI) (3)

A discussion of selected theological themes or important theologians, with contributions by students and faculty. While required of all theology majors and minors in their junior or senior year, it will also be open to other upper-level students who are non-majors upon the consent of the instructor.

TH 496 - Theology Research Paper Or Project (1)

Theology majors must develop and present for the Department of Theology a theology honor's thesis or a departmental research paper /project. The student will work with a professor in developing and fulfilling this requirement. The paper or project should provide evidence of scholarship in biblical studies, moral theology, church history, doctrine/systematics, or in another field of study as appropriate and approved by the department chair.

Offered: Annual Fall & Spring Semesters.

TH 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

THT - Theatre

THT 104 - Theatre Practicum (1)

Students earn one credit by participating in theatre productions as actors, directors, or technical personnel under the guidance of qualified theatre artists or by participating in an conference or workshop related to theatre. A minimum of 30 hours of participation is required for each hour of credit; enrollment and grading will be arranged at the end of each semester by supervising faculty.

Offered: Annual Fall & Spring Semesters.

THT 111 - Introduction to Acting (3)

This course is an introduction to stage acting designed to introduce the beginning actor to foundational vocal, physical and imagination exercises. The class is designed to develop concentration and movement as well as interpersonal communication skills appropriate for stage performance. The course focuses on basic audition skills.

Offered: Annual Fall & Spring Semesters.

THT 118 - Theatre Appreciation (3)

A course that aims to develop culturally literate citizens through study of theatre. While asking difficult questions about the realities of fine arts in our society, students will develop skills in research for theatre and take on real-world projects related to the stage. This course also requires attendance from a menu of performance opportunities in Helena.

THT 121 - Stagecraft (3)

This is a practical course in stagecraft. This includes construction and design of scenery and properties, stage lighting and sound. Skills involve carpentry, painting, reading design plans, and methods of assembling the set on stage. Participation in current productions is arranged.

Offered: Annual Fall Semester.

THT 160 - Improvisation (3)

This course will free the actor physically and offer 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.

THT 189 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

THT 207 - Comedy Acting (3)

Covering the basics of mime, commedia, clowning and slapstick, this course will have everyone in stitches. A practical course in acting for comedies, the course will focus on tools of comedy and culminate in a laugh-a-second showcase.

Prerequisite: Take THT 111, THT 212 or instructor consent. .

THT 208 - Stage Combat (3)

Covering the basics of stage combat and safety, this course will keep students moving as they learn techniques in swordplay, brawling, and falls. A practical course, the course will focus on the basics and culminate in fully choreographed showcase.

THT 210 - Creative Drama (3)

This course is designed to help teachers and facilitators to learn to use drama as a teaching tool. Perfect for any student, this method particularly helps students who need to engage the material actively to learn it. Through practical exercises in lesson planning and facilitation, students will learn to use drama techniques to teach science, math, literature, social skills, and any other subject you can imagine.

Offered: Annual Spring Semester.

THT 211 - Puppetry (3)

Beginning with a study of the history of puppetry and current performance practice, this course also teaches puppet construction techniques and performance. The course culminates in a Puppet Slam.

Offered: Even Year Spring Semester.

THT 212 - Advanced Acting (3)

An advanced acting course for serious students, this class broadens both the knowledge and experience of acting and acting methods. Students prepare monologues and scenes of various styles, employing in-depth character development and exploring the acting methods of several acting schools.

Offered: Annual Fall Semester.

THT 220 - Scene Painting (3)

A practical course offering instruction in the materials, tools and techniques of scenic artists, as well as a brief 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.

Offered: Odd Year Spring Semester.

THT 221 - Stagecraft II (3)

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.

Prerequisite: Take THT 121 or instructor consent. Offered: Even Year Spring Semester.

THT 222 - Introduction to Stage Design (3)

This course will provide a beginning to design theory in general and then provide students with knowledge and practical work in specific elements of theatre design such as set, light, sound, costume, and makeup design. Subjects covered will include color theory, artistic concepts of shape and line, hand drafting, and collaboration with the entire artistic team.

Offered: Annual Fall Semester.

THT 223 - Costuming (3)

This is a practical course in the art and practice of costuming. Besides learning basic sewing skills, we will costume the current productions and study the evolution of clothing through the ages. Each student will learn how to follow a pattern, and build an article of clothing.

Offered: Annual Fall Semester.

THT 224 - Stage Make-Up (3)

By creating their own make-up portfolio (morgue), the student will learn the hands-on techniques of applying make-up: realistic and fantastic; and different eras and cultures of make-up styles. 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.

Offered: Annual Spring Semester.

THT 248 - History of Film (3)

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.

Offered: Annual Spring Semester.

THT 289 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

THT 305 - Theatre Intensive (1)

Students may receive credit for completing one to two week intensive courses with master teachers. In general, 1 credit is equal to 45 hours of course work.

THT 310 - Women in Theatre (3)

Covering much of the same coursework as the Directing course, this course examines the role women have played in theatre history, and reckons with the current inequality of women leaders in the field. Students will read plays written by female playwrights and will culminate the semester with a staging of a collection of scenes written by women and chosen by the students. This event will be part of the regular Carroll Theatre season.

Offered: Odd Year Fall Semester.

THT 311 - Directing (3)

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. Attention will be given to the collaborative nature of art, and the requisite communication skills of a director. The course will delve into the theories and practice of various directing schools of thought and will culminate in the staging of one act plays as part of the Carroll season.

Prerequisite: Take THT 212 or consent of instructor. Offered: Even Year Fall Semester.

THT 312 - Musical Theatre Acting & Auditioning (3)

An advanced acting course, this class will focus on learning techniques which will grow skills in performance of musical theatre and auditioning both for straight plays and musicals. Beginning with a historical study of the origins of musical theatre and its current practice, it will then shift to scene work and audition preparation which integrate tools taught in class and in readings.

THT 313 - Stage Dialects (3)

An advanced acting course, this class will focus on learning the International Phonetic Alphabet and how to apply it to dialect work, specifically standard American, standard British, and another dialect of the student's choosing. While there will be some

academic work in this course, it will primarily focus on scene work and monologues which integrate tools taught in class and in readings.

Prerequisite: Take THT 212.

THT 314 - Shakespeare in Performance (3)

An advanced acting course, this class will focus on learning techniques which will grow skills in performance of Shakespeare. While there will be some academic work in this course, it will primarily focus on scene work and monologues which integrate tools taught in class and in readings.

Prerequisite: Take THT 212.

THT 318 - History of Theatre I(WI) (3)

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.

Offered: Annual Fall Semester.

THT 319 - History of Theatre II(WI) (3)

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.

Offered: Annual Spring Semester.

THT 322 - Scenic Design (3)

This is a practical study of the scenic design process. The course focuses on collaborating and visualization skills, theatrical design formats, research for scenic design and model building.

Prerequisite: Take THT 222 or consent of instructor. Offered: Even Year Spring Semester.

THT 323 - Lighting Design (3)

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: Take THT 222. Offered: Odd Year Spring Semester.

THT 389 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

THT 403 - Theatre Projects (1.00 - 3.00)

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.

THT 404 - Theatre Projects (1.00 - 3.00)

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.

THT 418 - Theatre for Young Audiences (3)

In graduate seminar style, students will study the history of theatre for young audiences and learn about current practice. Course work includes projects in playwriting, adaptation, puppetry, and creative dramatics.

Offered: Annual Spring Semester.

THT 422 - Advanced Design (3)

THT 422 Advanced Design 3 Cr This course prepares advanced theatre designers to apply for graduate school. Over the course of the semester, students work independently on a major design project and complete a professional portfolio of their work.

THT 425 - THT Internship (1.00 - 6.00)

Internship Programs Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student?s overall growth and professional development. Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. 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 intership coordinator at the Career Services Office.

Offered: Annual Fall & Spring Semesters.

THT 426 - Dramaturgy (WI) (3)

For theatre majors and history students, this course covers dramaturgy, theatre criticism and script analysis. Students will read plays from the current Carroll season as well as other important works of theatre and complete dramaturgical and script analysis projects.

Prerequisite: Take THT 212 or THT 318. Offered: Odd Year Spring Semester.

THT 485 - Independent Study (1.00 - 3.00)

Independent study is open to junior and senior students only. 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 the Vice President for Academic Affairs.

THT 489 - Special Topic (1.00 - 3.00)

Special Topics courses include ad-hoc courses on various selected topics that are not part of the regular curriculum, however they may still fulfill certain curricular requirements. Special topics courses are offered at the discretion of each department and will be published as part of the semester course schedule - view available sections for more information. Questions about special topics classes can be directed to the instructor or department chair.

Offered: NULL.

THT 490 - Theatre Internship (1.00 - 3.00)

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.

Offered: Even Year Fall Semester.

THT 495 - Senior Seminar (1)

This course is designed to help graduating seniors prepare for a career in the arts by providing peer and instructor feedback on resumes and other job materials, educating students on graduate school opportunities, providing advice from career professionals, and giving instruction in job search strategies. The course will require you to build your professional website, create a CV, and prepare resumes.

Prerequisite: Theatre major, or art, music, or theatre minor, or permission of instructor. Offered: Annual Fall Semester.

THT 499 - Senior Thesis (1.00 - 3.00)

The senior thesis is designed to encourage creative thinking and to stimulate individual research. A student may undertake a thesis in an area in which s/he has the necessary background. Ordinarily a thesis topic is chosen in the student's major or minor. It is also possible to choose an interdisciplinary topic. Interested students should decide upon a thesis topic 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 attempted at Carroll College. The thesis committee consists of a director and two readers. The thesis director is a full-time Carroll College faculty member from the student's major discipline or approved by the department chair of the student's major. At least one reader must be from outside the student's major. The thesis director and the appropriate department chair must approve all readers. The thesis committee should assist and mentor the student during the entire project. For any projects involving human participants, each student and his or her director must follow the guidelines published by the Institutional Review Board (IRB). Students must submit a copy of their IRB approval letter with their thesis application. As part of the IRB approval process, each student and his or her director must also complete training by the National Cancer Institute Protection of Human Participants. The thesis is typically to be completed for three (3) credits in the discipline that best matches the content of the thesis. Departments with a designated thesis research/writing course may award credits differently with approval of the Curriculum Committee. If the thesis credits exceed the full-time tuition credit limit for students, the charge for additional credits will be waived. Applications and further information are available in the Registrar's Office.

Offered: Annual Fall & Spring Semesters.

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 fol- lows 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 - Arabic

AR 101MM - Beginning Modern Standard Arabic I (4)

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.

Distribution: PS.

AR 102MM - Beginning Arabic II (4)

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.

Distribution: PS. Prerequisite: AR 101MM or demonstrated proficiency.

AR 111MM - Introduction to Moroccan Arabic(Darija) (1)

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.

Distribution: PS.

AR 112MM - Intro to Moroccan Arabic(darija) II (1)

Distribution: PS.

AR 201MM - Intermediate Modern Standard Arabic I (4)

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.

Distribution: PS.

AR 202MM - Intermediate Modern Standard Arabic II (4)

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.

Distribution: PS.

AR 301MM - Advanced Modern Standard Arabic I (4)

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.

Distribution: PS.

AR 302MM - Advanced Modern Standard Arabic II (4)

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).

Distribution: PS.

AR 330MM - Arabic for Diplomacy, Intern'l Rel & Pol (3)

Arabic for Diplomacy, International Relations & Politics. 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.

Distribution: PS.

FR French

FR 101MM - Beginning French I (4)

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.

Distribution: PS.

FR 102MM - Beginning French II (4)

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.

Distribution: PS.

FR 201MM - Intermediate French I (4)

This course is based on an innovative, structured and practical method. It is structured around well-articulated activities that allow for a progressive acquisition of a range of linguistic competencies. The objective is to lead the student to confront varied communicative situations by introducing different tasks and soliciting an active participation. While the course is not based on a single theme, the main objective is the acquisition of language skills for increased fluency. The course largely follows the textbook, Tempo 2.

Distribution: PS.

FR 202MM - Intermediate French II (4)

Intermediate French II builds on the competencies acquired in Intermediate French I, revisiting and further developing the learned skills. This course also develops communication skills, allowing students to participate in conversations and demonstrate their linguistic capabilities in terms of being able to speak with a degree of fluency. The course largely follows the textbook, Tempo 2.

Distribution: PS.

FR 301MM - Advanced French I (3)

Learning a foreign language is first and foremost an opening onto the world, or an entryway to a new universe that is at once linguistic, cultural, sociological, literary, etc. By delving deeper into oral comprehension and written French (pulled from multiple sources), students will be able to discover different realities and different points of view. Learning a foreign language is also a tool that allows one to build metaphorical bridges to reach the "Other." Active listening, engaged speaking, and a capacity to clearly express oneself through writing make connections with people from other cultures and language backgrounds possible. Moreover, it is clear that, in today's world, a mastery of several languages is an incalculable advantage on the job market. Based on these premises, this course aims to develop a mastery of diverse components of the French language by means of an action-oriented approach. Following the methods of this pedagogical approach, this course is focused on different projects that reflect concrete learning situations that help students develop French language skills (reading, speaking, listening, and writing). Because the student will be in Morocco while taking the course, the projects will be grounded in a Moroccan context. This will enable them to enrich their understanding of the country, have otherwise unlikely encounters, and practice French in different interactions. The grammar topics will be based on perceived gaps in students' knowledge and will be pursued in collaboration with the professor and students throughout the course.

Distribution: PS.

HI - History

HI 311MM - Gender Studies: The Case of Morocco (3)

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 the19th 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.

Distribution: PS.

IR - International Relations

IR 312MM - Geostrategic Importance of Morocco (3)

The Geostrategic Importance of Morocco in 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.

Distribution: PS.

IR 331MM - The Representation of Geopolitical Confl

Irreconcilable Differences? The Representation of Geopolitical Conflict In Western

Distribution: NULL. Prerequisite: 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. . Offered: Garzon, Miguel | .

IR 332MM - Peace & Conflict Resolution (3)

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.

Distribution: PS.

LAS - Liberal Arts Studies

LAS 310MM - Exploring Moroccan History, Culture & So (3)

Exploring Moroccan History, Culture & 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.

Distribution: PS.

LAS 314MM - Intercultural Development for Students a (3)

Intercultural Development for Students Abroad: Identity 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.

Distribution: PS.

LAS 320MM - Islamic Civilization & Artisti (3)

Islamic Civilization Artistic Expression. 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 tt ascertain a deeper interpretation of Islamic Civilizations.

Distribution: PS.

PO - Political Science

PO 330MM - Islamic Society & Politics (3)

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 tt ascertain a deeper interpretation of Islamic Civilizations.

Distribution: PS.

SO - Sociology

SO 289MM - Morocco: Changes and Cultural Identity (3)

Morocco: Changes and Cultural Identity The course examines the major social, cultural, intellectual, and human rights transformations in Morocco over the last four decades, stressing the undergoing tensions between the secular liberals and conservatives (especially Islamists) across gender, religion, language, and sexual politics all within a context of democratization. It also explores changing identities and the complexity of Moroccan cultural politics. It is based on a balanced combination of the exploration of major academic scholarship from a comparative new academic outlooks and multi-disciplinary perspectives, along with an insight into the lives and experiences of Moroccans. Above all, it traces the blended trajectories and trends in Moroccan society and culture, stressing the pressuring challenges to Moroccan national identities posed by globalization, attempts at democratization, secularism, conservatism, and fundamentalism. This course is also designed to understand male-female dynamics, sexual politics, youth culture, and ethnicities in literature, philosophy, anthropology, popular culture, politics, religion, human rights, and sociology.

Distribution: PS.

SO 389MM - Migration and Transnationalism in Morocc (3)

This course explores different issues related to migration in the Moroccan context and enable students to develop a critical perspective of contemporary mobility. In order to engage intellectually with the topic, students will first be introduced to the context of migration in Morocco (including the legal framework of Moroccan migration policy) in addition to the main concepts of the course: mobility, transnationalism, identity, integration, and human rights. Based on contemporary research conducted in Morocco and abroad, the second part of the course will initially address Moroccan migration (by focusing on internal and circular migration and on gender issues); subsequently « Westerners' » migration (with a particular focus on lifestyle and family migration); and lastly Sub-Saharan migration (by raising issues related to social perceptions, borders and humans rights). In addition to a conceptual and ethnographical understanding, the course will offer students the possibility to relate to the subjects on a more personal level through practical activities: group discussions, meetings with migrants and activists, documentaries, and a visit to an association that works with immigrants among other activities. Finally, students will have the opportunity to work on, and to present a research project related to migration to/from Morocco.

Distribution: PS.

TH - Theology

TH 321MM - Three Religions, Three Peoples, One God (3)

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.

Distribution: PS.

ISA Internships

In an effort to support the internationalization of American education, Carroll College has agreed to serve as the University of Record for American stu- dents who enroll as visiting, non-degree seeking students at Carroll College and participate in ISA Internship programs offered through International Studies Abroad (ISA).

SA 425 - International Internship (6)

This internship provides students an opportunity to experience and understand cross-cultural differences and intersections by engaging in an internship in an international setting. Students will serve in their placement a minimum of 32 hours per week for 8 weeks. In addition to the practical experience at the host organization, interns will be expected to gain knowledge and skills specific to their internship placement, evaluate the experience from a scholarly perspective and reflect upon the cultural experience from an analytical and personal perspective. Their learning will be assessed through written assignments, a syllabus quiz, placement activity plans and evaluations by the site supervisor. Students' responsibilities at their placement will vary and are dependent upon their relevant experience, language proficiency (when applicable) and academic background.

Distribution: GD. Offered: Annual As Needed.

ISA Service-Learning

SA 250 - Cross-Cultural Immersion (SL) (3.00 - 6.00)

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 ISA Service Learning 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.

Distribution: GD,SL. Offered: Annual As Needed.

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 five 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.

Tuition and Fees

Academic Year 2018-2019 Tuition Rates:

Tuition and fees are adjusted on an annual basis. The following fee schedules are in effect for the 2018-2019 academic year:

Full-time Tuition: per semester	$17,253
Students registered for 12 through 19 semester credits.	
Part-time Tuition: per semester credit	$1,438
Students registered for less than 12 semester credits.	
Overload Tuition: per semester credit	$1,438
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	$791

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 $1,438 for each additional credit.

Advanced College Enrollment (ACE) Tuition:

per semester credit	$50

Dual-enrollment high school student—maximum of two courses (6-8 credits) per semester.

ACE Student Fee per semester	$60
Course and lab fees apply	

Carroll Early Access (CEA) Tuition:

per semester credit	$0 - waived for two-year pilot program

College credit only high school student—maximum of two courses (6-8 credits) per semester.

CEA Student Fee per semester	$60
Course and lab fees 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 program 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 programs	
Full-time students	Over 19 credits, Overload Tuition Fees apply
Part-time students: per semester credit	$650
Summer faculty led programs	
Per semester credit	$650
Certificate Program Tuition:	
Per course	$1,000
Technology fee per semester	$60
Pastoral Ministry Tuition:	
Per course	$500

Summer 2019 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 Experience per credit	$50

Academic Year 2018-2019 Fees:

Student Fee per semester	**$490**
Part time students registered for 6 to 11.99 credits	$245
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)	**$400**

Candidates who receive offers of admission must indicate their intention to enroll by making a non-refundable advance deposit of $400. 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. In addition, students who are from the Helena area (60 miles or closer) and will live at home with their parents or guardians can also qualify for an exception to the Housing and Meal Requirement.

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 and Student Life.
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 (2018-2019):

Saint Charles, Borromeo, and Guadalupe Halls

Single-occupancy room	$2,891
Double-occupancy room	$2,518
Triple-occupancy room (St. Charles/Guadalupe)	$2,518
Deluxe Single	$2,982
Deluxe Double (St. Charles)	$2,920
Deluxe Double (Guadalupe)	$2,982

Trinity Hall

Four-person suite, single bedrooms	$3,048
Four-person suite, double bedrooms	$2,784
Two-person suite, super-single bedrooms	$3,111

Summer 2017 Room Rates:

Per week	$120
Per week while attending summer classes or working on campus	$60

Charges listed are subject to change without notice.

Campus Apartments

The apartments, which opened May 2014, are a great new addition to the on-campus living options. Open to 3rd-year and above students, 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	$1,245 per month (based on unit price)*
2-bedroom	$930 per month (based on unit price)*

*Monthly rent rates dependent upon apartment occupancy (e.g. 3 students in a 3-bedroom apartment = $415/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	$2,472
Halo	225	$250	All students	$2,362
Charlie	190	$325	All students	$2,250
Purple	115	$175	Junior & senior students only*	$1,294
Apartment/ Commuter	70	$200	Apartment residents & commuters only**	$887

*Junior and senior students may also choose Saints, Halo, or Charlie meal plans.

**Apartment residents and commuters may also choose Saints, Halo, Charlie, or Purple 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 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	$20
Program Fee for labs and technology requirements, per semester	$250
Clinical Fee for costs of adjunct faculty, per semester	$340

Engineering Program Fee

per semester $100

Charged to all students in the program except 1st year students

Anthrozoology Program Fee

per semester $350

Charged to all students in ANZ classes 108 and above.

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.

Courses requiring such fees or purchases are published each semester in the course schedule.

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.

Housing Agreement Termination

The Reservation and Housing Agreement will be terminated if the resident withdraws from the college during or at the end of the semester, or is supended or dismissed from the college or the residence halls for disciplinary reasons. Persons not enrolled in classes may not reside in the residence halls. Student must either be taking a minimum of 12 credits or get permission from the Director of Community Living. The student is still responsible for any financial obligations incurred in accordance with this agreement. Rooms are contracted and assigned on the expectation that the student will occupy the room for the Fall and Spring Semesters. Refund and penalties for cancellation or termination of the agreement are as follows:

Between the reservation date and August 4, a cancellation fee of $600 will be posted to the student's account (except in the case of a full withdrawal from the college).

After August 5, if the contract is not fulfilled the following applies:

1. Exceptions granted from Community Living after August 4 will result in a cancellation fee of $600 posted to the student's account.
2. After the first day of occupancy when a student withdraws from the college, room charges are refunded in accordance with the tuition refund policy (See Carroll College Catalog). Students who leave the residence halls for other reasons will not receive a refund.

No refunds will be issued after the last three weeks of any semester.

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**

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 five days prior to the start of each summer session. Students with an unpaid account balance or incomplete registration; 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.

Students are expected to pay course fees and additional tuition upon adding classes after the start of the semester.

The College accepts cash or checks at the Business Office. Tuition payments by electronic check or credit/debit cards must be made on-line. A $3.00 or 2.85% (whichever is greater) service fee applies to tuition payments by credit/debit cards. Cards accepted are Mastercard, Discover, Visa, and American Express. Students make online payments at the Saints Student Account Center. Parents must be set up as an Authorized User by the student in order to make payments online.

Payment Plans

Carroll College offers students an interest-free Five (5) Month Installment Payment Plan for fall and spring semesters. Students enroll in a payment plan online at the Saints Student Account Center. Late enrollments are allowed each semester. A non-refundable $50 set-up fee will be charged per semester agreement. Fall semester installment due dates are July 1, August 1, September 1, October 1, and November 1. Spring semester installment due dates are December 1, January 1, February 1, March 1, and April 1. 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. The terms and conditions of the Payment Plan will be available to the student online when setting up the semester payment plan.

Carroll reserves the right to refuse subsequent semester payment by installment for students who have more than two late payments within a semester.

Students need to enroll in a new payment plan each semester.

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 after the funds are applied. During drop/add week, students with a credit balance may request to use their credit, up to $625, 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, administrative withdrawal, 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.

Withdrawal Date	Refund
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.

Drop Date	Refund
5 days prior to session start date	100% refund
4 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.

Withdrawal Date	Scholarship/Grant Award
Within 1st Week of semester	100% decrease
Within 2nd Week of semester	75% decrease
Within 3rd Week of semester	50% 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 may be 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 may be 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 be immediately withdrawn from classes (see administrative withdrawal from the College (p. 14)); 2) The student will not be able to receive formal grade reports or transcripts; 3) The student will not be able to register for subsequent terms; (4) The student's housing and meal plans may be affected; 5) The student's access to Carroll's computer network may be denied; 6) The student will not receive a diploma upon graduation; 7) The student's debt may be referred to a collection agency; and 8) 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 higher 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.
- The College reserves the right to administratively withdraw a student if appropriate payment or payment arrangements are not made by stated deadlines.
- 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

Fr. Patrick Beretta
Ms. Lisa Bullock
Dr. John Cech, President
Ms. Patricia Chvatal
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Mr. Thomas Downey
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Ms. Sarah Walsh, Vice Chair
Mr. Thomas "Tom" Walsh, Secretary
Mr. William "Bill" War
Mr. Willis Wetstein
Mr. 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, 2012–2017
Rev. Stephen C. Rowan, Interim, 2017–2018
Dr. John Cech, 2018–present

The College Administration

Office of the President

Dr. John E. Cech	President of Carroll College B.S., 1985, Montana State University-Billings M.A., 2001, Regis University Ph.D., 2010, Walden University
Dr. Dawn Gallinger	Executive Director of Planning
Dr. Christopher Fuller	Assistant to the President for Mission Integration and Effectiveness; Director of the Hunthausen Center for Peace and Justice
Brandy Sanders	Executive Assistant to the President
Dominick Speranza	Data Analyst/Reporting Specialist

Academic Affairs

Catherine Day	Interim Vice President for Academic Affairs B.A., 1977, College of Great Falls J.C.B., 1980, Catholic University of America
Dr. Grant Hokit	Interim Associate Vice President for Academic Affairs
Dr. John Ries	Faculty Dean
Cassie Hall	Registrar
Dayle Williams	Associate Registrar
Karla Hokit	Interim Director of the Library
Annette Walstad	Director of Academic Support Services
Kevin Hadduck	Director of Academic Success and Disability Services
Brandy Keely	Director of VA Services and Certifying Official
Cheri Long	Director, Artaza Center for Excellence in Global Education
Shannon Ackeret	Assistant Director, Global Education
Wesley Feist	Assistant Director, Career Services
Jacob Samuelson	Assistant Director, Academic Advising
Dan Case	Academic Technology
Maria Larson	Executive Assistant to Academic Affairs

Enrollment Management and Marketing

Dr. Chato Hazelbaker	Vice President for Enrollment Management and Marketing B.A., 1996, Rocky Mountain College M.A., 2004, Crown College Ed.D., 2014, University of St. Thomas
Cynthia Thornquist	Director of Admission
Janet Riis	Director of Financial Aid
Patty White	Director for Integrated Communication
Sarah Lawlor	Director of Public Relations

R. Tyler Eisbach	Sr. Associate Director, Northwest Regional Office
Michelle Lewis	Associate Director of Admission
Laurie Rodriguez	Associate Director of Admission
Jaime Borrego	Associate Director of Financial Aid
Leslie Olsen	Associate Director of Financial Aid (Loans)
Jeff Wald	Web Manager
Laura Ottoson	Publications Coordinator
Kaycee Gillespie	Admission Counselor
Ted Olenick	Admission Counselor
Elizabeth Zimmerman	Admission Counselor
Lara Thomas	Financial Aid Coordinator

Student Life

Dr. Jim Hardwick	Vice President for Student Life B.S., 1984, Minnesota State University, Moorhead M.Ed., 1993, North Dakota State University Ed.D., 2001, University of Minnesota
Maureen Ward	Director of Community Living
Michael Kimo Ames	Assistant Director of Community Living
Emily Weideman	Assistant Director of Community Living
Patrick Harris	Director of Student Activities and Leadership
Brad Maddock	Assistant Director, Student Activities and Leadership
Kerri Rigsby	Director of the Wellness Center
Denise Smigaj	Nurse Practitioner
Anna Rolando	Associate Director of Counseling Services
Kelli Kerpa	Counselor
Adam Pearlman	General Manager, Sodexo
Ashley Griffin	Program Assistant to Community Living and Facilities

Finance and Administration

Lori Peterson, CPA	Vice President for Finance and Administration and Treasurer B.A., 1987, Carroll College
Loretta Andrews	Director of Campus Computing and Information Technology
Renee McMahon	Director of Human Resources and Administrative Services
Kerry Jensen	Associate Director of Human Resources
Kari Brustkern, CPA	Controller

KaRena Reighard	Assistant Controller
Jennifer Bingham	Business Manager for Finance and Administration
Lori Cano	Manager of the Campus Store (Saints Shoppe)

Advancement

Candace Cain	Interim Vice President for Advancement B.A., 1982, Carroll College M.Ed., 1996, Montana State University–Bozeman
Dan Minor	Interim Associate Vice President for Advancement
Kellie Dold	Director of Annual Giving
Renee Wall	Director of Alumni and Family Relations
Kelsey Fallis	Academic and Advancement Grant Coordinator and Program Administrator
Cindy Everts	Major Gifts Officer
Kristin Williams	Annual Giving Officer
Wendy Tonkovich	OIA Gift Accountant
Jerry Kozak	System Administrator for Development
Claudia Bickel	Director of Advancement Services
Carol Will	Charitable Giving and Stewardship Assistant
Beth Wheeler	Communications and Events Manager for Alumni and Advancement

Athletics

Charles Gross	Athletic Director
Katelyn Nichols	Coordinator for Athletic Marketing
Vacant	Sports Information Director
Kurt Paulson	Head Coach, Men’s Basketball
Rachelle Sayers	Head Coach, Women’s Basketball
Harry Clark	Head Coach, Men’s and Women’s Track and Field
Ryan Utsey	Head Coach, Men’s and Women’s Cross Country; Assistant Coach, Men’s and Women’s Track and Field
James Stanton	Assistant Coach, Men’s and Women’s Track and Field
Mike VanDiest	Head Coach, Football
Tony Arntson	Assistant Coach, Football
Nick Howlett	Assistant Coach, Football
Alexander Kastens	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	Head Athletic Trainer
Kris Ward	Assistant Athletic Trainer

Jeff Birchell	Assistant Athletic Trainer
Steve Jones	Director of Sports Facilities

Campus Ministry

Rev. Marc Lenneman	College Chaplain/Director of Campus Ministry
Dan Thies	Associate Director of Campus Ministry
Deidre Casey	Assistant Director of Campus Ministry

Facilities

Butch Biskupiak	Director of Facilities
Dan Byrd	Assistant Director of Facilities
John Juntunen	Grounds Manager

Department Chairs, 2018-2019 Academic Year

ANTHROZOOLOGY: Dr. Marie Suthers
BUSINESS, ACCOUNTING & ECONOMICS: Dr. Belle Marie
CHEMISTRY: Dr. Caroline Pharr
COMMUNICATION STUDIES: Brent Northup
EDUCATION: Dr. Robert Stansberry
FINE ARTS: Dr. Lynn Petersen
HEALTH SCIENCES: Kelly Parsley
HISTORY: Dr. Jeanette Fregulia
LANGUAGES & LITERATURE: Dr. Debra Bernardi
LIFE AND ENVIRONMENTAL SCIENCES: Dr. Brandon Sheafor
MATHEMATICS, ENGINEERING, COMPUTER SCIENCE & PHYSICS: Dr. Theodore Wendt
NURSING: Karmen Williams
PHILOSOPHY: Dr. Elvira Roncalli
POLITICAL SCIENCE & INTERNATIONAL RELATIONS: Dr. Erik Pratt
PSYCHOLOGY: Dr. Jessica McManus
SOCIOLOGY & ANTHROPOLOGY: Dr. Jamie Dolan
THEOLOGY: Dr. John Ries

Program Directors

ENGINEERING PROGRAMS: Dr. John Scharf
ENVIRONMENTAL PROGRAM: Dr. Patricia Heiser
HONORS SCHOLARS PROGRAM: Dr. William Parsons
HUNTHAUSEN CENTER FOR PEACE AND JUSTICE: Dr. Christopher Fuller
LIBRARY: Karla Hokit
ROTC: Capt. Mark Thompson
THEATRE: Kim Shire

Carroll College Faculty

TRAVIS ALMQUIST (2016)
Assistant Professor of Biology
B.A., 2006, Concordia College
M.S., 2008, North Dakota State University
Ph.D., 2013, Washington State University

LESLIE A. ANGEL (2009)
Associate Professor of Psychology and Anthrozoology
B.A., 2001, Wright State University
M.A., 2003, University of Dayton, OH
Ph.D., 2010, University of Montana

DEBRA BERNARDI (1997)
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

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B.S., 2006, University of Pennsylvania School of Nursing
M.N., 2011, Montana State University College of Nursing

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B.A., 2014, Carroll College
Ph.D., 2018, Montana State University

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M.A., 2003, Boston University
Ph.D., 2012, Boston University

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Instructor of Chemistry
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M.S., 2000, University of Colorado
Ph.D., 2003, University of Colorado at Boulder

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M.B.A., 1996, University of Minnesota

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Associate Professor of Sociology
B.A., 2002, Carroll College
M.A., 2004, University of Arizona
Ph.D., 2009, University of Arizona

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Professor of Fine Arts: Visual Arts
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M.F.A., 1977, University of Puget Sound

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Ph.D., 1976, Tulane University

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M.N., 1984, University of Washington

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B.A., 1981, Oklahoma Baptist
M.A., 1986, Baylor University
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Ph.D., 2013, Indiana University

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Ph.D., 2007, Syracuse University

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C.P.A., C.M.A., C.I.A., C.G.M.A, C.F.E.

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Ph.D., 2015, University of Massachusetts Amherst

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B.S., 2001, University of Notre Dame
M.S., 2004, Northern Arizona University
Ph.D., 2013, Northern Arizona University

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M.S., 2010 Kansas State University
Ph.D., 2013, Kansas State University

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M.A., 2008, Regent College
Ph.D., 2014, Fordham University

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M.A., 1988, Pennsylvania State University
Ph.D., 1993, Pennsylvania State University

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M.A., 1990, University of Denver, Colorado
M.B.A., 2006, Indiana University at Fort Wayne

TERENCE J. MULLEN (1983)
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B.A., 1980, Carroll College
M.S., 1982, Columbia University P.E., 1989

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B.A., 2008, Willamette University
M.S., 2011, Our Lady of the Lake University
M.S., 2013, Colorado State University
Ph.D., 2015, Colorado State University

BRENT NORTHUP (1989)
Professor of Communication Studies\Director of Forensics
B.A., 1968, Whitman College
M.A., 1976, University of Missouri-Columbia

STEFANIE OTTO-HITT (2011)
Associate Professor of Biology
B.S., 2001, SUNY at Stony Brook
Ph.D., 2007, SUNY at Stony Brook

KELLY PARSLEY (2012)
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B.A., 1998, Pennsylvania State University
M.A., 1990, Pennsylvania State University
M.P.H., 2016, University of Montana

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M.A., 1999, University of Toronto
Ph.D., 2007, University of Toronto

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Associate Professor of History
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M.A., 1984, School of Management, Yale University
M.A., 2000, University of Buffalo
Ph.D., 2012, University of Buffalo

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

ANNELIESE POLLOCK RENCK (2017)
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B.A., 2008, University of California–Santa Barbara
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Ph.D., 2014, University of California–Santa Barbara

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B.A., 1976, California State University-Fullerton
M.A., 1979, California State University-Fullerton
Ph.D., 1989, University of California-Riverside

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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
Licentitate, 1989, Katholieke Universiteit Leuven-Leuven, Belgium
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Assistant Professor of Spanish
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Associate Professor of Philosophy
Laurea, 1990, Universita' degli Studi Milano, Italy
Licenciate, 1992, Universite Catholique Louvain-La-Neuve, Belgium
Ph.D., 1998, Universite Catholique Louvain-La-Neuve-Belgium

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Associate Professor of Chemistry
B.S., 2005, University of Alaska Fairbanks
M.A., 2008, Johns Hopkins University
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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

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Professor of English
B.A., 1978, Carroll College
M.A., 1981, Boston College
Ph.D., 1998, University of Massachusetts at Amherst

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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

SHAUN SCOTT (2016)
Associate Professor of Computer Science
B.S., 1990, University of Montana Western
M.Ed., 2004, University of Montana
Ed.D., 2008, University of Montana

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Instructor of Biology
B.A., 1993, University of California, Santa Cruz
M.A., 1997, Colorado University, Boulder

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Professor of Biology
B.A., 1988, Colorado College
Ph.D., 1997, University of Colorado at Boulder

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Assistant Professor of Theatre
B.A., 1995, Seattle Pacific University
M.F.A., 2015, University of Hawai'i at Manoa

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Professor of Philosophy
B.A., 1983, Thomas Aquinas College
Ph.D., 1992, University of Notre Dame

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Associate Professor of Special Education
B.A., 1971 Newberry College
M.A., 1976 Ball State University
Ed.S., 1982 Georgia State University
Ed.D., 1989 University of Georgia

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

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Associate 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)
Professor of Chemistry
B.A., 1986, Manchester College
Ph.D., 1993, Montana State University

ERIC SULLIVAN (2013)
Associate 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

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Professor of Psychology and Anthrozoology
B.S., 1978, The Ohio State University
D.V.M., 1982, The Ohio State University

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Professor of Mathematics, Engineering, and Physics

B.S., 1979, Princeton University
M.S., 1983, Cornell University
Ph.D., 1985, Cornell University

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Instructor of Accounting
B.A., 2002, University of Maine
M.A., 2004, Northern Illinois University
Ph.D., 2010, Washington State University
J.D., 2014, Gonzaga University
M.A., 2016, Gonzaga University

MARK P. THOMPSON (2016)
Assistant Professor of Miltary Science
B.A., 2007, Carroll College

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Assistant Professor of Anthropology and the Environmental Program
B.A., 1985, Colorado State University
M.A., 1986, Colorado State University
Ph.D., 1996, University of Utah

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Instructor of Health Sciences
B.A., 2010, Gonzaga University
M.S., 2012, Montana State University

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B.S., 1980, Brigham Young University
Ph.D., 1989, University of Wyoming

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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

KARMEN WILLIAMS (2016)
Associate Professor of Nursing
B.S., 1994, University of Wyoming
M.S., 2008, Walden University

Professors Emeriti

JOHN ADDIS, Biology
GUIDO BUGNI, Natural Sciences
NATHALIE CAULLIEZ, French
DR. JOHN CHRISTENSON, Biology
LOIS A. FITZPATRICK, Director of Corette Library
EUGENE C. FRANKS, Business
DR. TOMAS L. GRAMAN, Spanish
MSGR. JOSEPH HARRINGTON, Natural Sciences
DR. RICHARD LAMBERT, Philosophy
THOMAS W. HAMILTON, Psychology
JOSEPH W. MUNZENRIDER, Music
JACK E. OBERWEISER, JR., Mathematics
PHILIP B. ROSE, Computer Science and Mathematics
BETHALEE J. SCHOYEN, Business
REV. DANIEL B. SHEA, Classics
DR. MARILYN S. SCHENDEL, Biology and Chemistry
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. ART WESTWELL, Natural Sciences
DENNIS E. WIEDMANN, Political Science
DR. LYNETTE E. ZUROFF, Education

Graduate Programs Bulletin 2018-2019

The Carroll College Graduate Bulletin refers to graduate-specific academic policies, program information, and tuition and fees information. Please refer to the full Carroll College Catalog and the Student Handbook for additional college policies and other important information that applies to both undergraduate and graduate students. Information pertaining to Carroll's accreditation, history and mission, services, and people is found in the full Carroll College Catalog. The Carroll Code of Student Conduct is found in the Student Handbook.

Graduate Level Admission

Applicants for admission to Carroll College graduate programs must hold a bachelor's degree or its equivalent from an accredited and approved institution. Admission to the graduate programs is based on evidence that the applicant will be able to successfully complete a program leading to a post-baccalaureate degree, certificate, or credential in the field to which the student is applying.

Carroll College does not admit applicants on provisional status to graduate programs. However, a department may recommend that an individual take additional courses or examinations for future consideration for admission.

Procedure

Application for admission should be made online at www.carroll.edu. Supporting documentation, such as official transcripts and test scores, must be mailed to:

Office of Admission
Carroll College
1601 North Benton Avenue
Helena, MT 59625

Application Deadlines

Fall Semester: July 1

Spring Semester: December 1

Summer Semester: April 1

CRITERIA FOR ADMISSION TO THE MASTER OF ACCOUNTANCY PROGRAM

1. Evidence of a bachelor's degree in any field from a U.S. or international regionally accredited post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale.
2. Evidence of completion of the Background Curriculum for Master of Accountancy (p. 369).
3. Graduate application and official transcripts per Carroll College Graduate Admissions.
4. Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) (with score converted to comparable GMAT) score of at least 430. Carroll's GRE Designated Institution Code is 4136. The GMAT or GRE may be waived for the following applicants:
   - Professionals with 5 or more years of experience.
   - Carroll College Accounting majors with an overall GPA of at least 3.25 on the last 60 credits.
5. Proof of English for those whose first language is not English: TOEFL (85) or IELTS (7.0). This requirement can be waived on a case-by-case basis or if the student has obtained a bachelor's degree from a US regionally accredited institution and is otherwise admissible to the program.
6. Students may enroll either full-time or part-time in the Master of Accountancy program.

Background Curriculum for Master of Accountancy

Required for students whose undergraduate degree is not in accounting— Carroll courses listed below, or equivalents:

BA 301	Business Law I	3
BA 303	Intermediate Financial Accounting I	3
BA 306	Marketing	3
BA 311	Individual Federal Taxation	3
BA 313	Managerial Finance	3
BA 315	Cost Accounting	3
BA 360	Accounting & Finance Information Systems	3
BA 375	Fundamentals of Management	3
BA 405	Auditing (WI)	3

EC 201	Principles of Economics I	3

Graduate Level Financial Aid

Financial aid administered by the financial aid office is designed to assist students in paying for their expenses associated with earning a graduate degree. Financial aid is available to assist in paying for tuition, fees, books, supplies, and the student's living expenses while enrolled. Students may qualify for Federal Work-Study, and loans only. Graduate students are not eligible for any Carroll College gift aid or tuition benefits.

A graduate program student may be eligible for graduate level, Federal Unsubsidized Stafford Loan limits based on their annual FAFSA results and aggregate loan limits ($20,500 annual limit). First time Stafford Loan borrowers must complete a Federal Direct Stafford Loan, Master Promissory Note (MPN). Graduate students may also be eligible for a Federal Graduate PLUS Loan which is a loan available to graduate students who need extra funding after receiving the annual maximum in Stafford Loans. These are credit based loans. Each year a graduate student may apply for a Graduate PLUS Loan using the online application form at studentloans.gov. First time Graduate PLUS borrowers must also sign a Master Promissory Note (MPN). Federal Work-Study may be available for those that qualify. For information regarding aid at Carroll, view our Federal Loan Financial Aid webpage. (Pending Graduate Program aid approval from the Department of Education, expected September 2018).

Please see the full Carroll College Catalog for the financial aid, student rights and responsibilities and policies specific to federal aid, including Satisfactory Academic Progress and the Return of Title IV Funds.

Graduate Level 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 five 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.

Graduate Level Application Fee (non-refundable) **$55**

This one-time fee is submitted with the initial application

Tuition and Fees

Tuition and fees are adjusted on an annual basis. The following fee schedules for graduate programs are in effect for the 2017-2018 and 2018-2019 academic year:

Master of Accountancy Tuition: per semester credit	$525
Graduate Student Fee: per semester	$100

Fee supports technology, student services, use of Hunthausen Activity Center and access to campus events

Master's Degree Graduation Fee (one-time fee during the final semester)	$100

Room and Board (Optional)

Graduate students have the option to live on campus in the residence halls or apartments. Graduate students residing at the college may choose to have a meal plan.

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. The College does currently allow recent alumni to continue their leases in the Campus Apartments pending availability.

Campus Apartments

The apartments, which opened May 2014, are a great new addition to the on-campus living options. Open to 3rd-year and above undergraduate students as well as graduate students, these two and three-bedroom units require a 12-month lease. Graduate students are able to rent a campus apartment to live with approved same-gender roommates, their spouse and/or dependent children. The unfurnished apartments include stainless steel appliances. Utilities are billed by apartment. Parking permits can be purchased to access campus parking. Apartment renters are required to pay a deposit.

Apartment Rates (2018-2019):

3-bedroom	$1,245 per month (based on unit price)
2-bedroom	$930 per month (based on unit price)

Note: Charges listed are subject to change without notice.

Meal Plans

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	$2,472
Halo	225	$250	All students	$2,362
Charlie	190	$325	All students	$2,250
Purple	115	$175	Junior, Senior and Graduate students only*	$1,294
Apartment/ Commuter	70	$200	Senior, Graduate and Apartment residents and commuters only**	$887

**Junior, Senior, and Graduate students may also choose Saints, Halo, or Charlie meal plans.*

***Apartment residents and commuters may also choose Saints, Halo, Charlie, or Purple 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 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.

See the full Carroll College Catalog for a description of other elective fees such as transcript fee, parking permit, as well as important Payment Information.

Academic Policies for Graduate Students

The academic policies listed below are intended for all graduate level programs; however, specific programs may have additional policies detailed in their section.

Please refer to the full Carroll College Catalog for additional academic policies that apply to both graduate and undergraduate students, including those related to registration, attendance, withdrawal, grading, and grievances, as well as Carroll's Academic Integrity Policy and Family Educational Rights and Privacy Act (FERPA) policy.

Study Load

Students must be registered for 6 graduate level semester credits to be considered full-time. The normal full-time study load can vary between 6-12 credits per semester. Students who officially represent Carroll College by participating in extracurricular, competitive activities, including but not limited to intercollegiate athletics or forensics, must be enrolled in a minimum of 6 graduate credits and may be required to enroll in more for eligibility reasons.

Good Standing and Academic Probation

The grade point average required to maintain good academic standing for graduate students at Carroll College is 3.00. In order to remain in good standing, a student must have a 3.00 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 (3.00 grade point average), the student is not in good academic standing.

After a semester of unsatisfactory work, a student enrolled for 6 or more semester hours will be placed on academic probation; however, acute or significant failure to meet minimum academic standards after one semester may warrant academic suspension. Likewise, 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 vice president for academic affairs, 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 6 or more semester credits. If a total of 6 or more semester credits have been attempted and cumulative grade point average is unsatisfactory (below 3.00), the student will be placed on probation.

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 3.00 standard are considered unsatisfactory. **Please see the full Carroll College Catalog for the financial aid, student rights and responsibilities and policies specific to federal aid, including Satisfactory Academic Progress and the Return of Title IV Funds.**

Restoration of Good Standing

Full-time students (6 Carroll credits or more) on academic probation are restored to good standing when their semester grade point average is 3.00 or above **and** their cumulative grade point average is 3.00 or above when enrolled as a full-time student. A part-time student on probation must complete at least 6 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

Graduate courses may not be taken pass/fail.

Repeating a Course

Students who receive a grade below a "B-" may repeat the course at Carroll. Only grades below a "B-" 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. Grades earned for courses repeated at other institutions and accepted as transfer credit are not calculated into the Carroll College grade point average.

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 "B-" or better in the course; courses taken on a pass/fail basis will not be eligible for transfer.
3. A maximum of 6 graduate semester credits will be allowed to transfer.
4. Grades earned at other institutions are not calculated into the Carroll College grade point average.
5. Any post-secondary coursework taken within 5 years of being admitted or readmitted to the campus will be included in the

transfer analysis.*

6. Coursework that falls outside the 5 year guarantee period may be included in the evaluation, at the discretion of the registrar and appropriate department chair.*
7. Students are responsible for sending an original translated copy of their foreign transcripts directly to the Registrar's Office.

**No graduate credit, from either Carroll College or a transfer institution, older than 10 years at the time of graduation, may be used to fulfill graduate degree requirements.*

Honorary Societies

Sigma Beta Delta

Sigma Beta Delta, an international honor society for business students, was established to honor students who attained superior scholarship and achievements in business programs in schools and colleges with regional accreditation. Sigma Beta Delta signifies wisdom, honor, and pursuit of meaningful aspirations. To be inducted into the society, students must rank in the upper 20 percent of their junior, senior, or master's class and be recommended by faculty officers. Sigma Beta Delta encourages students to distinguish themselves through honorable service to humankind. Carroll College evidences this service through KIVA micro-loans in emerging economies.

Requirements For Graduation

A degree seeking graduate student enrolled at Carroll College may pursue a one-year program leading to the Master of Accountancy.

Catalog Year and Aging of Credits

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 five-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. No graduate credit, from either Carroll College or a transfer institution, older than 10 years at the time of graduation, may be used to fulfill graduate degree requirements.

Graduate Programs

MASTER OF ACCOUNTANCY, MACC

ASHLEY STARK HOPE, D.B.A., CPA
BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE
ANDREW THOMAS, PH.D., JD

MACC Mission Statement

The Business Department's mission is consistent with Carroll College's dual goals of vocation and enlightenment. Inspired by the college's liberal arts traditions, the mission of the MACC is to provide students with the strong ethical foundation and globally informed knowledge and skills necessary for today's dynamic professional environment.

Student Learning Outcomes

Upon successful completion of the Master of Accountancy program, students will be able to:

1. Develop ethically sound organizational strategies by applying different ethical philosophical perspectives to accounting problems in a manner that ensures compliance while promoting operational success and societal well-being.
2. Evaluate and analyze financial reporting conceptual frameworks, principles, and rules for various entities.
3. Examine risk management issues for a variety of entities and design appropriate data analytic plans.
4. Analyze technical accounting problems and formulate solutions using skills and knowledge necessary for professional accountancy as evidenced in the Certified Public Accountant exam.
5. Demonstrate research, analysis, writing, and presentation of complex accounting issues (e.g., ethical and legal issues; tax theory, planning and preparation; fraud prevention and detection; financial reporting including governmental and not-for-profit entities; and ESG issues) for academia and/or the profession.

Curriculum Requirements

To earn the Master of Accountancy degree from Carroll College, the following requirements must be met:

Completion of 30 graduate semester hours

Completion of all program requirements

Achievement of a minimum 3.0 cumulative grade point average

BA501	Professional Ethics & Legal Issues for a	3
BA503	Financial Accounting Theory Research Pra	3
BA506	Advanced Auditing	3
BA507	Advanced Accounting Topics	3
BA510	Not-For-Profit Accounting	3
BA511	Tax Theory, Research, & Practice	3
BA521	Advanced Taxation Topics	3
BA526	Forensic Examination & Data Analytics	3
BA536	Sustainability & Integrated Reporting	3
BA575	Contemporary Issues in Business Environm	3

Notes:

1. *All Master of Accountancy students must earn a grade of "B-" or better in all required courses.*
2. *With the Department Chair's approval, undergraduate students (regardless of whether or not they intend to pursue the Masters of Accountancy) will be allowed to enroll in the following courses:*

BA506	Advanced Auditing	3
BA507	Advanced Accounting Topics	3

Course Descriptions

Please refer to the full Carroll College Catalog for Common Terms and Course Numbers and Class Cancellation policies. (p. 176)

BA 501 - Professional Ethics & Legal Issues for a (3)

This course examines the professional and legal responsibilities of accountants with emphasis placed on the professional standards for certified public accountants. Legal implications of business transactions and situations that create potential ethical dilemmas are explored. The course hones research and presentation skills. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Summer Semester.

BA 503 - Financial Accounting Theory Research Pra (3)

Financial Accounting Theory, Research, Practice. Financial reporting conceptual frameworks, principles, and rules for various entities are explored in this course. Students are expected to demonstrate knowledge as well as the ability to apply the skills in a variety of financial reporting situations. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Fall Semester.

BA 506 - Advanced Auditing (3)

This course is an in-depth examination of the auditing and attestation standards for both issuers (public companies) and non-issuers (nonpublic companies). Topics include contemporary auditing issues, ethical responsibilities of the auditor, and the ability to research complex situations. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Spring Semester.

BA 507 - Advanced Accounting Topics (3)

Complex issues in contemporary financial reporting including business combinations, partnerships, and international transactions are explored. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Fall Semester.

BA 510 - Not-For-Profit Accounting (3)

This course examines unique aspects of not-for-profit entities along with the related reporting intricacies. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Spring Semester.

BA 511 - Tax Theory, Research, & Practice (3)

In-depth coverage of federal income tax theory and practice related to individual, partnership, and corporate tax issues. The course hones research and presentation skills in addition to application of tax law to a variety of complex tax situations. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Fall Semester.

BA 521 - Advanced Taxation Topics (3)

This course explores complex tax issues with particular focus on federal income tax law related to trusts, estates, and gifts. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Fall Semester.

BA 526 - Forensic Examination & Data Analytics (3)

Fraud motivation, forensic auditing tools and techniques, and legal issues are examined in this course. The course includes data analytics as applied to forensic investigations and financial reporting issues. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Spring Semester.

BA 536 - Sustainability & Integrated Reporting (3)

This course explores contemporary issues related to the integration of social responsibility, environmental issues, and long-term profitability in an entity's reporting. GRI sustainability reporting guidelines, the IIRC framework, and the environmental, social, and governance (ESG) standards of the SASB are examined. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Summer Semester.

BA 575 - Contemporary Issues in Business Environm (3)

Contemporary issues such as governance, globalization, economic concerns, information systems, financial and operational management, and strategic planning are among the topics covered in this course. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Summer Semester.

Index

2018-2019 Academic Catalog 3
3-2 Engineering, Major in Engineering Mathematics, B.A. 98
A. Initial Procedure 26
Academic Advising 7
Academic Affairs 7, 356
Academic Computing 50
Academic Grievance Policy 9
Academic Integrity Policy 25
Academic Policies 9
Academic Policies for Graduate Students 371
Academic Resource Center 7
Academic Support Services 7
Acceptance into the Teacher Education Program 92
Accepting Financial Aid 41
Accounting 58
Accounting Minor 59
Accounting, B.A. 58
Accreditation 4
Additional Student Departments 52
Administrative Withdrawal from the College 14
Admission 30
Admission into a Major Program of Study 33
Admission to Public Health and Health Sciences Internship Program 124, 152
Admission to Student Teaching 93
Admissions Deadlines and Notifications 33
Advanced Placement 31
Advanced Placement Program 17
Advancement 358
Alpha Kappa Delta 22
AN - Anthropology 176
Anthropology 59
Anthropology Minor 60
Anthrozoology 60
Anthrozoology Minor 62
Anthrozoology Program Fee 350
Anthrozoology, B.A. 61
ANZ - Anthrozoology 179
Appeals 354
Application Deadlines 369
Application for Degree 24
AR - Arabic 341
ART - Art Visual Arts & Theory 184
Arts Management and Administration Minor 117
AS - Astronomy 186
Associate of Arts Degree 56
Athletic Facilities 36
Athletics 36, 358
Attendance Policy Addressing Absences due to College Sanctioned Activities 9
Auditors 34
B. Appeal Procedure 27
BA - Business and Accounting 187
Bachelor's Degree 54
Bankruptcy 353
BI - Biology 194
Biochemistry/ Molecular Biology 63
Biochemistry/ Molecular Biology, B.A. 63
Biology 64
Biology for Secondary Education Minor 67
Biology for Secondary Education, B.A. 65
Biology Labs 8
Biology Minor 67
Biology, B.A. 64
Bishop Gilmore Memorial Award 22
BMB - Biochemistry Molecular Biology 201
Borromeo Award 22
Burden of Proof 28
Business Administration 68
Business Administration Minor 71
Business Administration with an Area of Concentration, B.A. 69
Business Administration, A.A. 71
Campus Apartments 371
Campus Ministry 359
Campus Visit 34
Career Enhancement Certificate 17
Career Services 7
Carroll Code of Student Conduct 52
Carroll College Core Curriculum 24
Carroll College Faculty 359
Carroll College Mission Statement 4
Carroll Early Access and Advanced College Experience 17, 34
Carroll Scholarships and Awards for Transfer Students 43
Carroll's Vision 4
Catalog Disclaimer 6
Catalog Year and Aging of Credits 373
CH - Chemistry 201
Change of Address and/or Name 16
Chemistry 73
Chemistry for Secondary Education Minor 75
Chemistry for Secondary Education, B.A. 74
Chemistry Labs 8
Chemistry Minor 75
Chemistry, B.A. 73
Civil Engineering Lab 8
Civil Engineering, B.S. 95
Class Attendance 9
Classical Studies 76
Classical Studies Minor 77
Classical Studies, B.A. 77
Classification 11
CLST - Classical Studies 206
CO - Communication Studies 207
Code of Conduct and Classroom Deportment 9
College Level Examination Program 17
College-Related Federal Tax Provisions 44
Commencement 24
Communication Studies 78
Communication Studies Minor 79

Communication Studies, A.A. ... 80
Communication Studies, B.A. ... 79
Community Living (Student Housing and Conduct) ... 51
Competency Requirement
All Education Options ... 95
Comprehensive Examinations ... 24
Computer Information Systems Minor ... 85
Computer Information Systems, B.A. ... 83
Computer Science ... 81
Computer Science Minor ... 82
Computer Science, A.A. ... 83
Computer Science, B.A. ... 81
Confidentiality ... 28
CONS - Consortium ... 214
Constitutional Studies Minor ... 147
Content Knowledge Requirement ... 94
Conversion to Degree Candidacy ... 34
Core Curriculum–Associate of Arts Degree ... 56
Core Curriculum—Bachelor's Degree ... 55
Core Themes ... 5
Correction of Education Records ... 39
Counseling Services ... 51
Course Changes After Registration/Add–Drop ... 13
Course Descriptions ... 176, 374
Credit and Grade System ... 11
Credit by Challenge Examination ... 18
Credit for Military Experience ... 17
Criteria for Admission to the Master of Accountancy
Program ... 369
CS - Computer Science ... 214
Data Science ... 85
Data Science Minor ... 87
Data Science, B.A. ... 86
Dean's Honor List ... 21
Default/Collection ... 353
Definitions of Terms ... 37
Degree Candidates ... 30
Degree Requirements ... 54
Delta Epsilon Sigma ... 22
Department Chairs, 2018-2019 Academic Year ... 359
Deployment Policy for Students Called to Active Military
Service ... 15
Digital Copyright Restrictions ... 50
Directory Information ... 39
Disclosure of Education Records ... 38
Dishonored Check Policy ... 354
DS - Data Science ... 218
Duration of Eligibility (Pace progression) ... 45
E0000 ... 275
Early College Program ... 31
EAS - Earth Science ... 219
EC - Economics ... 220
Economics Minor ... 71
ED - Education ... 222
Education ... 87
Education Abroad Programs ... 172
Education Advisory Board ... 95
Education Lab ... 8
Education Records ... 38
Educational Facilities ... 8
Elementary Education K-8 and Special Education K-12,
B.A. ... 89
Elementary Education, B.A. ... 87
Eligibility Requirements for Carroll Aid ... 40
Eligibility Requirements for Federal Aid ... 40
Enduring Commitments ... 4
Engineering ... 95
Engineering Program Fee ... 350
Engineering Science, B.S. ... 97
English ... 100
English Education—Broadfield, B.A. ... 103
English Literature for Secondary Education, B.A. ... 102
English Literature, B.A. ... 101
English Minor ... 105
English Writing Minor ... 105
English Writing, A.A. ... 105
English Writing, B.A. ... 104
English, A.A. ... 105
ENGR - Engineering ... 228
ENLE - English Lang, Criticism & Educ ... 235
ENLT - English Literature ... 236
Enrollment and Registration ... 9
Enrollment Management and Marketing ... 356
Enrollment Procedure ... 34
Enrollment Reservation (Tuition Deposit) ... 33
Entrepreneurship Certificate ... 72
Environmental Outreach and Interpretation, B.A. ... 109
Environmental Policy and Project Management, B.A. ... 108
Environmental Program ... 105
Environmental Science, B.A. ... 106
ENWR - English Writing ... 241
ES - Environmental Studies ... 244
Ethics and Value Studies ... 110
Ethics and Value Studies Minor ... 111
Ethics and Value Studies, B.A. ... 110
European Studies ... 112
European Studies Minor ... 112
Examinations ... 14
Exceptions/Warnings/Appeals ... 46
Extensions of time ... 28
Facilities ... 359
Family Educational Rights and Privacy Act of 1974 as
Amended ... 37
Federal Financial Aid ... 43
Fees for Copies of Records ... 38
Final Examinations ... 14
Finance ... 113
Finance and Administration ... 357
Finance Charge ... 352
Finance, B.A. ... 114
Financial Aid ... 40
Financial Aid Notification ... 41
Financial Aid Satisfactory Academic Progress Policy ... 44
Fine Arts ... 115
Fine Arts Minor ... 117
First Year Cohort (FYC) Courses ... 8

FL - Foreign Language 248
Formal Appeal Resolution 28
FR - French 248
FR French 342
French and Francophone Studies 119
French Education (K-12) Minor 120
French Minor 120
French, B.A. 119
Freshman Admission 30
Freshmen students entering in academic year 2018-201942
G 275
Gender Studies 121
Gender Studies Minor 121
General Financial Information 354
General Requirements 30
Geographic Information Systems Certificate 85
GIS - Geographic Information Systems 253
GK - Greek 254
GNDR - Gender Studies 255
Good Standing and Academic Probation 12, 372
Grade Change Policy 14
Grade Points and Academic Average 12
Grade Reports 14
Graduate Level Admission 369
Graduate Level Financial Aid 370
Graduate Level Tuition, Fees and Payment 370
Graduate Programs 373
Graduate Programs Bulletin 2018-2019 369
Graduation with Distinction Policy 21
Graduation with Honors Policy 21
Grievance Policy to Appeal a Final Grade 12
Health Sciences 122
Health Sciences, B.A. 123
Health Services 51
HI - History 257, 343
History 124
History and Political Science for Secondary Education .. 127
History and Political Science for Secondary Education, B.A. 127
History for Secondary Education Minor 126
History for Secondary Education, B.A. 125
History Minor 126
History of Carroll College 4
History, B.A. 125
History, Political Science, and Social Studies for Secondary Education 128
History, Political Science, and Social Studies for Secondary Education, B.A. 129
HNR - Honor Scholars Program Courses 265
Home School Applicants 31
Honorary Societies 22, 373
Honors and Awards 21
Honors Scholars Program 173
Housing and Meal Requirement 53
HS - Health Sciences 266
Hunthausen Activity Center 51
ILC - Integrative Learning Course 269
Independent Study 14
Indicators of Progress 45
Information Technology 50
Institutional Animal Care and Use Committee 20
Institutional Review Board 20
International Baccalaureate 31
International Baccalaureate Program 18
International Leaving Exams 18, 31
International Relations 130
International Relations Minor 131
International Relations, B.A. 130
International Student Admission 32
Internship Program 175
Interpretation of Letter Grades 11
Introduction 4
IR - International Relations 270, 343
ISA Internships 346
ISA Meknes, Morocco Study Site 341
ISA Service-Learning 346
ITAL - Italian 272
LA - Latin 272
Lambda Pi Eta 22
Language Placement 18
LAS - Liberal Arts Studies 273, 344
Latin American Studies 132
Latin American Studies Minor 132
Leadership Studies 133
Leadership Studies Minor 133
Learning Research Laboratory 8
Library 8
LL - Linguistics 275
MA - Mathematics 276
Majors, Minors and Certificate Programs 58
Marketing Minor 72
Master of Accountancy, MACC 373
Mathematics 133
Mathematics for Secondary Education, B.A. 136
Mathematics Minor 136
Mathematics with a Cognate Concentration, Minor, or Second Major, B.A. 134
Meal Plans 350, 371
Measurement Standards of SAP 45
Michael W. Murphy Award For Outstanding Collegiate Citizenship 22
Middle School Area of Concentration 92
Military Science and Leadership (ROTC) Program 175
MLAS - Latin American Studies 282
MSL - Military Science 282
Multi-Disciplinary Major 16
MUS - Music 286
Music Minor 117
N 275
New Student Orientation 53
New Student Orientation Fee 350
Non-Degree Students 34
Notice of Nondiscrimination 6
NU - Nursing 289
Nursing 137
Nursing Fees 350

Nursing Labs 9
Nursing, B.S. 138
Office of the President 356
Orientation of New Students 8
Other Carroll Scholarships and Grants 42
Other Fees 351
Pastoral Ministry Certificate 166
Payment Information 351
Payment Plans 352
Payment Policy 351
PH - Public Health 298
Phi Alpha Theta 22
Phi Sigma Iota 23
Phi Sigma Tau 23
Phi Theta Kappa Scholarship for Transfer Students 43
PHIL - Philosophy 294
Philosophy 142
Philosophy Minor 143
Philosophy, B.A. 142
Photograph, Video and Audio Recordings of Students 19
PHYS - Physics 300
Physics 143
Physics for Secondary Education Minor 145
Physics Minor 144
Physics, B.A. 143
PM - Pastoral Ministry 305
PMGT - Project Management 304
PO - Political Science 306, 345
Political Science 146
Political Science For Secondary Education, B.A. 147
Political Science Minor 148
Political Science, B.A. 146
Pre-Law Program 167
Pre-Medical and Pre-Dental Programs 167
Pre-Occupational Therapy Program 168
Pre-Optometry Program 169
Pre-Pharmacy Program 169
Pre-Physical Therapy Program 169
Pre-Physician Assistant Program 170
Pre-Professional Programs 167
Pre-Veterinary Program 170
Private Scholarships 44
Procedure 369
Procedure to Inspect Education Records 37
Procedures for Adjudicating Violations of the Code of Academic Integrity 26
Professors Emeriti 367
Program Directors 359
Program, Laboratory, Course, and Workshop Fees 350
Project Management Certificate 72
Psi Chi 23
PSY - Psychology 311
Psychology 148
Psychology for Secondary Education Minor 150
Psychology Minor 150
Psychology, B.A. 149
Public Health 150
Public Health Minor 152
Public Health, B.A. 151
Public Relations 152
Public Relations Minor 154
Public Relations with an Area of Concentration, B.A. 153
Purpose 47
Raymond G. Hunthausen Outstanding Collegiate Citizenship Award 22
Reading 154
Reading (K-12) Minor 154
Readmission 33
Record of Requests for Disclosure 39
Records 29
Refund and Full Withdrawal from the College 352
Refund of Board 353
Refund of Carroll College Scholarships and Grants 353
Refund of Room 353
Refund Policy 352
Refusal to Provide Copies 38
Repeating a Course 13, 372
Requalification for Federal Student Financial Assistance and Carroll Need-Based Assistance Programs After Failing to Meet SAP Standards. 46
Requirement and Purpose 44
Requirements For Graduation 23, 373
Residence Requirements 24
Restoration of Good Standing 13, 372
Return of Credit Balances 352
Return of Federal Funds Policy 353
Return of Federal Title IV Funds Policy 47
Right of Carroll College to Refuse Access 37
Room and Board (Optional) 370
Room and Board Requirement for Living on Campus 348
SA - Study Abroad 316
SAP Measurement Date 45
Scholarships and Awards 42
School of Record Courses 341
Secondary Education Requirements 90
Senior Thesis Policy 21
Sigma Beta Delta 23
Sigma Tau Delta 23
Sigma Theta Tau 23
SO - Sociology 317, 345
Social Media Certificate 80
Social Media Minor 80
Social Studies for Secondary Education 155
Social Studies for Secondary Education, B.A. 155
Sociology 156
Sociology Minor 158
Sociology, B.A. 157
SP - Spanish 324
Spanish 158
Spanish Education (K-12) Minor 162
Spanish Education (K-12), B.A. 160
Spanish Minor 162
Spanish, B.A. 159
Special Education 163
Special Education (K-12) Minor 163
Special Programs 172

SPED - Special Education 322
Student Activities and Leadership 52
Student Life 51, 357
Student Life Departments 51
Student Life Expectations 52
Student Notification of SAP Decisions 45
Student Qualification for Student Offices and Honors 53
Student Responsibilities 41
Student Responsibility 19
Student Right to Know 37
Student Teaching Placement 93
Students Subject to SAP Measurement 45
Students with Disabilities Statement 19
Study Load 11, 371
Teacher Development Portfolio 93
Teacher Education Policies 92
TESL - Teach Eng to Speakers Oth Lang 328
TH - Theology 329, 345
The Board of Trustees 355
The College Administration 356
The Details 47
The Major 16
The Minor 16
The Pass/Fail Grade 13, 372
The People of Carroll College 355
The Presidents of Carroll College 355
The Process—General 47
Theatre Minor 118
Theatre, B.A. 116
Theology 164
Theology Minor 165
Theology, B.A. 164
Theta Alpha Kappa 23
THT - Theatre 335
Transcript of Credit and Record 19
Transfer Admission 31
Transfer of Credit 18, 32, 372
Transportation 95, 155, 164
Tuition and Fees 347, 370
Tuition, Fees and Payment 347
TV Production Minor 80
W275
Waivers 28
Withdrawal 353
Withdrawal from the College 14