2021-2022 ACADEMIC CATALOG

Carroll College, Helena, Montana

Welcome to the 2021-2022 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).

Table of Contents

INTRODUCTION **3**
ACADEMIC AFFAIRS **12**
ADMISSION **33**
ATHLETICS **39**
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 AS AMENDED **40**
FINANCIAL AID **44**
INFORMATION TECHNOLOGY **55**
STUDENT ENGAGEMENT **56**
DEGREE REQUIREMENTS **61**
MAJORS, MINORS AND CERTIFICATE PROGRAMS **65**
PRE-PROFESSIONAL PATHWAYS **153**
PROFESSIONAL CERTIFICATES **166**
SPECIAL PROGRAMS **168**
COURSE DESCRIPTIONS **177**
SCHOOL OF RECORD COURSES **361**
TUITION, FEES AND PAYMENT **367**
THE PEOPLE OF CARROLL COLLEGE **375**
GRADUATE PROGRAMS BULLETIN 2021-2022 ..... **389**

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.

Carroll College is authorized to offer post-secondary degree programs in the State of Montana as required by the Montana Code Annotated and the Board of Regents Policy effective August 13, 2014. Carroll College has been approved for participation in the State Authorization Reciprocity Agreement (SARA) which provides a streamlined, reciprocity based process for participating post-secondary institutions to gain approval to offer interstate distance education in SARA member states. More information about the Montana post-secondary educational institution complaint process can be found online at https://mus.edu/MUS-Statement-of-Complaint-Process.asp.

The Civil Engineering and Engineering Science programs are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. On February 22, 2019, the Carroll College Board of Trustees, through a campus-wide program prioritization process, discontinued the Engineering Science program. Effective Fall 2019, new students will not be admitted to the program. Current Engineering Science students will be taught to graduation with an accredited degree.

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.ccneaccreditation.org*). 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 of academic affairs or the appropriate academic department.

Professional Licensure Disclosure

Carroll College is authorized to grant educational degrees, and some of these degrees are designed or advertised to meet educational requirements to obtain a specific federal, state, or professional licensure or certification that is required for employment in an occupation. Licensure requirements may differ depending on what state or territory an individual is seeking employment. In order to inform prospective and current students on which programs meet state licensure requirements, Carroll College is required to maintain and update this Professional Licensure Disclosure.

Carroll College is committed to ensuring information about education requirements for licensure or certification are up to date. Despite our efforts, state licensing boards or certification organizations may change their requirements without notifying Carroll College. In addition, there may be further requirements such as background checks, professional exams, finger prints, years of experience, or probationary periods. If you intend on gaining professional licensure/certification in a state other than Montana, Carroll College strongly encourages you, before beginning an academic program, to contact the relevant licensing entity and obtain information regarding the specific requirements in that state. Furthermore, some states require authorization prior to a student beginning clinical or field experience. Please speak with your program director or internship/clinical/field experience coordinator if you intend to obtain that experience in a state other than Montana.

All prospective and currently enrolled students are encouraged to review the relevant professional licensure disclosure for the state they intend to live and the Carroll program they are seeking to complete. Carroll College defines prospective students as degree or credential seeking students who have applied for admission to Carroll College, but have not yet enrolled. While our

programs are designed to meet the educational requirements for licensure in Montana, the College is not the professional licensure or certification organization. State professional licensing boards make the ultimate determination, based on their regulations and requirements, if an individual is qualified and eligible to practice within their jurisdiction.

The most up-to-date program specific professional licensure information is published on Carroll College's professional licensure webpage: https://www.carroll.edu/academic-affairs/professional-licensure. Currently, information is available for Accounting, Education, Engineering, Financial Planning, Nursing, and Social Work.

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

Notice of Nondiscrimination

Carroll College prohibits unlawful discrimination in employment and all education programs and activities on the basis of race, color, national origin, age, physical or mental disability, marital status, gender identity, sexual orientation, creed, religion, or sex. In the case of religion and creed, 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.

Carroll College admits students of any race, color, national origin, age, physical or mental disability, marital status, gender identity, sexual orientation, creed, religion, or sex 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 student admissions, recruitment, academic programs, research, occupational training, housing, 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.

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, color, national origin, age, physical or mental disability, marital status, gender identity, sexual orientation, creed, religion, or sex.

In addition, Carroll College complies with the 2020 U.S. Department of Education's Office of Civil Rights (OCR) Title IX Regulations, which prohibits discrimination on the basis of sex in any educational programs or activities by recipients of federal financial assistance, including Carroll College. Inquiries concerning Title IX 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 Coordinators are:

Annette Walstad, Dean of Students
Borromeo Hall
406-447-5434
awalstad@carroll.edu

and

Karla Smith, Director of Human Resources
O'Connell Hall
406-447-5501
klsmith@carroll.edu

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.

Catalog Disclaimer

This Carroll College catalog is a document of record issued in 2021 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.

2021-2022 Academic Calendar

The dates included below are accurate as of the publication of the Catalog in August 2021. The official academic calendar for the 2021-2022 school year can be found online at https://www.carroll.edu/academics/academic-calendar.

Fall 2021

AUGUST	22	Sunday	Campus housing opens
	22	Sunday	New Student Orientation begins
	25	Wednesday	Full Semester and 8W-1* Session courses begin
SEPTEMBER	1	Wednesday	Last day to add or drop a course without a "W" on transcript, or select audit status; last day of 100% tuition refund period
	6	Monday	Labor Day, no classes
	8	Wednesday	Census day snapshot, 5:00 p.m.
	9	Thursday	Last day of 75% tuition refund period
	16	Thursday	Last day of 50% tuition refund period; 0% refund period begins Sept 17th
	17	Friday	Last day to designate a course as pass/fail grading
	26	Sunday	Mass of the Holy Spirit, Cathedral of St. Helena
OCTOBER	1	Friday	Senior Thesis Applications for 2021-2022 due
	1	Friday	*New* Fall 2021 Graduation Applications due (for students walking May 2022)
	8-10	Fri-Sun	Homecoming and Family Weekend
	14	Thursday	8W-1 Session courses end
	15-19	Fri-Tue	Fall Break, no classes
	20	Wednesday	Full Semester courses resume, with **Monday classes held on Friday** this week (*meaning classes will run on a WThM schedule*); 8W-2* Session courses begin
	21	Thursday	Mid-semester grades due from faculty, 12:00 noon
	22	Friday	Advising for spring semester begins
NOVEMBER	1-5	Mon-Fri	Selection of spring classes begins
	18	Thursday	Last day to withdraw from a class with a "W" (*For partial-semester courses of shorter duration, the mid-point is the last day to withdraw*)
	24-26	Wed-Fri	Thanksgiving break, no classes
	29	Monday	Classes resume
DECEMBER	1	Wednesday	Graduation Applications due for Spring 2022, Summer 2022, or Fall 2022 graduates participating in May 2021 Commencement ceremony
	10	Friday	Last day of classes (*This is also the last date a student may totally withdraw from all of their classes*)
	13-16	Mon-Thu	Final examinations
	16	Thursday	8W-2 Session courses end
	17	Friday	Campus housing closes, 12:00 noon
	21	Tuesday	Final fall grades due from faculty, 12:00 noon

	27	Monday	Winter Intersession courses begin
JANUARY	14	Friday	Winter Intersession courses end

Fall 2021

official term dates: 8/25/21 - 12/16/21

# Days		**# Class Days & Instructional Weeks**
Monday	14 (borrow 1 from Fri)	71 instructional days total
Tuesday	14	MWF: 42 class days; MW: 29 class days; TTh: 29 class days
Wednesday	15	15 instructional weeks
Thursday	15	1 finals week with 4 days
Friday	13 (give 1 to Mon)	17 calendar weeks

Spring 2022

JANUARY	*14*	*Friday*	*Winter Intersession courses end*
	16	Sunday	Campus housing opens
	16	Sunday	New Spring Student Orientation
	17	Monday	Martin Luther King Day, no classes
	18	Tuesday	Full Semester and 8W-3 Session courses begin
	25	Tuesday	Last day to add or drop a course without a "W" on transcript, or select audit; last day of 100% tuition refund period
	31	Monday	Census day snapshot, 5:00 p.m.
FEBRUARY	1	Tuesday	Last day of 75% tuition refund period
	4	Friday	Last day to designate a course as pass/fail grading
	8	Tuesday	Last day of 50% tuition refund period; 0% refund period begins Feb 5th
MARCH	4	Friday	8W-3 Sessions courses end
	7-11	Mon-Fri	Spring Break
	14	Monday	Full Semester courses resume; 8W-4 Session courses begin
	15	Tuesday	Mid-semester grades due from faculty, 12:00 noon
	16	Wednesday	Advising for fall semester begins
APRIL	4-8	Mon-Fri	Selection of fall classes begins
	12	Tuesday	Last day to withdraw from a class with a “W” (*For partial-semester courses of shorter duration, the mid-point isthe last day to withdraw*)
	15	Friday	Good Friday, no classes
	17	Sunday	Easter Sunday
	18	Monday	Easter Monday, no classes
	19	Tuesday	Classes resume, with **Monday classes held on Tuesday** this week (*meaning classes will run on a MWThF schedule*)
	28	Thursday	Honors Convocation, 12:30 p.m.
	29	Friday	Student Undergraduate Research Festival – SURF sessions in lieu of classes
MAY	2	Monday	Final senior theses due to Corette Library
	6	Friday	Last day of classes (*This is also the last date a student may totally withdraw from all of their classes.*)
	9-12	Mon-Thu	Final examinations
	12	Thursday	8W-4 Session courses end
	13	Friday	Campus housing closes for non-graduates, 12:00 noon
	14	Saturday	Baccalaureate & Commencement
	15	Sunday	Campus housing closes for graduates, 12:00 noon
	19	Thursday	Final spring grades due from faculty, 12:00 noon

Spring 2022

Official term dates: 1/18/22 – 5/12/22

# Days		**# Class Days & Instructional Weeks**
Monday	14 (borrow 1 from Tue)	71 instructional days total
Tuesday	14 (give 1 to Mon)	MWF: 42 class days; MW: 29 class days; TTh: 29 class days
Wednesday	15	15 instructional weeks (not including spring break week)
Thursday	15	1 finals week with 4 days
Friday	13 (not counting SURF)	17 calendar weeks

Summer 2022

MAY	18	Wednesday	Final day to drop Undergrad Session 3W-1, 6W-1, and 12W courses for 100% refund
	23	Monday	Undergrad Session 3W-1, 6W-1, and 12W courses begin – 50% refund thru first day; Graduate Session 6W-1 and 12W courses begin (refund policies vary by program)
	30	Monday	Memorial Day, no classes
JUNE	8	Wednesday	Final day to drop Undergrad Session 3W-2 courses for 100% refund
	10	Friday	Undergrad Session 3W-1 courses end
	13	Monday	Undergrad Session 3W-2 courses begin – 50% refund thru first day
	29	Wednesday	Final day to drop Undergrad Session 3W-3 and 6W-2 courses for 100% refund
	30	Thursday	Undergrad Session 3W-2 and 6W-1 courses end; Graduate Session 6W-1 courses end
JULY	4	Monday	Fourth of July holiday, no classes
	5	Tuesday	Undergrad Session 3W-3 and 6W-2 courses begin – 50% refund thru first day
	20	Wednesday	Final day to drop Undergrad Session 3W-4 courses for 100% refund
	22	Friday	Undergrad Session 3W-3 courses end
	25	Monday	Undergrad Session 3W-4 courses begin – 50% refund thru first day
AUGUST	12	Friday	Undergrad Session 3W-4, 6W-2, and 12W courses end; Graduate Session 6W-2 and 12W courses end
	17	Wednesday	Final summer grades due from faculty, 12:00 noon
	24	*Wednesday*	*Fall 2022 classes begin*

Summer 2022

Official term dates: 5/23/22 – 8/12/22

# Weeks	
Undergrad Sessions 3W	3 weeks
Undergrad Sessions 6W	6 weeks
Undergrad Session 12W	12 weeks
Graduate Session 6W	6 weeks
Graduate Session 12W	12 weeks

Academic Affairs

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, Registration, and Withdrawal Policies

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.

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 (or for courses of shorter duration, during the first 75% of the course dates) 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.

Classification

Undergraduates 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 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 undergraduate 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 typical full-time study load is 15-16 credits per semester, however students enrolled in as few as 12 semester credits are considered full-time for financial aid and billing purposes. 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 semester credits and often are required

to enroll in more for eligibility reasons.

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.

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 readmission process (p. 36).

Involuntary Withdrawal from the College

Carroll College reserves the right to withdraw a student from the College when the student is either unable or unwilling to withdraw voluntarily. Reasons for an involuntary withdrawal may include one or more of the following:

1. Failure to make appropriate payment or payment arrangements when a student’s account is in default;
2. Behavior that has resulted in significant disengagement from the academic activities of the College;
3. The student is withdrawn under the Involuntary Medical Withdrawal Policy.

The withdrawal is effective as of the date set forth in the Notice of Withdrawal issued to the student. Students who are withdrawn from the College are subject to the same financial aid and refund policies as students who elect to withdraw from the institution.

Appeal Process

1. A student who is withdrawn under the Involuntary Medical Withdrawal Policy will follow the appeal processes set forth in that policy.
2. Students who are withdrawn from Carroll College may appeal the decision. The student has three (3) business days from receipt of the Notice of Withdrawal to file an appeal of the decision with the Vice President for Student Engagement and Mission Integration.
3. The Vice President for Student Engagement and Mission Integration may uphold, modify or overturn the Notice of Withdrawal. If the Notice of Withdrawal is overturned, the Vice President for Student Engagement and Mission Integration may impose conditions for the student’s continued enrollment at Carroll College.

Re-enrollment after Withdrawal

A student who withdraws, is withdrawn, or is dismissed from the College may apply for reinstatement by submitting an application for readmission (p. 36). The College reserves the right to require, review, and approve documentation that the student is qualified and ready to return to academic work. Students applying for reinstatement must do so no later than forty five (45) calendar days prior to the start of their anticipated semester of return.

Students who interrupt their course of study for more than one academic year must, upon reinstatement, consult with the Office of the Registrar. The Registrar will make a determination about whether the student will follow the degree requirements of the Catalog under which they were first enrolled or the catalog in effect when they are reinstated.

Financial Aid

Federal Financial Aid will be returned in accordance with the Federal Financial Aid return policy and institutional aid will be returned in accordance with institutional policy. See, Return of Federal Title IV Funds and Financial Aid Withdrawal Policy (p. 51).

Credit and Placement Policies

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.

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.

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.

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

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 college or university that is institutionally accredited by one of the following accrediting agencies*:
   - Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges
   - Higher Learning Commission (HLC)
   - Middle States Commission on Higher Education (MSCHE)
   - New England Commission of Higher Education (NECHE)
   - Northwest Commission on Colleges and Universities (NWCCU)
   - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
   - WASC Senior College and University Commission (WSCUC)

**Transfer courses from colleges and universities outside the U.S. will also be considered for credit, as long as the institution holds an equivalent accreditation status, as verified by a Carroll-recognized study abroad partner organization or a foreign credential evaluation service such as InCred (www.incredevals.org).*

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. 31) 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, minor, or Core Curriculum. No more than two such courses will be allowed toward graduation, whether they are taken at another institution or at Carroll.
8. Grades earned at other institutions are not calculated into the Carroll College grade point average.
9. Any postsecondary coursework taken within 15 years of being admitted or readmitted to the campus will be included in the transfer analysis of undergraduate Core requirements, courses required for a major, minor, or certificate, and elective credits, unless otherwise excluded or limited by institutional or departmental policy.
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 toward undergraduate programs. For graduate level programs, see full policies regarding Transfer of Graduate Level Credits (p. 395)in the Graduate Programs Bulletin.
12. Students are responsible for sending an original translated copy of their foreign transcripts directly to the Registrar’s Office.

Attendance Policies

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.

Course Policies

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 and Academic Standing Policies

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.

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.

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.

Participation in College-Sponsored Activities

Students on academic probation for a second term or more (consecutive or non-consecutive) 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, choir tour commitments, the Gold Team Ambassadors, Community Advisors, Peer Ministers, or Carroll sponsored education or service abroad. Upon restoration of good standing (p. 19), students may resume participation as long as all other eligibility requirements are also met.

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.

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.

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).

Grievance Policies

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.

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.

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:

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 and athletic director 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. If a grade of "F" is administered for a course before the withdrawal deadline, the student will be notified that the student does not have the option to withdraw from the course with a "W" grade.
- 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.
- After consultation with the Associate Vice President for Academic Affairs: One or more semesters of academic disciplinary probation with a transcript notation of "Probation: Academic Integrity Violation"
- After consultation with the Associate Vice President for Academic Affairs: A semester of suspension from the college with the a transcript notation of "Suspension: Academic Integrity Violation"
- After consultation with the Associate Vice President for Academic Affairs: 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 if the faculty member is the Department Chair. The Chair/AVPAA 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/AVPAA designee. This can be done with all parties present or individually. The Chair/AVPAA 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/AVPAA designee shall contain the reasons for his/ her decision. The Chair/AVPAA 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/AVPAA 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 Vice President for Academic Affairs within five (5) school days from the appealing party's receipt of the response given in the review by the Department Chair/AVPAA designee.

Step 3:

Within five (5) school days of receipt of the written appeal, the Associate Vice President for Academic Affairs 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 Vice President for Academic Affairs shall then render a written decision within five (5) school days from the date of the last necessary meeting. The decision of the Associate Vice President for Academic Affairs 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 Vice President for Academic Affairs 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 Vice President for Academic Affairs, they may appeal the decision to an academic integrity grievance committee by filing an appeal, in writing, with the Associate Vice President for Academic Affairs stating the reasons for the appealing party's disagreement with the decision issued by the Associate Vice President for Academic Affairs. The appeal must be presented to the Associate Vice President for Academic Affairs within five (5) school days from the receipt of the Associate Vice President for Academic Affairs' decision.

Within five (5) school days of receipt of the appeal, the Associate Vice President for Academic Affairs 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 Vice President for Academic Affairs.
- One tenured faculty member shall be selected by the Associate Vice President for Academic Affairs 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 Vice President for Academic Affairs 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 Vice President for Academic Affairs, from a list of the names of three full-time students submitted by the complainant after consultation with the respondent.

The Associate Vice President for Academic Affairs 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 Vice President for Academic Affairs 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 Vice President for Academic Affairs. 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 Vice President for Academic Affairs within five (5) school days of receipt by the Associate Vice President for Academic Affairs. 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 Vice President for Academic Affairs 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.

Student Responsibility Policies

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.

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.

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.

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 and Learning Commons

Library website

The Corette Library facilitates student and faculty research success by providing access to specialized information resources and robust librarian-led research support. The Simperman Learning Commons serves as a collaborative, student-centered destination offering a network of peer-to-peer tutoring services, foundational and emerging technologies, and the professional expertise needed for success across all disciplines.

Together, Corette Library and Simperman Learning Commons are the intellectual hub of the College: an interdisciplinary organization that actively engages students, faculty, staff, and partners to collaborate, explore, experiment and grow as researchers, creators, scholars, and informed citizens. The Library and Learning Commons are part of the same building, located on the north side of campus in between the Chapel and the Football field.

Corette Library is designed to help students with their information and research needs. Library student workers, staff and librarians are always available to assist you through phone, email, web conferencing or in-person support. Contact information is available on our website.

Library services offered to students include:

- one-on-one research and reference help,
- bibliographic instruction including assistance using the bibliographic data and research management tool Zotero,
- interlibrary loans,
- access to course reserves,
- and more!

Corette Library's collection includes physical and electronic journals and books, films, whiteboard marker kits and limited in-house use technology. Electronic library resources are available both on and off-campus to students, faculty and staff from the library website. To provide additional access to resources for faculty and students, the Library maintains memberships to the following organizations: Treasure State Academic Information & Library Services (TRAILS), ELUNA, LYRASIS, and Online Computer Library Center (OCLC). Through the TRAILS membership, the Library shares an online catalog, which provides quick and easy access to materials in 24 academic and tribal libraries in the State of Montana, including University of Montana Missoula and MSU Libraries located in Billings, Bozeman, Havre, and Great Falls.

The Library and Learning Commons offer a variety of study areas and work spaces for group and individual use including private study rooms, a quiet study area and makerspace, computer labs, standalone desktop computers, and mobile furniture and whiteboards located on both floors. The Learning Commons' Writing Center and Communications Center are both located on the lower level, along with the Green Screen & Lightboard Studio. Students can access the Communication Center and Green Screen & Lightboard Studio by getting a free training through Academic Technology. A color printer/copier/scanner is also available for student use.

The Library has a physical archive and special collection, as well as a digital repository; the repository, called Carroll Scholars, provides global access and visibility to undergraduate student research and digitized Carroll College historical materials. Find out more about both on the library website.

Library Hours

The library is open to students, faculty and staff. For up to date information on library hours check the Hours page of our website or call our main line (406) 447-4340.

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.

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.

External Research with Carroll College Community Members

Following are the policies and procedures for external principal investigators (PIs) to engage the Carroll College community on campus in research activities involving human subjects.

1.0 General Description:
1.1 In accordance with federal and institutional regulations, prior to project initiation, the IRB must approve any activity in which a Carroll College community member is engaged in research involving human subjects. If the principal investigator is an external principal investigator, the investigator must follow the outlined procedures for working with Carroll College community members as human subjects. No official of Carroll College may approve the initiation of research involving human subjects if the research has not been reviewed by the IRB [45 CFR 46.112].

2.0 Definitions:
2.1 Principal Investigator means an investigator that accepts overall responsibility for the research activity.
2.2 External Principal Investigator means a principal investigator who is not a current Carroll College community member.
2.3 Carroll College community members are any current students, faculty, or staff members of Carroll College.
2.4 Engagement means an institution's officers, employees, agents, and/or students, for the purposes of a research project, obtain: (1) data about the subjects of the research through intervention or interaction with them; (2) identifiable private information about the subjects of the research; or (3) the informed consent of human subjects for the research.

3.0 Responsibility:
3.1 It is the responsibility of Carroll College community members when approached by an external principal investigator wishing to recruit Carroll College community members on campus or using campus provided communication to inform them of the institutional policy and direct them to Carroll College IRB.
3.2 The Carroll College IRB will review all inquiries from an external principal investigator regarding the recruitment of human subjects or human subject data from Carroll College.
3.3 The Carroll College institutional authority may withdraw his or her institutional approval of the research project at Carroll College, at any time. If this occurs, the IRB must be notified in writing.

4.0 Procedure:
4.1 Where to make an inquiry:
The Carroll College IRB will receive all inquiries from an external principal investigator regarding the recruitment of Carroll College community members. The IRB Chair will request to see the research protocol and any letters of approval from outside institutions. The IRB Chair, in consultation with the IRB, will use this information to make a determination if Carroll College is engaged in the research project.

4.2 When Carroll College is engaged in the research project:
If the Carroll College IRB determines that Carroll College is engaged in the research project, the Carroll College IRB will determine the IRB of Record on a case by case basis, either 1) entering into a joint review arrangement with the other institution, 2) relying on the review of another qualified IRB, or 3) reviewing the protocol [45 CFR 46.114].
The Carroll College IRB will advise, in writing, the external investigator on the appropriate submission process, including any additional requirements. Recruitment of Carroll College community members as human subjects must comply with the recruitment process reviewed by the Carroll College IRB.

If institutional approval is required by the IRB of Record, this approval should be granted by the Carroll College Vice President for Academic Affairs.

4.3 When Carroll College is not engaged in the research project:
If the Carroll College IRB determines that Carroll College is not engaged in the research project, the Carroll College IRB does not have the authority to approve or reject the research project. However, the IRB may advise the Carroll College the Vice President for Academic Affairs on his/her decision to grant institutional approval. If the Carroll College Vice President for Academic Affairs grants an external PI institutional approval to conduct research in which Carroll College is not an engaged institution, the external PI may recruit Carroll College community members as human subjects through appropriate channels approved by the Carroll College Vice President for Academic Affairs.

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 one-year program leading to the Master of Accountancy degree. For more information about baccalaureate requirements, please visit the Degree Requirements (p. 61) section of this catalog; details about graduate level programs and requirements are found in the Graduate Programs Bulletin (p. 389) section of this catalog.

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.

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 (LAS 102) and certain Military Science (MSL) courses; in the case of 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 teacher education options.

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 (p. 61) is required of all students receiving the bachelor's degree. 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 or an academic associate's degree from a regionally accredited institution prior to enrolling at Carroll, the Core requirements are adjusted as described in the Core Curriculum (p. 61) section of this catalog. Effective Fall 2017, Core requirements cannot be fulfilled through elected pass/fail grading.

**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.

The Major

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

At least half of the credits required in the major field for the bachelor’s degree 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 teacher education options. 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.

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

Graduating students are expected to be present at Commencement exercises. Students whose graduation applications have been approved for the Fall, Spring, or Summer term of the current academic year are eligible to participate in the annual Commencement ceremony in May. In addition, undergraduate students who are on track to complete a minimum of 100 credits by the end of the Spring semester and complete all of their degree requirements by the end of the following Fall semester may also participate in the prior May ceremony; these students must have a clear plan for graduation that is approved by their advisor and the registrar.

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, Master of Accountancy or Master of Social Work degree (for information about graduate level admission, please refer to the Graduate Programs Bulletin (p. 389) section of this catalog). 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 (restrictions apply, please refer to the test optional link on the web: https://www.carroll.edu/how-apply/test-optional)
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/Early Access 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 Admissions Office 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, COMPASS or ACCUPLACER)
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 or ACCUPLACER 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 Policies

The policy governing the undergraduate Transfer of Credit (p. 15) is found in the Academic Policies section of this Catalog.

The policy regarding Transfer of Graduate Level Credits (p. 395) is fund in the Academic Policies for Graduate Students section of the Graduate Programs Bulletin.

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 via InCRED. 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 Admissions Office at intl@carroll.edu.
5. All international students are required to show proof of medical insurance before attending classes. All J1 students must secure insurance that meets the US Department of State insurance requirements.
6. All international students must follow the International Student Policies as outlined in the Student Handbook.

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 28	Rolling Notification
Rolling Consideration	May 1*	Rolling Notification
Direct Entry Freshman Applicants	November 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	June 15*	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 1	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. 128) 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 $200 ($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 or Registrar's Office (1 and 2 below) and at the Business Office (3):

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 (Fall 2018 - Spring 2020*), these students will not be charged tuition, but 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.

**Effective Fall 2020, the Carroll Early Access program has been suspended until further notice due to the COVID-19 pandemic.*

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
visit@carroll.edu
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/Cascade Collegiate 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/Cascade Collegiate 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 about FERPA is available online at https://www2.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	Saints Success Center Borromeo Hall	Academic Advising Staff
	Accessibility Services O'Connell Hall	Coordinator
	Academic Advisor Location Varies	Advisor
	Registrar O'Connell Hall	Registrar's Staff
Disciplinary	Student Life Borromeo Hall	Dean of Students

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, email 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. Students may choose to suppress the release of their directory information by completing the Disclosure of Directory Information form, available online through MyCarroll at: https://my2.carroll.edu/sites/default/files/2020-02/FERPA-Release-Directory-Information.docx

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.
- Carroll College scholarships and grants are available for students pursuing their first baccalaureate degree. Post-baccalaureate degrees do qualify for Carroll gift aid.
- 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 2021 is as follows:

Tuition	$	36,906
Room and Board Allowance	$	10,416
Fixed Fees	$	1,200
Personal Expense* Allowance	$	3,900
Total Cost of Attendance	$	52,490

*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	$	52,490
Less: Calculated EFC (assume $8,000)	$	8,000
Calculated Financial Need	$	44,490

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 2021-2022:

- 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 2021-2022:

- 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 2021-2022:

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 offer in January. The aid offers will contain all financial aid awards offered by and through Carroll College with directions as to how to accept and receive the aid. After January 1, students will receive financial aid offers 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 20% 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, 2021, for the 2021-22 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 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 offer notification will be mailed and e-mailed to accepted students beginning in January 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 offers, 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 offers. 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 or https://mus.edu/MUS-Statement-of-Complaint-Process.asp and at 2500 Broadway, PO Box 203201, Helena, MT 59620-3201 or 406-444-6570.

Scholarships and Awards

Freshmen students entering in academic year 2021-2022
Bishop Carroll Level: $23,000
Presidential Level: $21,000
Trustee Level: $20,000
All Saints Level: $18,000
Founders Level: $16,000

All full-time students pursuing their first baccalaureate degree, who have applied and been accepted to Carroll in the 2021-2022 academic year are automatically considered for the above guaranteed minimum scholarships and awards based on official recalculated high school transcripts and test scores (if available). 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 College's commitment as a residential college is affirmed by its policy of awarding financial aid that is intended to assist with direct cost for tuition, fees, college-owned housing, and board. If a student is approved to live off campus or does not enroll in campus housing, Carroll College merit scholarships will be reduced by $4,000 unless the student is independent according to FAFSA regulations.

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, 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 (first baccalaureate degree) 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 (pursing their first baccalaureate degree) involved in forensics, theater, student government, choir, string 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, Dr. Maren Haynes Marchesini or Rev. Marc Lenneman
Pep Band: Contact the Pep Band Coordinator, Patrick Harris
String Band: Contact the String Band Director, Linda Meuret
Drumline: Contact the Drumline Director, Patrick Harris
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, Ms. Shannon Flynn

Men's Football: Contact the Head Coach, Mr. Troy Purcell
Men & Women's Golf: Contact the Head Coach, 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, Cpt. Christopher Clark

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, freshman scholarship only (pursing their first baccalaureate degree).

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. Carroll College scholarships and grants are available for students pursuing their first baccalaureate degree. Post-baccalaureate degrees do not qualify for Carroll gift aid unless specified by the endowed or cash grant donor.

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 2021-2022:

Presidential Scholarship	$17,000
Trustee Scholarship	$15,000
All Saints Award	$13,000

All full-time transfer students pursuing their first baccalaureate degree, who have applied and been accepted to Carroll in the 2021-2022 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 2.00 GPA or better Carroll cumulative grade point average to retain merit awards and all other Carroll scholarships and/or grants and be enrolled full-time. Carroll College's commitment as a residential college is affirmed by its policy of awarding financial aid that is intended to assist with direct cost for tuition, fees, college-owned housing, and board. If a student is approved to live off campus or does not enroll in campus housing, Carroll College merit scholarships will be reduced by $4,000 unless the student is independent according to the FAFSA regulations.

Phi Theta Kappa Scholarship for Transfer Students

Transfer students pursuing their first baccalaureate degree, 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 GPA 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.
- Children of Fallen Heroes Scholarship Act
  Under this scholarship a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible to receive a maximum Pell Grant for the award year for which the determination of eligibility is made. To qualify for this scholarship, a student must be Pell-eligible and have a Pell-eligible EFC, and be less than 24 years of age or enrolled at an institution of higher education at the time of his or her parent or guardian's death. In subsequent award years, the student continues to be eligible for the scholarship, as long as the student has a Pell-eligible EFC and continues to be an eligible student. All Title IV aid awarded to such eligible students must be based on an EFC of zero without regard to the student's calculated EFC. Thus, the student is eligible for the maximum Pell Grant for his or her enrollment status and cost of attendance. In addition, the student's eligibility for Direct Loans or Campus-Based program aid must be based on an EFC of zero.
- 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 Direct 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 Direct 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.

- 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 timeframe 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. Students in the Masters of Accountancy and Masters of Social Work program must possess a cumulative GPA of 3.00 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. Incomplete and pass/fail classes are considered as credits attempted when considering maximum time frames. Incomplete courses 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).

IMPORTANT - MODULES: The rules surrounding withdrawal and modules (example: summer term) are slightly different. Students enrolled in modules are held accountable for attending the number of days in the modules in which they are enrolled. For example, if the student enrolls in modules one and three within a semester, only the days in modules one and three will be considered when calculating the percentage of the semester completed. The timing of a dropped class in the modular programs is also important. If a student drops courses in a later module while still enrolled in a current module within a semester, the student is not considered to be withdrawn. However, a recalculation of financial aid eligibility based on the change in enrollment status

(full-time, three-quarter time, half-time) may still be required. If a student ceases enrollment in a current module, but plans to attend a later module within the same semester, the student must notify the financial aid office in writing of their plans to attend the later module to avoid being considered a withdraw for the purposes of this calculation. If written notification is not

received within required timeframes, the student is considered to have withdrawn and the return of funds calculation is completed. If, however, the student does continue to attend in a later module within the same semester, even if they failed to notify the Office of Financial Aid that they would, prior calculations due to non-communication are reversed. Exceptions include if the student completes all requirements for graduation before completing the days scheduled to complete in the period or the student completes one or more modules that comprise 49% or more of the number of days in the payment period or at least half-time enrollment.

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:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans
- Federal Direct Parent PLUS Loans
- Federal Pell 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
- FSEOG for which a return of Title IV funds is required
- TEACH Grants 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 involuntary 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 involuntary 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 during regular college office hours through the CCIT Support Center, located in St. Charles Hall. 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.

Carroll College students, faculty and staff are provided with a network account which includes access to data storage, email, the **Learning Management System (Moodle)**, **Self-Service** and a variety of software applications via the **Okta** portal. Wireless access (WiFi) is available campus-wide. All students, faculty and staff must follow Carroll's Acceptable Use Policy (AUP) when using the college's computing resources. The AUP is available in the student handbook or online at https://www.carroll.edu/ccit/policies.

Self-Service provides the ability to register, access course information and pay bills online. Students are encouraged to update their contact/emergency information through the Registrar's Office. Inquiries concerning the information tracked within 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 the Corette Library, and 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 Engagement

Dean of Students, Student Life, and Saints Success Center

The Dean of Students reports to the Vice President for Student Engagement and Mission Integration, and oversees the departments of Student Life (Campus Recreation, Residential Life and Housing, Student Activities and Leadership, Wellness Center/Health Services and Counseling Services), and the Saints Success Center (Advising and Support Services, Accessibility Services, Career Services, Global Learning, Health Professions Advising, Testing Services, and Veteran Services). In matters of student conduct, the Dean of Students serves as the final authority in adjudicating student conduct cases and handling all appeals based on the criteria established in the Carroll Code of Student Conduct. The Dean of Students also serves as one of the college's Title IX Coordinators.

The Dean of Students represents the needs of the departments of Student Life and the Saints Success Center in the college's strategic planning, budgeting, and development of services for students. These services include enhancement of out-of-classroom experiences and the opportunity for high impact experiences. The position works closely with the college president, the senior administration of the college, and the student president of the Associated Students of Carroll College (ASCC) to support the needs of students.

Student Life departments at Carroll support and challenge students to experience intentional student learning outside of the classroom that inspires the development of leadership and service to others. The departments in Student Life include Campus Recreation, Residential Life and Housing, Student Activities, and the Wellness Center/ Health and Counseling.

The Saints Success Center is committed to serving all students and providing them with a wide range of academic support services so students can achieve their full academic potential. Many academic services are located in 1st East Borromeo Hall in the Saints Success Center which includes the offices of Academic Advising, Academic Support, Accessibility Services, Career Services, Global Learning, Health Professions Advising, Testing, and Veterans Services.

Student Life Departments

The departments in Student Life include Campus Recreation and the Hunthausen Activity Center, Residential Life and Housing, Student Activities and Leadership, and the Wellness Center/ Health and Counseling.

Campus Recreation and Hunthausen Activity Center

Campus Recreation and the Hunthausen Activity Center (HAC) 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 is managed by the Director of Campus Recreation who provides 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 expected that all who use the building are familiar with the policies and procedures outlined at https://www.carroll.edu/hunthausen-activity-center/policies-procedures.

Counseling Services

Counseling Services assist 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 is short-term and 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, billing for services are handled by the health care professional with insurance providers.

Health Services

Health Services staff assist 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 a registered nurse on staff full-time, 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. 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. Students are strongly encouraged to receive the required immunizations prior to coming to Carroll. However, staff can administer needed immunizations if necessary.

Residential Life and Housing

Residential Life and Housing 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, Residential Life and Housing is responsible for educational programming, group activity advising, leadership development, student conduct, peer counseling, housing administration and resource referral. A Resident Assistant (RA), a student paraprofessional trained to address the needs of students, lives on each residence hall floor. In each area, one RA also serves as a Senior Resident Assistant (SRA). The Senior Resident Assistant serves alongside the professional staff in the Senior Staff On Call rotation and provides additional administrative support for the area. An Area Coordinator is a professional staff member, trained in hall administration, community development and staff supervision. The Area Coordinators oversee and support the residence halls and the campus apartments.

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, clubs, and volunteer programs. Through participating in these activities students learn valuable social and leadership skills which will positively impact their lives now and into the future.

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

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

Saints Success Center

Carroll offers a wide range of academic support services so students can achieve their full academic potential. Many academic services are located in 1st East Borromeo Hall in the Saints Success Center which includes the offices of Academic Advising, Academic Support, Accessibility Services, Career Services, Global Learning, Health Professions Advising, Nationally-Competitive Scholarships, Testing, and Veterans Services.

Saints Success Center

Academic Advising and Support

The Academic Support & Advising (ASA) Office supports the intentional and collaborative partnership between advisors and students, the focus of which is to help students create and realize their long-term educational, professional, and personal goals, and develop critical skills that will support a lifetime of learning. In addition to academic advising information, support, training and resources, the ASA Office also provides a variety of services offered at no additional charge to all Carroll students, including

academic counseling, academic resource plan development, study skills workshops, and College Success classes. Through direct services, communication, and referrals, ASA helps students build strong working relationships with faculty, as well as with staff in other student-service and administrative offices.

First Year Cohort (FYC) courses serve as a critical component to achieving our goals in academic advising. Every first-year student takes an FYC designated course in their first semester at Carroll. The professor of each FYC course serves as the academic advisor for the enrolled students. This teacher/student relationship serves as the backbone of the advisor/advisee relationship. First-year students transition to department advisors during the Spring semester before pre-registration for the upcoming Fall semester. All students are encouraged to consult with their advisors 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.

Accessibility Services

The purpose of the Accessibility Services office is to create equal access for students with disabilities to the full college experience in and out of the classroom. In order to ensure that students with disabilities can experience and enjoy equal access throughout their college career, faculty, staff, and administrators are provided with guidance and training regarding their specific roles.

The Accessibility Services Coordinator arranges for services for students who, due to disability, face an extraordinary challenge to their learning processes or otherwise to their ability to enjoy the full college experience. An appropriately accommodated student will face the same academic standards as any other student and will otherwise be treated as any other student is treated.

More information about the accessibility services offered at Carroll can be found online at https://www.carroll.edu/academic-services/accessibility-services.

The college's policy on Disabilities and Access for students is found in the Student Handbook.

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. Experiential education, through internships and shadowing, 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, a career and graduate school fair, and individual appointments throughout the year to help promote students’ career development and job readiness.

Global Learning and International Student Support

Our Global Learning Office provides over 150 exchange programs that allow students to study abroad for a semester or a year in exchange for an international student coming to our campus. Carroll College also offers semester and summer study abroad experiences as well as faculty-led travel seminars to various destinations each year. This wide variety of options makes study abroad possible within four years for all students, regardless of major. We also encourage students to consider other types of high-impact, international experiences outside the classroom, including service learning, undergraduate research and internships.

Veteran Services

Carroll College is dedicated to providing its veteran student population with the highest quality education, and the assistance and guidance necessary to promote the veteran student's growth, independence, self-worth and potential, in an effort to secure the veteran students' future through education. Additionally, the Office of Veteran Services is available to assist all students using VA educational benefits with academic advising and planning, registration questions, class concerns, transition issues, and benefit questions. The Office of Veteran Services works closely with the Accessibility Services Coordinator, to ensure that students with documented disabilities receive appropriate accommodations.

Student Engagement Departments and Partners

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 Events and Conference Services

Campus Events and Conference Services, provided by Sodexo, assist both internal and external users of the college to host summer conferences, sports camps, workshops, business meetings and special events. Coordination of room reservations, housing in the residence halls, meal and hospitality needs from Sodexo, and insurance paperwork are services offered to ensure a successful event. Conference and Events staff hire students as employees to help with event check-in and check-out as well as staff the front desk in the residence hall to provide information and hospitality for our guests.

Campus Events and Conference Services staff also assist students and recognized student organizations in reserving rooms and discussing logistical needs for student and campus events. Staff help students identify the appropriate space for an event based on expected number of participants; need for seating and/or tables; need for a podium, staging or sound equipment; need for technology; and availability of college buildings, rooms, or grounds. Campus Events and Conference Services staff will consult with the Director of Student Activities and Leadership as well as the Dean of Students on questions regarding the appropriateness of the proposed event given the college's mission and values. Advanced planning can help students or recognized student organizations recognize any additional expenses for security, sound systems or technology not available through the college.

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.

Campus Safety and Security

Campus safety is managed by the Director of Campus Safety and Security, and staffed through patrol officers contracted through Securitas. Safety patrol is provided 24/7 on weekdays and from 3 p.m.–7 a.m. on weekends during the academic year. During the summer, patrols are scheduled from 3 p.m.–7 a.m. each day. Daily Incident Logs are filed with the Director of Campus Safety and Security, Director of Residential Life and Housing, and the Dean of Students to review for incidents involving safety or conduct issues. Carroll College also utilizes the services of the Helena Police Department, Helena Fire Department, and St. Peter's Emergency Ambulance Services.

Dining Services/Sodexo

The Carroll College Dining Services is a contracted service through Sodexo responsible for providing campus dining, food retail, concessions and catering services for the college. All students who live in campus housing must be on a meal plan. During the academic year, the St. Thomas Aquinas Commons (STAC) offers meal times between 7 a.m.–7:30 p.m. on weekdays and brunch and dinner hours on weekends. Students with special needs or diet considerations should contact the General Manager of Sodexo for accommodation. For retail options, Sodexo manages the Jazzman's Café and Bakery, Tres Habeneros restaurant, Simply To Go food cart in the Corrette Library and concessions in Nelson Stadium and the PE Center. Catering services are offered to college community members as well as to Helena community members hosting an event on campus.

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 and graduate 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

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.

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, resident assistants, 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. 61) (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 (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.
    **Notes:*

- *The only Bachelor of Science degrees offered at Carroll College are in Nursing and Civil Engineering.*
- *Postbaccalaureate students who have earned a bachelor's degree from a regionally accredited institution prior to enrolling at Carroll College have special Core Curriculum requirements* (p. 64)*. Because they have already earned a baccalaureate degree, postbaccalaureate students are not required to have 122 completed credits posted to their record in order to earn a bachelor's degree from Carroll College. At a minimum, 60 elective credits will be considered waived for all postbaccalaureate students, meaning that these students will enter Carroll with junior level class standing or higher.*
- *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 have special Core Curriculum requirements* (p. 64)*; this special policy does not apply to students with an AA or AS degree who matriculate to Carroll as first-year students (who earned their degree via dual-enrollment) or re-admit students.*

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. For postbaccalaureate 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

Core Curriculum 2020

Mission and Goals

The Core Curriculum is the foundation of the Catholic, liberal arts education students receive at Carroll College. The Core engages students in a broad spectrum of quantitative, scientific, aesthetic, and humanities disciplines. By drawing connections between these disciplines, it prepares students to analyze topics from multiple perspectives and make sound, critical, creative judgments. The Core progressively equips students with the skills, knowledge, experiences, and habits of mind needed to lead intellectually and spiritually fulfilling lives. The Core thus complements the major fields of study in ensuring that Carroll provides "for the expansion of the intellectual, imaginative, and social awareness of its students" that they may achieve the "dual goal of vocation and enlightenment." (Carroll College Mission Statement).

Drawing on its identity as a Catholic, liberal arts College and mindful of the needs of students in the 21st Century, Carroll College through its Core Curriculum seeks to educate students proficient in:

- Critical and Integrative Thinking

- Quantitative and Scientific Analysis
- Oral and Written Communication
- Theological Literacy
- Ethical Reasoning
- Intercultural and Global Understanding

Student Learning Outcomes

To this end, students who complete the core curriculum at Carroll College will meet the following learning outcomes:

I. Critical and Integrative Thinking
(a) Practice critical thinking across disciplines by questioning assumptions, assessing sources of information, investigating historical context, and evaluating solutions to problems.
(b) Demonstrate facility with argument and the use of supporting evidence.
(c) Transfer information and insights across disciplines to furnish interdisciplinary perspectives.
(d) Engage in creative production to further their imaginative capacities.
(e) Plan, enact, and reflect on an experience that substantively integrates their academic formation with the concerns of the broader world.

II. Quantitative and Scientific Analysis
(a) Apply empirical research methods, including design, data analysis, and interpretation.
(b) Understand standards of scientific verifiability and hypothesis testing.
(c) Apply and communicate quantitative methods for representing information, modeling phenomena and solving problems.

III. Oral and Written Communication
(a) Demonstrate the ability to listen effectively and create messages appropriate to audience, purpose, and context in speech and writing.
(b) Use appropriate language, syntax, grammar, and structure to explore ideas, develop arguments, and convey understanding in speech and writing.
(c) Demonstrate facility in communication in interpersonal contexts.

IV. Theological Literacy
(a) Articulate the respective roles of faith and reason in the pursuit of truth, especially as practiced in the Catholic intellectual tradition.
(b) Understand Catholic theological perspectives within their cultural and historical contexts.

V. Ethical Reasoning
(a) Critically evaluate moral positions and assumptions using appropriate standards (including, but not limited to: distinguishing empirical and normative claims, defining principles, and showing awareness of moral complexity).
(b) Apply ethical concepts (including the principles of Catholic Social Teaching) to problems and understand the implications of their application.

VI. Intercultural and Global Understanding
(a) Understand the interactions of multiple forms of human diversity (including cultural, social, economic, political, ideological, and religious), so as to assess their actions in a global framework.
(b) Thoughtfully and empathetically engage worldviews not their own.

I. Central Sequence

1. Introductory Courses (semesters 1-3):
    a. CORE-110 **First Year Writing Seminar** (3 cr.)
    b. **Oral Communication Course** (3 cr.): CO-101 or foreign language course approved for Oral Communication credit, with level depending on initial placement
    c. **Theological Foundations Course** (3 cr.): TH-101
    d. **Philosophical Reasoning Course** (3 cr.): PHIL-1XX or 2XX, approved for introductory Philosophical Reasoning credit
2. Intermediate Courses (semesters 3-5):
    a. **Cultural Diversity Course** (3 cr.): one 3-credit course approved for Cultural Diversity credit

Prerequisite(s): CORE-110 or Oral Communication course must be taken prior or concurrently
Note: An approved foreign language course not applied toward Oral Communication may fulfill this requirement

b. **Intermediate Writing Course** (3 cr.): one 3-credit course, or 1-credit or 2-credit lab experience, approved for Intermediate Writing credit
Prerequisite(s): CORE-110 and Oral Communication course must be taken prior; Theological Foundations course and Philosophical Reasoning course must be taken prior or concurrently

c. **Integrative Learning Course** (4 cr.): ILC-2XX or ILC-3XX, approved for Integrative Learning credit
Prerequisite(s): CORE-110 and Oral Communication course must be taken prior; Theological Foundations course and Philosophical Reasoning course must be taken prior or concurrently
Note: ILCs may fulfill two distribution requirements with one course; students will only be allowed to enroll in one ILC
Note: The Faculty Assembly approved a temporary suspension of the ILC requirement for students in catalog year 2020 only

3. Advanced Courses (semesters 5-8):

a. **Ethical Reasoning Course** (3 cr.): PHIL-2XX/3XX or TH-2XX/3XX, approved for Ethical Reasoning credit
Prerequisite(s): Philosophical Reasoning course and one Cultural Diversity course must be taken prior; Intermediate Writing and Integrative Learning courses must be taken prior or concurrently

b. **Advanced Writing Course** (3 cr.): one 3-credit course, or 1-credit or 2-credit lab experience, approved for Advanced Writing credit
Prerequisite(s): Intermediate Writing course must be taken prior.
Note: most students will fulfill this requirement through a required course in their major

c. CORE-PROJ **Core Project**
Prerequisite(s): Ethical Reasoning and Advanced Writing courses must be taken prior or concurrently

Courses may not fulfill more than one requirement within the sequence; however, courses taken with the central sequence may be applied to additional Core Distribution Requirements, and/or major or minor requirements.

II. Distribution Requirements

1. **Arts and Letters** (9 cr.):
   a. Three credits of fine arts (ART, MUS, THT) drawn from courses approved for Core credit (3 cr.)
   b. One history (HI) course approved for Core credit (3 cr.)
   c. One literature (ENLT or foreign language literature) course approved for Core credit (3 cr.)
2. **Faith and Reason** (6 cr.). *Note: Ethical Reasoning course in Central Sequence will fulfill one of these two courses*:
   a. One philosophy (PHIL) course beyond Philosophical Reasoning course in Central Sequence (3 cr.)
   b. One theology (TH) course beyond Theological Foundations course in Central Sequence (3 cr.)
3. **Natural Science with Lab** (3-4 cr.): One astronomy (AS), biology (BI), chemistry (CH), earth science (EAS), environmental studies (ES), or physics (PHYS) course approved for Core credit
4. **Quantitative Analysis** (3 cr.): One data science (DS) or mathematics (MA) course approved for Core credit
5. **Social Science** (6 cr.): Two courses in two different disciplines, approved for Core credit, from anthropology (AN), anthrozoology (ANZ), communications (CO), economics (EC), gender studies (GNDR), political science (PO), psychology (PSY), and sociology (SO).
Note: Communications course must be beyond CO-101 course in Central Sequence
6. **Cultural Diversity** (6 cr.): Two courses in two different disciplines, approved for Core credit.
Note: The first course will be fulfilled by the CD course in the central sequence; the second may be fulfilled by a second CD course drawn from the central sequence, or by another Distribution Requirement, as long as it is from a second distinct discipline

Courses may include those that also fulfill the Core Central Sequence and/or major or minor requirements.

III. Sed Vitae Experience

An experiential learning requirement where students plan, enact, and reflect on an experience that substantively integrates their academic formation with the concerns of the broader world. All options for fulfilling this requirement will include at least 42 contact hours and will be preceded by a formal application process which defines learning outcomes.

The Sed Vitae requirement may be fulfilled in any one of the following ways:

1. Study Abroad program, approved by Global Learning (CORE-ABROAD)
2. Internship, approved by Career Services (CORE-INTERN)

3. Practicum (including Nursing Clinical or Student Teaching) approved by designated departments in consultation with the Core Curriculum Director (CORE-PRAC)
4. Undergraduate Research Experience approved by designated departments in consultation with the Core Director (CORE-RSRCH)
5. Service Learning Experience, approved by the Hunthausen Center for Peace and Justice, coordinated by Campus Ministry (CORE-SRVLRN)

Note: Experiences with academic credit attached will be recorded separately on the transcript

Other Requirements

Core requirements cannot be fulfilled through elected pass/fail grading.

Core Curriculum Credits at a Glance

Average Core Credit Load: 42 credits
Number of Credits in Central Sequence: 29 credits
Number of Credits in Distribution Requirements: 33-34 credits
Average Number of Distribution Credits fulfilled through Central Sequence or Major Requirements: 21 credits*

**Assumes that (1) one Cultural Diversity and one Faith and Reason course are satisfied in the Central Sequence (a given for all students), (2) the second Cultural Diversity course counts towards other distribution or major credits, (3) the ILC counts towards six distribution or major credits, and (4) the Intermediate and Advanced Writing courses count towards other distribution or major credits.*

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

Core Curriculum 2020 for Postbaccalaureate Students and Transfers Students with an Earned AA or AS Degree

Postbaccalaureate students who have earned a Bachelor's degree from a regionally accredited institution prior to enrolling at Carroll College, as well as 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 complete the following courses to satisfy the Carroll College Core Curriculum for the bachelor's degree:

1. The **Central Sequence Advanced Courses** in Ethical Reasoning, Advanced Writing, and Core Project;
2. The **Faith and Reason Distribution Courses** in Philosophy (3 credits) and Theology (3 credits);
3. The **Sed Vitae Experience**.
   Notes:

- *The new Core Curriculum 2020 requirements are waived for postbaccalaureate students who earned their degree from Carroll College under the previous Core Curriculum.*
- *This special policy for transfer students with an earned AA or AS degree does not apply to students who matriculate to Carroll as first-year students (who earned their degree via dual-enrollment) or as re-admit students.*
- *The Ethical Reasoning course in the Central Sequence will fulfill one of the two Faith and Reason distribution courses; previously completed transfer credit in these subjects may also fulfill these distribution courses.*

Majors, Minors and Certificate Programs

Accounting and Strategic Finance

BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE, DEPT CO-CHAIR
JULIA MULL, A.B.D., M.B.A., M.S., M.A., CFP®, DEPT CO-CHAIR
ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, PH.D., J.D.
ADEL DIMIAN, PH.D.

Mission and Goals

The Department of Business offers Bachelor of Arts degrees with majors in Business: Accounting & Strategic Finance; Business: Financial Planning; and Business: Management & Marketing. Business: Management & Marketing majors may add a concentration in International Business. Minors are available in Accounting, Business Administration, or Marketing. Students may also earn a Entrepreneurship Certificate. Students may combine majors, minors and concentrations.

The vision of the Business Department is to be recognized for business education that fosters environmental, social, and economic justice in an ever-changing world.

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 Business: Accounting & Strategic Finance are prepared for a broad range of accounting opportunities, including professional certification exams such as the CPA and CMA. Through the liberal arts education, students develop additional valuable communication and reasoning skills.

Student Learning Outcomes

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

- Be able to apply fundamental concepts and practices related to public accounting (financial accounting, tax, auditing, etc.)
- Be able to apply fundamental concepts and practices related to industry, non-profits, and governments (financial reporting, managerial accounting, finance, etc.)
- Be able to recognize and apply legal and ethical principles in accounting to decision making.

BUSINESS: ACCOUNTING AND STRATEGIC FINANCE, B.A.

I. Major Program Requirements

Required Business Core (27 credits):

BA 203	Principles of Financial Accounting	3
BA 204	Principles of Managerial Accounting	3
BA 301	Business Law	3
BA 306	Marketing	3
BA 313	Managerial Finance	3
BA 365	Financial Analysis Using Excel	3
BA 375	Fundamentals of Management	3
EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	3

Accounting and Strategic Finance Courses:

BA 303	Intermediate Financial Accounting I	3
BA 304	Intermediate Finacial Accounting II	3
BA 315	Cost Accounting	3
BA 360	Accounting & Finance Information Systems	3
BA 405	Auditing (WI)	3
BA 415	Federal Taxation	3
BA 420	Governmental & NFP Accounting	3
BA 309	Operations Research	3
	or	

BA 411	Investment Planning	1

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
DS 201	Introduction to Data Science	3
	or	
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. In addition to Carroll’s regional accreditation, the Business Department has received specialized business accreditation through IACBE for the degrees in Accounting & Strategic Finance, Financial Planning, and Business: Management & Marketing. Students graduating with these majors 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 & Strategic Finance 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 Financial Accounting	3
BA 204	Principles of Managerial Accounting	3
BA 303	Intermediate Financial Accounting I	3
BA 315	Cost Accounting	3
BA 360	Accounting & Finance Information Systems	3
BA 405	Auditing (WI)	3
BA 415	Federal Taxation	3

Notes:

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

Anthrozoology

MARGO DEMELLO, PH.D.
MOLLY SUMRIDGE, M.S.
H. MARIE SUTHERS, D.V.M., DEPT CHAIR

Mission and Goals

Anthrozoology is the groundbreaking new scholarly field of study focusing on the wide-ranging, mutual, and sometimes conflicting, relationships and interactions between humans and non-human animals. The Mission of the department is to educate and provide hands-on involvement for students in the infinitely expanding field of human-animal studies, including the human-animal bond; human interactions with domestic and wild animals; critical examination of the role of animals in education, agriculture, work, service, and therapy; and the evolving human responsibilities for animal welfare and wild animal conservation.

Student Learning Outcomes

By completing this major students will:

- Complete hands-on learning and interaction with dogs, horses, cats, birds and many other species.
- 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.
- Experience high impact learning through community-centered safety education, animal interpretation, animal sheltering, wildlife rehabilitation, veterinary clinics, and other sources of community outreach.
- Receive mentoring from professionals and scholars with expertise in animal sheltering, working dogs, service and therapy animals, human-equine studies, animal behavior and training, veterinary science, zoos, wildlife, animal agriculture, critical animal studies, intersectionality, animal law, and cross culture studies.
- Be provided with opportunities to study human-animal interactions internationally.
- Participate in anthrozoological research studies.
- Be provided with opportunities to join faculty at national and international academic conferences.

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 38 credits specifically in Anthrozoology, and 13 credits from other disciplines including biology, business, psychology or sociology, and statistics. The minor requires 25 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-eight semester credits of Anthrozoology courses, including:

ANZ 107	Introduction to Anthrozoology	3
ANZ 108	Survey of Animals in Society	3
ANZ 221	Familiar Canine	3
ANZ 231	Horses & Humans: Historical Perspective	3
ANZ 233	Connecting With Horses	2
ANZ 309	Research Methods in Anthrozoology (WI)	4
ANZ 321	Citizen Canine	3
ANZ 321L	Citizen Canine W/ a Dog Lab	2
ANZ 322	Community Canine	3
ANZ 322L	Community Canine Lab	2
ANZ 332	Equine Science: Nature of Horses	4
ANZ 441	Animal Behavior (WI)	3
ANZ 442	The Science of Animal Welfare	3

Plus one 3-credit Anthrozoology elective

Recommended electives include:

ANZ 252	Wild Animals and Society	3
ANZ 289	Special Topic	3
ANZ 389	Special Topic	1.00 - 3.00
ANZ 421	Specialized Canine Training	2
ANZ 422	Specialized Canine Training	2
ANZ 431	Equine Assisted Activities and Therapies	1

ANZ 489	Special Topics	1.00 - 3.00
SPED 200	Introduction to Exceptional Children	3

II. Other Program Requirements

Required courses:

BA XXX	Business elective course	3
BI 121	Foundations of Cell & Molecular Biology	3
	or	
BI 122	Foundations of Organismal Biology	3
	or	
BI 123	Foundations of Ecology and Diversity	3
BI 131	Lab Explorations Cellular &Molecular BI	1
	or	
BI 132	Physiology and Ecology Lab	1
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

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. 153) section.

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 Society	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 (12-13 credits each).

A. Canine Track

ANZ 221	Familiar Canine	3
ANZ 321	Citizen Canine	3
ANZ 321L	Citizen Canine W/ a Dog Lab	2
ANZ 322	Community Canine	3
ANZ 322L	Community Canine Lab	2

B. Equine Track

ANZ 231	Horses & Humans: Historical Perspective	3
ANZ 233	Connecting With Horses	2
ANZ 332	Equine Science: Nature of Horses	4
ANZ 431	Equine Assisted Activities and Therapies	1
ANZ 431L	Equine Assisted Activities and Therapies	2

II. Other Program Requirements

Plus four semester credits of the following:

BI 121	Foundations of Cell & Molecular Biology	3
	or	
BI 122	Foundations of Organismal Biology	3
	or	
BI 123	Foundations of Ecology and Diversity	3
BI 131	Lab Explorations Cellular &Molecular BI	1
	or	
BI 132	Physiology and Ecology Lab	1

Biochemistry/ Molecular Biology

TRAVIS ALMQUIST, PH.D.
ASHLEY BECK, PH.D.
CRISSIE CARPENTER, PH.D.
REBECCA COATES, PH.D.
ALYSSA HAHN, PH.D.
DAVID HITT, PH.D.
THERESA A. MCHUGH, PH.D.
STEPHANIE OTTO-HITT, PH.D.
CAROLINE PHARR, PH.D.
JOHN ROWLEY, PH.D.
BRANDON SHEAFOR, PH.D.
ELIZABETH SHEAFOR, M.A.
KYLE S. STRODE, 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 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 281	Genetics	3
BI 281L	Genetics Lab	1
BI 329	Molecular Biology	3
BI 496	Senior Seminar	1
	or	
CH 496	Senior Seminar	1

Plus One Additional Cell and Molecular Biology Course:

BI 305	Microbiology	3
BI 350	Developmental Biology	3
BI 369	Cell and Molecular Neuroscience	3
BI 382	Cell Biology	3

Plus One Advanced Research Experience (ARE):

BI 390	Research Experience in Plant Ecology WI	2
BI 391	Research Exp in Molecular Biology WI	2
BI 392	Res Exp Cell Molecular Neuroscience WI	2
BI 393	Res Exp Cellular Mechanotransduction WI	2
BI 394	Research Exp in Animal Physiology WI	2

Chemistry Courses

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry 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 I	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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STEFANIE OTTO-HITT, PH.D., DEPT. CHAIR
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 62 total credits)

I. Foundational Program Requirements (38-40 credits)

All of the following courses:

BI 121	Foundations of Cell & Molecular Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 281	Genetics	3
BI 281L	Genetics Lab	1
BI 496	Senior Seminar	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry	1

	Lab	
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
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
	or	
PHYS 205	Physics Using Calculus I: Mechanics	4
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 315	Probability and Statistics	3

Plus two of the following courses:

BI 122	Foundations of Organismal Biology	3
BI 123	Foundations of Ecology and Diversity	3
ES 124	Climate and Environment	3

BI 121, BI 122, and BI 123 all fulfill the Natural Science requirement for Core if taken with either BI 131 or BI 132 lab.

II. Other Course Requirements (24 credits)

At least one Advanced Research Experience (2 credits):

BI 390	Research Experience in Plant Ecology WI	2
BI 391	Research Exp in Molecular Biology WI	2
BI 392	Res Exp Cell Molecular Neuroscience WI	2
BI 393	Res Exp Cellular Mechanotransduction WI	2
BI 394	Research Exp in Animal Physiology WI	2

Each topic can only count once toward lab credit.

Plus two biology lab credits at the 300-level, or an additional ARE (2 credits):

BI 305L	Microbiology Lab	1
BI 306L	Plant Biology Lab	1
BI 307L	Animal Physiology Lab	1
BI 311L	Ecology Lab	1
BI 323L	Comparative Anatomy Lab	1
BI 329L	Molecular Biology Lab	1
BI 369L	Cell and Molecular Neuroscience Lab	1
BI 370L	Evolutionary Analysis Lab	1
BI 389L	Special Topic	1

At least six courses from the following list, with a minimum of two courses in each biology subdiscipline:

Subdiscipline 1: Cell and Molecular Biology (2 courses):

BI 305	Microbiology	3
BI 329	Molecular Biology	3
BI 350	Developmental Biology	3
BI 369	Cell and Molecular Neuroscience	3
BI 382	Cell Biology	3

Subdiscipline 2: Organismal Biology and Ecology (2 courses):

BI 306	Plant Biology	3
BI 307	Animal Physiology	3
BI 311	Ecology	3
BI 312	Global Change Ecology	3
BI 323	Comparative Anatomy	3
BI 370	Evolutionary Analysis	3

Other Science Electives (2 courses):

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

PHYS 206	Physics Using Calculus II	4

Or two additional Biology courses from subdisciplines listed above.

III. Other Program Requirements

1. 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.
2. 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. 153) section of this catalog.

BIOLOGY MINOR

I. Minor Program Requirements

Two foundational courses from the following:		
BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 123	Foundations of Ecology and Diversity	3
ES 124	Climate and Environment	3
Two lab explorations from the following:		
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
ES 134	Climate and Environment Laboratory	1
Additional biology requirements:		
BI 281	Genetics	3
BI 281L	Genetics Lab	1
Plus two additional upper-division biology courses from the following list:		
BI 305	Microbiology	3
BI 306	Plant Biology	3
BI 307	Animal Physiology	3
BI 311	Ecology	3
BI 312	Global Change Ecology	3
BI 323	Comparative Anatomy	3
BI 329	Molecular Biology	3
BI 350	Developmental Biology	3
BI 369	Cell and Molecular Neuroscience	3
BI 370	Evolutionary Analysis	3
BI 382	Cell Biology	3
BI 389	Special Topic	1.00 - 4.00
Plus two additional upper-division biology lab credits from the following list:		
BI 305L	Microbiology Lab	1
BI 306L	Plant Biology Lab	1
BI 307L	Animal Physiology Lab	1
BI 311L	Ecology Lab	1
BI 323L	Comparative Anatomy Lab	1
BI 329L	Molecular Biology Lab	1
BI 369L	Cell and Molecular Neuroscience Lab	1
BI 370L	Evolutionary Analysis Lab	1
BI 389L	Special Topic	1
BI 390	Research Experience in Plant Ecology WI	2
BI 391	Research Exp in Molecular Biology WI	2
BI 392	Res Exp Cell Molecular Neuroscience WI	2
BI 393	Res Exp Cellular Mechanotransduction WI	2

BI 394	Research Exp in Animal Physiology WI	2

II. Other Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry 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

Note:

1. All Biology minors must earn a grade of “C-” or better in all minor courses (sections I and II above).

Business: Management and Marketing

BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE, DEPT. CO-CHAIR
JULIA MULL, A.B.D., M.B.A., M.S., M.A., CFP®, DEPT CO-CHAIR
ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, PH.D., J.D.
ADEL DIMIAN, PH.D.

Mission and Goals

The Business Department offers Bachelor of Arts degrees with majors in Business: Accounting & Strategic Finance; Business: Financial Planning; and Business: Management & Marketing. Students selecting a major in Business: Management & Marketing may add an optional concentration in International Business. Minors are available in Accounting, Business Administration or Marketing. Students may also complete an Entrepreneurship Certificate. Students may combine majors, minors and concentrations.

The vision of the Business Department is to be recognized for business education that fosters environmental, social, and economic justice in an ever-changing world.

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: Management & Marketing major prepares students for a wide-variety of business careers. Through the liberal arts education, students develop valuable communication and reasoning skills. The business majors are 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: MANAGEMENT AND MARKETING, B.A.

I. Major Program Requirements

Required Business Core (27 credits):

BA 203	Principles of Financial Accounting	3
BA 204	Principles of Managerial Accounting	3
BA 301	Business Law	3
BA 306	Marketing	3

BA 313	Managerial Finance	3
BA 365	Financial Analysis Using Excel	3
BA 375	Fundamentals of Management	3
EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	3

Management and Marketing Courses (24 credits):

Required courses:

BA 392	International Business(GD&WI)	3
BA 410	Strategic Management	3

Plus three of the following:

BA 308	Human Resource Management	3
BA 309	Operations Research	3
BA 326	New Product Development	3
BA 338	Intro to Nonprofit Organizations	3
BA 351	Banking Management	3
BA 377	Entrepreneurship (WI)	3
BA 402	Project Management & Process Improvement	3
CO 320	Organizational Communication	3

Plus two of the following:

BA 322	Consumer Behavior	3
BA 324	Marketing Communication & Promotion	3
BA 328	Personal Selling	3

Plus one of the following:

CO 250	Social Media and Communication	3
CS 202	Web Design and Development	3
GIS 120	Principles of Geographic Information Sys	3

International Business Concentration (Optional add-on):

SA	Study Abroad Experience	3-12
	or	
	International Internship Experience	3-12
FR/SP/GM/GK/LA	6 credits of a modern foreign or classical language	6
CO 325G	Intercultural Comm (GD)	3
PHIL 203	Islam: Philosophy & Culture (CD)(GD)	3
	or	
TH 211	Comparative Religion (CD)(GD)	3

Note: Foreign language courses must be sequential

II. Other Program Requirements

Required courses:

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
DS 201	Introduction to Data Science	3
	or	
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. In addition to Carroll’s regional accreditation, the Business Department has received specialized business accreditation through IACBE for the degrees in Accounting & Strategic Finance, Financial Planning, and Business: Management & Marketing. Students graduating with these majors take a comprehensive exam at the end of their curriculum.

3. Optional course electives within the business majors may be double counted to fulfill Core requirements or requirements for other academic majors and still count within a business major. Where optional course electives exist, courses cannot be double counted to fulfill requirements in more than one area in the business majors.
4. Students cannot earn both a Business: Management & Marketing major and a Business Administration minor or Marketing minor.

BUSINESS ADMINISTRATION MINOR

Minor Program Requirements

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

BA 203	Principles of Financial Accounting	3
BA 204	Principles of Managerial Accounting	3
BA 306	Marketing	3
BA 313	Managerial Finance	3
BA 375	Fundamentals of Management	3
EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	3

Notes:

1. All business majors and 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 Financial Accounting	3
BA 204	Principles of Managerial Accounting	3
BA 306	Marketing	3
BA 375	Fundamentals of Management	3

Plus 9 additional credits from the following:

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

Catholic Studies

ERIC E. HALL, PH.D.
HANNAH HEMPHILL, PH.D
WILLIAM MARK SMILLIE, PH.D., DEPT CHAIR

Mission

Catholic Studies studies the interplay between the Catholic faith, the culture it engenders, and the lives of real people living out that faith in the concrete circumstances of their lives. Armed with this understanding, students learn how to incorporate the Catholic faith into their own lives, especially their lives as intellectuals and as professionals. The program will provide students with a working understanding of the Catholic faith, understood in the sense of the contents of Catholic beliefs. The program requires specially designed Catholic Studies courses, and the remaining course of study is organized around the themes of truth, goodness, and beauty.

Program Objectives

- To offer an organized study of Catholic Christian culture, which examines the relationship between faith and reason, faith and culture, and faith and life, and to initiate students into this study
- To seek ways that the specialized disciplines contribute to a unified and integrated vision of reality, and to foster this search in faculty and students of Carroll College
- To "incarnate" in Carroll College, its faculty and students, a Catholic way of understanding and being, that is, to bring Catholic intellectual, moral, spiritual, and cultural tradition into living form
- To provide a curricular space where Carroll College's dual goals of vocation and enlightenment can meet, mutually serve and inform each other

Student Learning Outcomes

Students majoring in Catholic Studies will:

1. Examine the role played by the Catholic faith intellectually, culturally, spiritually, and socially in the lives of specific individuals.
2. Assess the effect of the Catholic faith as a body of thought and culture on intellectual, cultural, spiritual, moral, individual and social developments throughout history
3. Integrate knowledge from different disciplines, and synthesize this with the ongoing dialogue between faith and reason
4. Articulate how the harmony of faith and reason applies to a student's major and/or future profession

CATHOLIC STUDIES, B.A.

I. Major Program Requirements

Thirty-two semester credits, including:

Required courses (22 credits):

CATH 205	Truth and Culture	3
CATH 206	Catholic Anthropology	3
CATH 207	Grace & the Human Experience	3
CATH 305	Faith & Reason	3
CATH 306	Lives of the Saints	3
CATH 308	Catholic Intellectual & Artistic Trad	3
CATH 495	Catholicism Engaged	1
CATH 497	Senior Paper	1

Plus 12 credits from a specialized track:

At least 3 credits taken within the track must be 300-level or higher.

6 credits of Latin may be used to contribute to any track, so long as one full year of Latin is successfully completed.

Truth/Receptivity courses:

PHIL 202	Medieval Philosophy	3

PHIL 216	Philosophy of God & Religion	3
PHIL 252	Philosophy & History of Science	3
PHIL 310	Metaphysics	3
PHIL 313	Epistemology	3
TH 231	Introduction to Old Testament (WI)	3
TH 236	Introduction to New Testament (WI)	3
TH 251	The God Question	3
TH 254	Theology and Science	3
TH 341	History of Christian Thought: Early Church & Partistics	3
TH 342	HCT: Middle Ages Through Reformation	3
TH 343	HCT: Modernity-Postmodernity	3
TH 352	Christology	3
TH 353	Trinity in Christian Life and Theology	3

Beauty/Creativity courses:

PHIL 255	Philosophy of Art & Beauty	3
TH 201	Church and Worship	3
TH 212	Women Mystics	3
TH 215	Exploring Christian Spirituality	3
TH 353	Trinity in Christian Life and Theology	3

Goodness/Expression courses:

ILC 213	The Elusive Self	4
ILC 389D	Historical Atrocity, Suffering & God	4
PHIL 205	Ethics	3
PHIL 121	Philosophy of Human Being	3
PHIL 150	Philosophy in Love	3
PHIL 206	Environmental Ethics	3
PHIL 208	Bioethics	3
PHIL 256	Social & Political Philosophy(WI)	3
PHIL 324	Ethical Theory (WI)	3
TH 216	Violence & Atonement	3
TH 220	Moral Theology	3
TH 222	Health Care Ethics	3
TH 263	Modern Catholic Social Teaching (WI)	3
TH 264	Theologies of Liberation(GD)	3
TH 353	Trinity in Christian Life and Theology	3

II. Other Program Requirements

Catholic Studies students are expected to participate in three types of co-curricular activities; majors must complete three activities per academic year.

- Truth: e.g. academic lectures
- Beauty: e.g. symphonies, a Latin Mass, a trip to an art gallery
- Goodness: e.g. Campus Ministry group or retreat; service project coordinated with the Hunthausen Center for Peace and Justice

  Participation will be tracked throughout a student's academic career and will be recorded in the final semester.

CATHOLIC STUDIES MINOR

I. Minor Program Requirements

Fifteen semester credits, including:

All of the following:

CATH 205	Truth and Culture	3
CATH 206	Catholic Anthropology	3
CATH 207	Grace & the Human Experience	3

Plus two of the following:

CATH 305	Faith & Reason	3
CATH 306	Lives of the Saints	3
CATH 308	Catholic Intellectual & Artistic Trad	3

II. Other Program Requirements

Catholic Studies students are expected to participate in three types of co-curricular activities; minors must complete two activities per academic year.

- Truth: e.g. academic lectures
- Beauty: e.g. symphonies, a Latin Mass, a trip to an art gallery
- Goodness: e.g. Campus Ministry group or retreat; service project coordinated with the Hunthausen Center for Peace and Justice
  Participation will be tracked throughout a student's academic career and will be recorded in the final semester.

Chemistry

DAVID HITT, PH.D., DEPT CHAIR
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 General Chemistry 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) Lab	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 MINOR

I. Minor Program Requirements

Required classes:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry 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

Note: All chemistry minors must earn a grade of "C-" or better in all minor courses. Students must pass prerequisites with a "C-" or better to enroll in chemistry courses.

Communication Studies

ALAN HANSEN, PH.D.
CHARLOTTE M. JONES, PH.D.
DOREEN KUTUFAM, PH.D
BRENT NORTHUP, M.A., DEPT CHAIR

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

Nineteen semester credits of communication courses, including:

CO 101	Basic Communication	3
CO 206	Small Group Communication	3
CO 225	Professional Communication	3
CO 306	Writing for the Print Media (WI)	3
CO 395	Research Methods Seminar	3
CO 425	Internship	1.00 - 12.00
CO 495	Senior Practicum: The Graceful Exit	1
CO COMP	Communication Comprehensive Exam	0
	or	
CO 499	Senior Thesis	1.00 - 3.00

Major Track Requirements

Communication Studies majors will complete one of two available tracks, as follows:

Track I: Interpersonal Communication (21 credits)

CO 108	Digital Publishing	3
CO 280	Gender Communication (ND)	3
CO 308	Communication Ethics	3
CO 320	Organizational Communication	3
CO 325G	Intercultural Comm (GD)	3
CO 340	Interpersonal Communication Theory	3
CO 414	Human Communication Theory	3

Students selecting the Interpersonal Communication track who declare a minor in Public Relations and Social Media must select courses not required for the Interpersonal Communication track.

Track II: Public Relations and Social Media (32 credits)

CO 108	Digital Publishing	3
CO 130	Digital Video Production	3
CO 165	Writing for Digital Media	3
CO 215	Introduction to Public Relations I	3
CO 216	Introduction to Public Relations II	3
CO 220	Event Planning	3
CO 236	Prospector Student Newspaper I	1.00 - 3.00
CO 237	Prospector Student Newspaper II	1.00 - 3.00
CO 250	Social Media and Communication	3
CO 260	Servant Leadership	3
CS 202	Web Design and Development	3
BA 306	Marketing	3

Students selecting the Public Relations and Social Media track are highly encouraged to minor in Marketing.

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	Writing for Digital Media	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	Gender Communication (ND)	3
CO 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	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.

PUBLIC RELATIONS AND SOCIAL MEDIA MINOR

Minor Program Requirements

Required classes:

CO 108	Digital Publishing	3
	or	
CO 240	Graphic Design	3
	or	
CS 202	Web Design and Development	3
CO 130	Digital Video Production	3
	or	
ART 113	Digital Photography	3
CO 215	Introduction to Public Relations I	3
CO 216	Introduction to Public Relations II	3
CO 220	Event Planning	3
CO 236	Prospector Student Newspaper I	1.00 - 3.00
CO 237	Prospector Student Newspaper II	1.00 - 3.00
CO 250	Social Media and Communication	3
BA 306	Marketing	3

Students selecting the Interpersonal Communication track who declare a minor in Public Relations and Social Media must select courses not required for the Interpersonal Communication track.

Computer Science

THEODORE J. WENDT, PH.D., Mathematics, Engineering and Computer Science Department Chair
SHAUN E. SCOTT, ED.D.
R. STEPHEN HARPER, M.S.

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. The computer science faculty and the college registrar must approve this plan.

Student Learning Outcomes:

Computer Science (CS)

At the completion of the **Computer Science** program, students will:

- Demonstrate a breadth and depth of knowledge in the discipline of computer science, specifically around theory, systems, and applications.
- Demonstrate comprehension of modern software engineering principles
- Analyze and apply problem solving skills to formalize general problem statements into the precise algorithmic solutions needed to achieve business/organizational goals.
- Demonstrate an ability to conduct industry-related research, synthesize research, and apply solutions based on research.
- Demonstrate an ability to communicate effectively with a range of stakeholders (i.e. coders, end users, data entry, management, vendors, etc.).
- An understanding of professional, ethical, legal, security and social issues and responsibilities.
- Will be prepared for productive careers or further education in graduate school.
- Will have the ability to manage a career of lifelong learning in technology.

Computer Information Systems (CIS)

At the completion of the **Computer Information Systems** program, students will:

- Analyze and design information systems and database solutions using state-of-the-art programming techniques and applications software to achieve business/organizational goals.
- Demonstrate an understanding of the enabling information technologies (IT) that organizations worldwide are using to provide a service to customers as well as develop and sustain a strategic and competitive position in the marketplace.
- Demonstrate an ability to function effectively on teams to accomplish a common goal.
- Demonstrate an ability to conduct industry-related research, synthesize research, and apply solutions based on research.
- Demonstrate an ability to communicate effectively with a range of stakeholders (i.e. coders, end users, data entry, management, vendors, etc).
- An understanding of professional, ethical, legal, security and social issues and responsibilities.
- Will be prepared for productive careers or further education in graduate school.,
- Will have the ability to manage a career of lifelong learning in technology.

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 111	Introduction to Computer Programming	3
CS 112	Object-Oriented Program Design	3
CS 202	Web Design and Development	3
CS 211	Data Structures and Algorithms	3
CS 230	Software Engineering (WI)	4
CS 251	Introduction to Linux	3
CS 310	Database Design	4
CS 241	Networking Fundamentals	3
	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 plus courses from the list below totaling 19 credits.

(Common minors include Math, Data Science, and Business; 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 241	Networking Fundamentals	3
	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 241 Network Fundamentals 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	Robotics and Experimental Physics	3

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

COMPUTER SCIENCE MINOR

Minor Program Requirements

Twenty-four credits in Computer Science

Recommended courses include:

CS 111	Introduction to Computer Programming	3
CS 112	Object-Oriented Program Design	3
CS 202	Web Design and Development	3
CS 211	Data Structures and Algorithms	3
CS 230	Software Engineering (WI)	4
CS 241	Networking Fundamentals	3
CS 251	Introduction to Linux	3
CS 310	Database Design	4

For the closely related Computer Information Systems major and Data Science major, the student will NOT be given duplicate credit for courses used to fulfill those major requirements, except in the case where one of the required courses (CS 111, CS 202, CS 241, and CS 310) is required in both programs; in such cases, the Registrar's Office will enter a manual override to allow the course to count in both areas.

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 courses:

CS 111	Introduction to Computer Programming	3
CS 202	Web Design and Development	3
CS 213	Management Information Systems	3
CS 241	Networking Fundamentals	3
CS 251	Introduction to Linux	3
CS 310	Database Design	4
CS 322	Security Policy and ADS Security	4
CS 425	Internship	1.00 - 6.00

Plus 6-8 credits from the following courses:

CS 112	Object-Oriented Program Design	3
CS 211	Data Structures and Algorithms	3
CS 230	Software Engineering (WI)	4
CS 289	Special Topic	1.00 - 3.00
CS 311	Database Project	4
CS 389	Special Topic	1.00 - 3.00
CS 410	Operating Systems	4
CS 421	Cyber Security	4
CS 430	Senior Project: Your Project	4
CS 489	Special Topic	1.00 - 3.00
GIS 120	Principles of Geographic Information Sys	3

If CS 230 is not taken as an elective, then ENWR 305 - Workplace Writing must be taken.

Plus choose one of the following emphases:

Business Technology Emphasis (24 credits)

BA 203	Principles of Financial Accounting	3

Plus 21 credits of the following:

- Any 200 level or higher Business course (BA 360 - Accounting and Finance Information Systems recommended)
- Any 200 level or higher GIS course
- Any Social Media course (CO 108, CO 130 / CS 130, CO 250)

At least 6 credits need to be 300-level or higher courses.

Interdisciplinary Emphasis (24 credits)

The “Interdisciplinary Studies” Emphasis enables students to personalize their education, focusing on areas of interest while continuing to build a solid foundation in the application of technology through the required CIS Major and elective courses. Some examples include “Theatre Technology,” “Health Sciences Technology,” or “Social Sciences Technology.”

Students are required to make a formal proposal that includes a summary of their academic plan, an explanation of why the emphasis makes sense, a list of potential internships, and how they plan to make and meet their goals. *This emphasis must include at least 24 credits not already accounted for by the CIS major.* **Approval of a Computer Science Advisor is required.**

For more information including proposal forms and an Interdisciplinary Studies example please see the Computer Information Systems (CIS) page on Carroll College's website (www.carroll.edu, search for "Computer Science," select the "Computer Information Systems" link on the Computer Science page.)

Students are required to complete at least 6 credits of 300-level or higher courses; however, depending on the circumstances, this requirement may be waived by the advising faculty.

Graduate School Emphasis (24 credits)

The “Graduate School Track” Emphasis enables students to personalize their education by focusing on the courses that will assist the student in applying for and being successful in graduate school. Some examples of graduate programs include Computer Science, Computer Information Systems, Management Information Systems, Business Information Systems, etc.

Students are required to make a formal proposal that includes a summary of their academic plan, a list of potential internships or research experiences (approved research experiences may substitute for the required internship), and how they plan to make and meet their goals. *This emphasis must include at least 24 credits not already accounted for by the CIS major.* **Approval of a Computer Science Advisor is required.**

Students are required to complete at least 6 credits of 300-level or higher courses; however, depending on the circumstances, this requirement may be waived by the advising faculty.

II. Other Program Requirements

Required courses:

EC 203	Project Management Economics	3
CO 206	Small Group Communication	3
	or	
CO 275	Conflict Management	3
	or	
PSY 200	Emotional Intel & Personal Prof Success	3
DS 201	Introduction to Data Science	3
	or	
MA 207	Introduction to Statistics	3
CS 230	Software Engineering (WI)	4
	or	
ENWR 305	Workplace Writing (WI)	3

Either ENWR 305 Workplace Writing or CS 230 Software Engineering fulfills the Writing Intensive (WI) requirement for the major.

COMPUTER INFORMATION SYSTEMS MINOR

Minor Program Requirements

Twenty-four credits in Computer Information Systems including:

CS 202	Web Design and Development	3
CS 213	Management Information Systems	3

A minimum of 11 credits in Computer Science or Geographic Information Systems

Recommended courses include:

CS 111	Introduction to Computer Programming	3
CS 241	Networking Fundamentals	3
CS 251	Introduction to Linux	3
CS 310	Database Design	4
CS 322	Security Policy and ADS Security	4
GIS 120	Principles of Geographic Information Sys	3

A minimum of 6 credits in Business or Economics

Recommended courses include:

BA 100	Introduction to Business	2
EC 203	Project Management Economics	3

For the closely related Computer Science major, Data Science major, and Business department majors, the student **will NOT be given duplicate credit** for courses used to fulfill those major requirements, except in the case where one of the required courses (e.g. CS 202) is required in both programs; in such cases, the Registrar's Office will enter a manual override to allow the course to count in both areas.

Data Science

KELLY CLINE, PH.D.
JODI FASTEEN, PH.D.
ERIC SULLIVAN, PH.D.
THEODORE J. WENDT, PH.D., Mathematics, Engineering and Computer Science Department Chair

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	Advanced Differential Equations and Linear Algebra	4

B. Computer Science Courses (23 credits):

CS 111	Introduction to Computer Programming	3
CS 211	Data Structures and Algorithms	3
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 309	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	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 111	Introduction to Computer Programming	3
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 309	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, ED.D.
JOE HELBLING, PH.D.
ROBERT STANSBERRY, ED.D., Director of Teacher Education and Department Chair

Mission

The mission of the Teacher Education Program is to prepare students for lifelong learning, 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 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.

Student Learning Outcomes

The goal of Carroll College's Teacher Education Program is to support students in developing teaching competencies in their chosen fields and assist them in becoming education professionals capable of responding to their students' individual needs. Teacher education graduates from all programs will demonstrate competence in the following Montana teaching standards:

1. demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;
2. use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
3. work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;

4. demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
5. demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
6. use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;
7. plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;
8. use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
9. engage in ongoing professional learning and use evidence to continually evaluate candidate practice, particularly the effects of candidates choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
10. interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
11. engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
12. demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

Majors and Minors

The following majors and minors leading to Montana Teacher Licensure are offered at Carroll College:

Majors:

Elementary Education (K-8) (p. 88)

Elementary Education (K-8) and Special Education (P-12) Combined (p. 90)

Secondary Education - English Education (5-12) (p. 99)

Secondary Education - Mathematics Education (5-12) (p. 123)

Secondary Education - Social Studies Education (5-12) (p. 143)

Secondary Education - Science Education (5-12) (p. 141)

Minors:

Reading (K-12) (p. 140)

Special Education (P-12) (p. 149)

In order to teach with a minor, students must also have a major in a teacher licensure area.

ELEMENTARY EDUCATION K-8, B.A.

The Elementary Education (K-8) major prepares students to teach subject matter at the elementary level (K-8). Understanding child cognitive and affective development is emphasized, as well as, the individual academic disciplines of language arts, mathematics, science, and social studies.

For specific Student Learning Outcomes see Education (p. 87)

I. Major and Professional Education Program Requirements

Required classes:

ED 102	Foundations of Education (WI)	3
ED 103	Instructional Media & Technology	3
ED 228	Children's Literature	3
ED 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 321	Arts Integration in Elementary School	3
ED 323	Teaching Communication Arts I	2
ED 324/SPED 324	Diagnostic-Based Interventions	3
ED 325	Teaching Communication Arts II	3
ED 405	Education Seminar	2
ED 410	Student Teaching - Major or Major/Minor	12
ED 412	Measurement and Assessment in Teaching	3
SPED 200	Introduction to Exceptional Children	3
SPED 206	Collab & Conf Tech for Educators	3

II. Other Program Requirements

Required classes:

AN 218	Intro Native Am Studies(CDND)	3
MA 201	Mathematics for Elementary Education I	3
MA 202	Mathematics for Elementary Education II	3
MA 301	Teaching Math Content & Methds Mdl Grade	3
PSY 227	Child & Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
HI 121	US History I (ND)	3
	or	
HI 122	US History II	3
	or	
HI 224	History of the American West	3
	or	
HI 231	Montana and the West	3

One semester of earth science with required lab:*

AS 102	Astronomy	3
	or	
ES 111	Earth Science	4
	or	
ES 124	Climate and Environment	3
ES 134	Climate and Environment Laboratory	1

One semester of life science with required lab:*

BI 122	Foundations of Organismal Biology	3
	and	
BI 132	Physiology and Ecology Lab	1
	or	
BI 101	Life Science	4
	or	
BI 102	Human Biology	4

One semester of physical science with required lab:*

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

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

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 for Admission to the Teacher Education Program; 3) earn a minimum 2.65 grade point average in Major Program Requirements, Professional Program Requirements, and Other Program Requirements for Acceptance to Student

Teaching.

III. Acceptance Into Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be accepted to the program. See Acceptance into the Teacher Education Program (p. 92) for specific details.

In order for students to student teach, they must submit an application. See Admission to Student Teaching (p. 93) for specific details.

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

The Elementary Education (K-8) and Special Education (P-12) combined major prepares students to teach subject matter at the elementary level (K-8) and teach students with disabilities. Understanding child cognitive and affective development is emphasized, as well as, the individual academic disciplines of language arts, mathematics, science, and social studies. In addition, students will receive specific coursework in identification and educational programming for students with disabilities.

For specific Student Learning Outcomes see Education (p. 87)

I. Major and Professional Education Program Requirements

Required classes:

ED 102	Foundations of Education (WI)	3
ED 103	Instructional Media & Technology	3
ED 228	Children's Literature	3
ED 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 321	Arts Integration in Elementary School	3
ED 323	Teaching Communication Arts I	2
ED 325	Teaching Communication Arts II	3
ED 405	Education Seminar	2
ED 410	Student Teaching - Major or Major/Minor	12
ED 412	Measurement and Assessment in Teaching	3
SPED 200	Introduction to Exceptional Children	3
SPED 206	Collab & Conf Tech for Educators	3
SPED 304	Students W/ High Incidence Disabilities	3
SPED 305	Students With Low Incidence Disabilities	3
SPED 323	Assmnt & Evaluation in Special Education	3
SPED 324/ED 324	Diagnostic-Based Interventions	3
SPED 408	Methods for Teaching Stu w/ Disabilities	3
SPED 409	Methods Administering Spec Ed	5

II. Other Program Requirements

Required classes:

AN 218	Intro Native Am Studies(CDND)	3
MA 201	Mathematics for Elementary Education I	3
MA 202	Mathematics for Elementary Education II	3
MA 301	Teaching Math Content & Methds Mdl Grade	3
PSY 227	Child & Adolescent Psychology	3
	or	
PSY 203	Developmental Psychology	3
HI 121	US History I (ND)	3
	or	
HI 122	US History II	3
	or	
HI 224	History of the American West	3
	or	
HI 231	Montana and the West	3

One semester of earth science with required lab:*

AS 102	Astronomy	3
	or	
ES 111	Earth Science	4
	or	

ES 124	Climate and Environment	3
ES 134	Climate and Environment Laboratory	1
One semester of life science with required lab:*		
BI 122	Foundations of Organismal Biology	3
	and	
BI 132	Physiology and Ecology Lab	1
	or	
BI 101	Life Science	4
	or	
BI 102	Human Biology	4
One semester of physical science with required lab:*		
AS 102	Astronomy	3
	or	
CH 111	Essentials of Chemistry: General	3
	or	
PHYS 155	Robotics and Experimental Physics	3
	or	
PHYS 201	Physics I:Mechanics, Wave Motion 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).

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 for Admission to the Teacher Education Program; 3) earn a minimum 2.65 grade point average in Major Program Requirements, Professional Program Requirements, and Other Program Requirements for Acceptance to Student Teaching.

III. Acceptance Into Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be accepted to the program. See Acceptance into the Teacher Education Program (p. 92) for specific details.

In order for students to student teach, they must submit an application. See Admission to Student Teaching (p. 93) for specific details.

SECONDARY EDUCATION REQUIREMENTS

To be licensed to teach in a secondary school in Montana, grades 5-12, students at Carroll must complete a secondary education major **or** a K-12 major. Students interested in a secondary education major or a K-12 major should contact not only individuals within the major 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 programs leading to teacher licensure:

A. Majors

English Education (5-12) (p. 99)
Mathematics Education (5-12) (p. 123)
Science Education (5-12) (p. 141)
Social Studies Education (5-12) (p. 143)

B. K-12 Education Minors

Reading (K-12) (p. 140)
Special Education (P-12) (p. 149)

Note: In order to teach with a minor, students must also have a major in a teacher licensure area. Students preparing for secondary education must complete professional education course work. See the following sections for required courses.

II. Professional Education Requirements for Secondary Education

Required classes:

AN 218	Intro Native Am Studies(CDND)	3
ED 102	Foundations of Education (WI)	3
ED 103	Instructional Media & Technology	3
ED 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Sec Teach Methods	3.00 - 4.00
ED 405	Education Seminar	2
ED 408	Student Teaching - Minor Only	5
	or	
ED 410	Student Teaching - Major or Major/Minor	12
ED 412	Measurement and Assessment in Teaching	3
PSY 203	Developmental Psychology	3
	or	
PSY 227	Child & Adolescent Psychology	3
SPED 200	Introduction to Exceptional Children	3
SPED 206	Collab & Conf Tech for Educators	3

Appropriate content-area methods courses for both major and minor fields.

Note: All secondary 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 for the Major and Minor (if applicable); 2) earn a minimum 2.5 cumulative grade point average for admission to the Teacher Education Program; and 3) earn a minimum 2.65 grade point average in Major and Minor (if applicable) Program Requirements, Other Program Requirements, and Professional Education Requirements for Acceptance to Student Teaching.

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 203	Developmental Psychology	3
	or	
PSY 227	Child & Adolescent 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 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 his/her 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. Receive acceptable minimum scores on the Core Academic Skills for Educators Test or possess verified scores at or above the 60th percentile on an acceptable college entrance exam;

2. Grade of “C-” or better in CO 101;
3. Grade of “C-” or better in CORE 110 or ENWR 102;
4. Grade of "C-" or better in all program required courses;
5. A minimum of 2.50 cumulative grade point average (at the time of application);
6. An interview that has met program standards;
7. Positive faculty recommendations;
8. A clear background check; and
9. Positive previous K-12 field experiences

The candidate’s status will be evaluated by Department faculty 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. Passed a minimum of one area (reading, writing, mathematics) of the Core Academic Skills for Educators Test or possess verified scores at or above the 60th percentile on acceptable college entrance exam in a minimum of one area (reading, writing, mathematics);
2. Participated in an interview 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(ies) 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.

Acceptance 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 acceptance to student teaching.

Students must meet the following criteria:

1. Receive an acceptable rating (2 or better) on the appropriate ETS Praxis Subject Knowledge Test on the Montana Assessment of Content Knowledge Assessment;
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.);

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

1. Application to student teaching;
2. Positive faculty evaluations; and
3. Positive previous K-12 field experiences.

Application must be made to the Teacher Education Program no later than March 15 of the year preceding student teaching. 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 accepted to student teaching cannot be guaranteed a particular school district, building, or master teacher. The decision for placement is the responsibility of the Department of Education and school district personnel.

Student Teacher Placement Options

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

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

Helena School District #1

East Helena School District #9

Montana City School District #27

Other Lewis and Clark County Schools

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

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

1. Local area school districts (see Option 1) cannot provide an appropriate placement in the student's area of licensing.
2. An out-of-area placement provides a more valuable experience in the student's area of licensing.
3. A placement in the local area will impose extreme hardship and prevent the student from completing the student teaching experience.

For any out-of-area request to be approved, the faculty members of the Department of Education must judge that there is a very low probability that the student will require direct intervention of department faculty members during his/her student teaching experience. For that reason, students minimally must possess a GPA 3.25 or better and have excellent previous field experience evaluations.

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 prior to or in conjunction with his/her Application for Student Teaching to the Director of Teacher Education explaining in detail the rationale for his/her request. Appropriate documentation supporting the request should also be attached.

If the student teaching placement request is approved, the Department will determine the best possible supervision model. Supervision may be fulfilled with Carroll College supervisors, with contracted supervision by another college/university, with another qualified individual, or with the use of technology. All costs for supervision that would exceed those incurred during a Helena placement will be borne by the teacher candidate. This may include the salary of the college supervisor and all expenses associated with travel, lodging and meals.

If the out-of-teaching placement request is not approved, the Education Department will place the teacher candidate in a local area school (Option 1 listed above).

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 Panel

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 Panel is a group of educational professionals from the Helena community and current Carroll students who gather annually to discuss and document ideas to support and improve the Carroll College Teacher Education Program. The Panel consists of members who represent diverse areas of interest and school settings.

Transportation

Transportation to and from field experiences, internships, and student teaching locations is the responsibility of each student enrolled in education courses.

Engineering

GARY FISCHER, M.S., P.E., Director
MARY E. KEEFFE, PH.D.
SARA MOLLAMOHAMMADA, M.SC.
JOHN L. SCHARF, PH.D.
ANTHONY M. SZPILKA, PH.D.

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 current engineering programs offered at Carroll are civil engineering with a broadfield emphasis, civil engineering with an environmental emphasis, and the 3-2 engineering program. Additionally, a mathematics degree with a cognate concentration in engineering is available through the mathematics program.

On February 22, 2019, the Carroll College Board of Trustees, through a campus-wide program prioritization process, discontinued the Engineering Science program. Effective Fall 2019, the following majors have been discontinued: engineering science with an engineering mechanics emphasis, engineering science with a flexible emphasis, engineering science with an environment and public health emphasis. New students will not be admitted to the engineering science program; current engineering science students will be taught to graduation with an ABET-accredited degree. More information about the Engineering Science program, including the degree requirements at the time of discontinuance, can be found in the Engineering Science, B.S. section of the 2018-2019 academic catalog.

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	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	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	Public Health & Environment	3
ENGR 424	Groundwater Flow Modeling	3

III. Other Program Requirements

Required classes:

BI 123	Foundations of Ecology and Diversity	3
	and	
BI 132	Physiology and Ecology Lab	1
	or	
ES 124	Climate and Environment	3
	and	
ES 134	Climate and Environment Laboratory	1
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials of Chemistry Lab	1
EC 203	Project Management Economics	3
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 233	Multivariable Calculus	4
MA 334	Advanced Differential Equations and Linear Algebra	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.

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

The purpose of the 3-2 program is to provide the student with the opportunity to combine a strong liberal arts education with a traditional engineering education.

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 an ABET-accredited program at another institution.

Under the 3-2 program, a student attends Carroll College for three years and then transfers to an ABET-accredited engineering program. Upon successful matriculation in their chosen engineering degree plan, the student contacts the Registrar's office at Carroll College and is awarded a Bachelor of Arts degree with a major in engineering mathematics from Carroll College. 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

Formal written agreements exist with the University of Notre Dame (South Bend, IN) and Columbia University (New York City, NY). The University of Notre Dame recommends a 3.6 GPA at the time of transfer and accepts 20 students nationally into their program. Columbia University recommends a 3.0 GPA. Other requirements are also in effect at each institution so prospective students should consult with the 3-2 engineering adviser before they begin their first semester at Carroll. Neither of these institutions guarantee admittance, but the formal agreements give Carroll students meeting the respective institutions' requirements priority in the admission process of students from liberal arts institutions.

The Carroll College 3-2 engineering advisor will work with students entering Montana State University, Montana Technological University (Montana Tech), or another institution of the student's choosing to design a program that will allow the student to progress towards matriculation at that institution in an effective manner. As engineering curriculums can vary both within a specific institution and between institutions, prospective students should consult with the 3-2 engineering advisor before they begin their first semester at Carroll.

A program to prepare students for graduate studies in engineering is offered via the mathematics major with a cognate concentration in engineering.

I. Major Program Requirements

Required classes:

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

Technical Electives:

Five 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 123	Foundations of Ecology and Diversity	3
	and	
BI 132	Physiology and Ecology Lab	1
	or	

ES 124	Climate and Environment	3
	and	
ES 134	Climate and Environment Laboratory	1
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials of Chemistry Lab	1
EC 203	Project Management Economics	3
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 233	Multivariable Calculus	4
MA 315	Probability and Statistics	3
	or	
MA 342	Applied Numerical Methods & Analysis-WI	3
MA 334	Advanced Differential Equations and Linear Algebra	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, the following adjustments have been approved for 3-2 engineering students:

- Central Sequence requirements: the Advanced Writing course will be waived at Carroll, and an equivalent requirement will be completed at the ABET-accredited engineering institution;
- Distribution requirements: one course (3 credits) within the Faith & Reason distribution requirement will be waived. In other words, students must complete the Theological Foundations course (3 credits theology), Philosophical Reasoning course (3 credits philosophy) and the Ethical Reasoning course (3 credits of either philosophy or theology) within the Central Sequence of the Core Curriculum 2020;
- *Sed Vitae* requirement: the *Sed Vitae* experiential requirement will be waived at Carroll, and an equivalent requirement will be completed at the ABET-accredited engineering institution.

IV. Additional Requirements

1. All 3-2 students must complete the 3-2 intention form by the end of their third semester. This form will document: (i)the institution they are intending to transfer to, (ii) the engineering discipline they are planning to pursue, and (iii) a list of appropriate courses to be taken at Carroll. This document may be altered in consultation with the 3-2 advisor as the student further develops their educational goals.
2. As students are to transfer to another institution, a student must earn a grade of “C” or better in all of the courses listed under “Major Program Requirements” and “Other Program Requirements.” (In general Carroll engineering, math, and science courses require a C- as a passing grade. However, since not all institutions will accept a C- grade as a transfer equivalent, 3-2 students are held to the higher standard of a C.)
3. 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.
4. 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.
5. 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.
6. The minimum GPA of the second 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.
7. 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.

English

DEBRA BERNARDI, PH.D.
LOREN GRAHAM, M.F.A., DEPT CHAIR
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 EDUCATION (5-12), B.A.

The English Education (5-12) major prepares students to teach English at the middle and/or high school level. The program focuses on the content of discipline, as well as, the pedagogical skills necessary for teaching in a middle/high school classroom.

For specific Student Learning Outcomes see Education (p. 87) and English (p. 99)

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
ENLE 411	Teaching English on the Secondary Level	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

Requirements for English Education Major

AN 218	Intro Native Am Studies(CDND)	3
ED 102	Foundations of Education (WI)	3
ED 103	Instructional Media & Technology	3
ED 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Sec Teach Methods	3.00 - 4.00
ED 405	Education Seminar	2
ED 410	Student Teaching - Major or Major/Minor	12
ED 412	Measurement and Assessment in Teaching	3
HI 121	US History I (ND)	3
	or	
HI 122	US History II	3
	or	
HI 224	History of the American West	3
	or	
HI 231	Montana and the West	3
PSY 203	Developmental Psychology	3
	or	
PSY 227	Child & Adolescent Psychology	3
SPED 200	Introduction to Exceptional Children	3
SPED 206	Collab & Conf Tech for Educators	3

IV. Acceptance into the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be accepted to the program. See Acceptance into the Teacher Education Program (p. 92) for specific details.

In order for students to student teach, they must submit an application. See Admission to Student Teaching (p. 93) for specific details.

Notes:

1. All English Education (5-12) 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 for Admission to the Teacher Education Program; 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Acceptance to Student Teaching.
2. See Secondary Education Requirements (p. 91).

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 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	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	

Environmental Science

PATRICIA HEISER, PH.D., DIRECTOR
GRANT HOKIT, PH.D.
TRAVIS ALMQUIST. 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 responsible stewardship of the natural resources, ecosystems, and wild areas we depend on. Our goal is to prepare students to become sound environmental citizens who can understand the interdisciplinary connections and practical collaborations that will lead us to a more sustainable future.

The Environmental Science major emphasizes *field-based* and *project oriented* studies, fosters critical thinking and problem solving, practical field skills. Our progressive field based curriculum centers on the *process* of scientific investigation, experiential learning, reflection and communication. Course-based research experiences, spanning from freshman year to graduation, are designed to prepare students for independent thesis projects or internships, and ultimately graduate study or an environmental career. A high percentage of Environmental students participate in research, complete an independent thesis, present at a variety of regional and national student and professional settings, and/or work as interns at local, state, and federal agencies.

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 or natural sciences. It is especially designed for the curious, interested, or undecided student desiring a solid introduction to sciences, practical analytical skills, and broad range of field experience.

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 and practical experience in 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, environmental policies, and regulations operating at 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

ENVIRONMENTAL SCIENCE, B.A.

Program Requirements:

Environmental Stewardship - Management (6 credits)		
ES 220	Conservation Biology	3
ES 401	Environmental Impact Assessment	3
Foundation in Sciences (20 credits)		
ES 124	Climate and Environment	3
ES 134	Climate and Environment Laboratory	1
ES 111	Earth Science	4
BI 123	Foundations of Ecology and Diversity	3
ES 133L	Field Ecology Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
Advanced Environmental Sciences (14 credits)		
ES 380	Soil Genesis and Classification	4
ES 381	Landscape Processes	2
ES 382	Landscape Analysis	2
BI 390	Research Experience in Plant Ecology WI	2
	or	
BI 394	Research Exp in Animal Physiology WI	2
Plus one field zoology course from the following:		
ES 250	Field Zoology: Entomology	2
ES 251	Field Zoology: Herpetology	2
ES 252	Field Zoology: Ichthyology	2
ES 253	Field Zoology: Ornithology	2
Tools and Applications (9 credits)		
GIS 120	Principles of Geographic Information Sys	3
MA 121	Differential Calculus	3

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	Internship	1.00 - 3.00
ES 498	Environmental Research	1.00 - 3.00
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

Focus Area (9 credits)

Courses for the focus area should be selected in consultation with an Environmental Program advisor.

Wildlife and Landscape Ecology

BI 311	Ecology	3
ES 300	Environmental Field Studies	3
	or	
ES 300G	Environmental Field Study(GD)	3
BI 312	Global Change Ecology	3
BI 306	Plant Biology	3
GIS 315	Spatial Analysis	3
GIS 316	Raster Analysis	3
BI 132	Physiology and Ecology Lab	1
BI 281	Genetics	3
BI 307	Animal Physiology	3
DS 201	Introduction to Data Science	3

BI 311 is required.

Additional field zoology course(s) beyond one required above:

ES 250	Field Zoology: Entomology	2
ES 251	Field Zoology: Herpetology	2
ES 252	Field Zoology: Ichthyology	2
ES 253	Field Zoology: Ornithology	2

Water, Energy, Sustainability

GIS 315	Spatial Analysis	3
GIS 316	Raster Analysis	3
ENGR 327	Land & Stream Restoration	3
DS 201	Introduction to Data Science	3
ENGR 323	Water Quality	2
ENGR 313	Hydrology	3
ENGR 326	Energy and the Environment (GD)	3

Environmental Health, Public Communication

HS 329	Public Health & Environment	3
HS 230	Introduction to Epidemiology	3
BI 305	Microbiology	3
CH 205	Quantitative Analysis	4
GIS 315	Spatial Analysis	3
GIS 316	Raster Analysis	3
CO 215	Introduction to Public Relations I	3
CO 216	Introduction to Public Relations II	3

HS-329 is required; an approved environmental literature course may also be used.

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 MINOR

Minor Program Requirements

Eighteen semester credits including:

PHIL 205	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	Cultural Anthropology (CD GD)	3
AN 208	The Family (ND)	3
AN 317	Ethnic and Racial Relations (ND)	3
CO 280	Gender Communication (ND)	3
PHIL 121	Philosophy of Human Being	3
PHIL 255	Philosophy of Art & Beauty	3
PHIL 256	Social & Political Philosophy(WI)	3
PHIL 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 (CD)(GD)	3
SO 200	Social Problems	3
SO 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	TH & Gender:ImagesTradition & Discourse	3
TH 263	Modern Catholic Social Teaching (WI)	3

Financial Planning

BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE, DEPT CO-CHAIR
JULIA MULL, A.B.D., M.B.A., M.S., M.A., CFP®, DEPT CO-CHAIR
ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, PH.D., J.D.
ADEL DIMIAN, PH.D.

The Business Department offers Bachelor of Arts degrees with majors in Business: Accounting & Strategic Finance; Business: Financial Planning; or Business: Management & Marketing. Business: Management & Marketing majors may add an optional concentration in International Business. Minors are available in Accounting, Business Administration, or Marketing. Students may also pursue an Entrepreneurship Certificate. Students may combine majors, minors and concentrations.

The vision of the Business Department is to be recognized for business education that fosters environmental, social, and economic justice in an ever-changing world.

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 Financial Planning major prepares students for careers in financial planning, investments and retirement planning, and financial counseling. Through the liberal arts education, students develop additional valuable communication and reasoning skills. Carroll College's Financial Planning major is a CFP Board-Registered program and students who complete the Financial Planning degree at Carroll are eligible to take the CFP® exam.

Student Learning Outcomes

Upon completion of the requirements:

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

BUSINESS: FINANCIAL PLANNING, B.A.

I. Major Program Requirements

Required Business Core (27 credits):

BA 203	Principles of Financial Accounting	3
BA 204	Principles of Managerial Accounting	3
BA 301	Business Law	3
BA 306	Marketing	3
BA 313	Managerial Finance	3
BA 365	Financial Analysis Using Excel	3
BA 375	Fundamentals of Management	3
EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	3

Financial Planning Courses (24 credits):

BA 303	Intermediate Financial Accounting I	3
BA 318	Foundations of Financial Planning	3
BA 328	Personal Selling	3
BA 411	Investment Planning	1
BA 412	Insurance Planning	2
BA 414	Retirement Planning & Employee Benefits	3
BA 415	Federal Taxation	3
BA 421	Estate Planning	3
BA 451	Advanced Financial Analysis & Planning	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
DS 201	Introduction to Data Science	3
	or	
MA 207	Introduction to Statistics	3

Notes:

1. All Business: Management & Marketing, Accounting & Strategic Finance, or Financial Planning 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 & Strategic Finance, Financial Planning, and Business: Management & Marketing. Students graduating with a major in Business: Management & Marketing, Accounting & Strategic Finance, or Financial Planning take a comprehensive exam at the end of their curriculum.
3. Carroll College's Financial Planning major is a CFP Board-Registered program and students who complete the Financial Planning degree at Carroll are eligible to take the CFP® exam.

FINANCIAL PLANNING CERTIFICATE

Description

The Financial Planning Certificate serves adult learners in the financial planning field with existing undergraduate degrees by providing the education element of the requirements for those wishing to become a Certified Financial Planner™. Students who are currently completing an undergraduate degree in a major other than business at Carroll College may also pursue the Financial Planning Certificate. Financial Planning professionals are unable to take the CFP Board exam to become a CFP® Certificant until first completing the required curriculum from a CFP Board Registered Program. Carroll College has been approved by CFP Board to offer a CFP Board Registered Certificate Program, effective September 4, 2020.

Student Learning Outcomes

Along with previous completion of a bachelor's degree, the seven required courses fulfill the 72-topic item education requirement for the Certified Financial Planning Board. The certificate curriculum provides students the necessary education to pass the CFP Board exam, and students will learn all components needed to create comprehensive financial plans that are uniquely appropriate for individual clients while utilizing technical skills as well as soft skills such as active listening, psychological and sociological insights, and communication skills.

Upon completion of the Certified Financial Planning certificate program,

- Students will be able to apply fundamental concepts and practices in financial planning.
- Students will be able to apply psychological and sociological concepts to the practice of financial planning to help clients achieve financial security.
- Students will recognize and practice the ethical behavior that is expected from a fiduciary.
- Students will describe and apply the professional responsibilities of financial planning professionals.
- Students will construct coherent oral and written forms of communication and present them in a professional manner.

Certificate Program Requirements

Required Courses:

BA 314	Foundations of Investment Planning	2
BA 318	Foundations of Financial Planning	3
BA 411	Investment Planning	1
BA 412	Insurance Planning	2
BA 414	Retirement Planning & Employee Benefits	3
BA 415	Federal Taxation	3
BA 421	Estate Planning	3
BA 451	Advanced Financial Analysis & Planning	3

Notes:

1. All financial planning certificate students must earn a grade of “C-” or better in all required courses, and must achieve an

overall 3.00 GPA in the certificate program.

Fine Arts

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

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.

Fifty (50) semester credits, including:

Major Program Requirements

Theatre majors complete all required courses and then must select one concentration: Performance or Technical.

Required Theatre Courses (19 credits):

THT 103	Theatre Travel Practicum	1
THT 310	Women in Theatre	3
THT 311	Directing	3
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

Plus two credits of the following:

THT 305	Theatre Intensive	1

Performance Concentration (31 credits):

Required Performance Courses - complete all 16 credits:

THT 102	Theatre Technician Practicum	1
THT 110	Theatre Practicum	1
THT 112	Movement and Voice for the Actor	3
THT 130	Dance I	1
THT 131	Dance II	1
THT 212	Advanced Acting	3
THT 308	Period Styles for Acting	3

Production Courses - select 6 credits

THT 121	Stagecraft	3
THT 220	Scene Painting and Prop Artistry	3
THT 221	Stagecraft II	3
THT 222	Introduction to Stage Design	3
THT 223	Costuming	3
THT 224	Stage Make-Up	3
THT 320	Corsetry	3
THT 322	Scenic Design	3
THT 323	Lighting Design	3
THT 324	Digital Media Design	3

Other Courses - select 9 credits:

ENLT 423	Shakespeare	3
THT 148	Film Acting	3
THT 160	Improvisation	3
THT 207	Comedy Acting	3
THT 208	Stage Combat	3
THT 211	Puppetry	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

ENLT 215 and ENLT 216 sections with a topic of Shakespeare may be used.

Up to 6 credits from the MUS or ART subject designation may also be used.

Technical Theatre Concentration (31 credits):

Required Technical Courses - complete all 10 credits:

THT 222	Introduction to Stage Design	3
THT 422	Advanced Design	3

Plus four credits of the following:

THT 102	Theatre Technician Practicum	1

Production Courses - select 18 credits

THT 211	Puppetry	3
THT 220	Scene Painting and Prop Artistry	3
THT 221	Stagecraft II	3
THT 222	Introduction to Stage Design	3
THT 223	Costuming	3
THT 224	Stage Make-Up	3
THT 320	Corsetry	3
THT 322	Scenic Design	3

THT 323	Lighting Design	3
THT 324	Digital Media Design	3

Other Courses - select 3 credits:

ENGR 104	Engineering Graphics & CAD Application	3
ENLT 423	Shakespeare	3

ENLT 215 and ENLT 216 sections with a topic of Shakespeare may be used.

Any 3 additional credits from the THT, MUS, or ART subject designation may also be used.

Note:

1. A student must receive at least a “C-” in a class for it to count toward the theatre major.
2. Theatre majors must be involved in some capacity in every Carroll production unless excused because of other theatre commitment.
3. Theatre majors are required to attend 75% of all department activities including workshops and showcase performances.
4. Students may declare both concentrations for a total of 81 credits; however no course may count toward both concentrations.

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 - 13th Century	3
	or	
ART 121	Art History: 14th Century - Contemporary	3
MUS 109	Keyboard Musicianship I	3
	or	
MUS 161	Music Appreciation	3
THT 111	Introduction to Acting	3
	or	
THT 121	Stagecraft	3
	or	
THT 318	History of Theatre I(WI)	3
	or	
THT 319	History of Theatre II(WI)	3

II. Twelve additional Fine Arts credits from at least two different disciplines (art, music, theatre):

Of the twelve (12) credit hours of elective courses, a maximum of six (6) credit hours in practicum, Applied Music, and Music ensembles may be applied toward the Fine Arts Minor.

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

THEATRE MINOR

I. Minor Program Requirements

Twenty semester credits including:

Two practicum credits from either of the following:

THT 102	Theatre Technician Practicum	1
THT 110	Theatre Practicum	1

Production Courses

Plus 6 credits chosen from the following:

THT 121	Stagecraft	3
THT 220	Scene Painting and Prop Artistry	3
THT 221	Stagecraft II	3
THT 222	Introduction to Stage Design	3
THT 223	Costuming	3

THT 224	Stage Make-Up	3
THT 320	Corsetry	3
THT 322	Scenic Design	3
THT 323	Lighting Design	3
THT 324	Digital Media Design	3

Performance Courses

Plus 6 credits chosen from the following:

THT 111	Introduction to Acting	3
THT 112	Movement and Voice for the Actor	3
THT 130	Dance I	1
THT 131	Dance II	1
THT 148	Film Acting	3
THT 160	Improvisation	3
THT 207	Comedy Acting	3
THT 208	Stage Combat	3
THT 211	Puppetry	3
THT 212	Advanced Acting	3
THT 305	Theatre Intensive	1
THT 308	Period Styles for Acting	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

History/Theory Courses

Plus 6 credits chosen from the following:

THT 118	Theatre Appreciation	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
THT 495	Senior Seminar	1

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 CD GD WI	3
FR 304	French & Francophone Civil &Cult CD	3
FR 415	French Lab Coordinator	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 317	Ethnic and Racial Relations (ND)	3
BA 392	International Business(GD&WI)	3
CO 420	Globalization Gender & Communication-GD	3
HI 214	20th Century Europe	3
HI 291	Modern African History CD/GD	3
HI 314	French Revolutions 1789 to Present	3
HI 317	Interwar Europe: Versailles to Hitler	3
HI 382	World War II	3
LL 400	Theories/Methods Lrng/Tch Lang	3
PHIL 261	Philosophy & Gender	3
PHIL 315	20th Century European Philosophy	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 CD GD WI	3
	or	
FR 304	French & Francophone Civil &Cult CD	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.

Gender Studies

Housed in the Department of Sociology

LESLIE ANGEL, PH.D.
DEBRA BERNARDI, PH.D.
JAMIE DOLAN, PH.D., DEPT CHAIR
JEANETTE M. FREGULIA, PH.D.
CHARLOTTE JONES, PH.D.
JOHN RIES, PH.D., S.T.D.
ELVIRA RONCALLI, PH.D.
and Affiliated Gender Studies Faculty

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 incorporates 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.

GENDER STUDIES MINOR

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	Gender History	3
GNDR 310	Human Sexuality	3
GNDR 410	Women's Literature (ND)	3

Electives

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

SO 208	The Family (ND)	3
TH 212	Women Mystics	3
ENLT 215	Introduction to Literature	3
ENLT 215N	Introduction to Literature (ND)(CD)	3
ENLT 216	Introduction to Literature (WI)	3
ENLT 216N	Intro to Literature WI ND	3
SO 256	Gender & Work	3
ENLT 306	Revising Classics (GD)	3
CO 310	Mass Media	3
THT 310	Women in Theatre	3
BA 393	India: Socioeconomic Issues(GDorND)	3
CO 420	Globalization Gender & Communication-GD	3
GNDR 425	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., DEPT CHAIR
GERALD SCHAFER, PH.D.

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 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials of Chemistry Lab	1
CH 112	Essentials of Chem:Organic/Biochemisty	3
	or	
CH 103	Accelerated General Chemistry	4

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 405	Senior Seminar (WI)	1
HS 425	Internship	1.00 - 6.00
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PO 260	Health Politics & Policy (WI)	3
PSY 105	General Psychology	3
PHIL 205	Ethics	3
	or	
PHIL 206	Environmental Ethics	3
	or	
PHIL 208	Bioethics	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	3
BI 214L	General Microbiology Lab	1
	or	
BI 305	Microbiology	3
BI 305L	Microbiology Lab	1
BI 281	Genetics	3
BI 281L	Genetics Lab	1
BI 307	Animal Physiology	3
BI 307L	Animal Physiology Lab	1
BI 311	Ecology	3
BI 311L	Ecology Lab	1
BI 323	Comparative Anatomy	3
BI 323L	Comparative Anatomy Lab	1
BI 346	Biomechanics	3
BI 346L	Biomechanics Lab	1
BI 369	Cell and Molecular Neuroscience	3
BI 369L	Cell and Molecular Neuroscience Lab	1
BI 382	Cell Biology	3
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 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 206	Small Group Communication	3
CO 325G	Intercultural Comm (GD)	3
CO 360	Health Communication	3
GIS 120	Principles of Geographic Information Sys	3
HS 150	Medical Terminology	3
HS 325	Applied Anatomical Kinesiology	3
HS 329	Public Health & Environment	3
HS 413	Exercise Physiology/Human Performnce	3

PH 321	Gardening & Community Health	3
PH 330G/PH 330N	Public Health Methods GD CD SL	3
PH 333	Public Health Theories & Practice	3
PSY 203	Developmental Psychology	3
PSY 308	Health Psychology	3
PSY	Additional Psychology courses depending on interests	
SO 101	Introduction to Sociology	3
SO 251	Gender, Health and Medicine	3
SO 351	Medical Sociology (ND)	3
BA	Business, Management courses, dependent on interest	

See information about pre-professional programs (p. 153).

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, spring, or summer 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., DEPT CHAIR
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	US History I (ND)	3
HI 122	US History 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 (CD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History CD/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 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	US History I (ND)	3
HI 122	US History II	3

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

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

International Relations

Interdepartmental

JEREMY JOHNSON, PH.D., DEPT CHAIR
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:

PO 102	Intro Comparative Politics (CD)(GD)	3
PO 115	International Relations (CD)(GD)	3
PO 222	U. S. Foreign Policy	3
PO 243	Political Economy	3
PO 306	Political Research Methods	3
IR 495	Senior Research Seminar in Intl Rel(WI)	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 (CD)(GD)	3
PO 344	Contemporary Global Issues CD	3
PO 348	International Negotiation Simulation-GD	3

And the remainder to be chosen from the following:

AN 204	Cultural Anthropology (CD GD)	3
BA 392	International Business(GD&WI)	3
BA 393	India: Socioeconomic Issues(GDorND)	3
CO 325G	Intercultural Comm (GD)	3
ENLT 334	World Literature (CD)(GD)	3
FR 304	French & Francophone Civil &Cult CD	3
FR 450	French Nationalism(s) GD WI	3
HI 205	Nineteenth-Century Europe	3
HI 241	History Modern Middle East (CD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History CD/GD	3
HI 307	The Cold War	3
HI 314	French Revolutions 1789 to Present	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	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 (CD)(GD)	3
PHIL 223	Asian Philosophy (CD)(GD)	3
PHIL 256	Social & Political Philosophy(WI)	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 (CD)(GD)	3
PO 344	Contemporary Global Issues CD	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
TH 211	Comparative Religion (CD)(GD)	3

II. Other Program Requirements

Option 1: Economics

EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	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	Intro Comparative Politics (CD)(GD)	3
PO 115	International Relations (CD)(GD)	3

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

AN 204	Cultural Anthropology (CD GD)	3
BA 392	International Business(GD&WI)	3
BA 393	India: Socioeconomic Issues(GDorND)	3
CO 325G	Intercultural Comm (GD)	3
ENLT 334	World Literature (CD)(GD)	3
FR 304	French & Francophone Civil &Cult CD	3
FR 450	French Nationalism(s) GD WI	3
HI 205	Nineteenth-Century Europe	3
HI 241	History Modern Middle East (CD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History CD/GD	3
HI 307	The Cold War	3
HI 314	French Revolutions 1789 to Present	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	Internship	1.00 - 6.00
IR 486	Readings & Confernece	1.00 - 3.00
IR 495	Senior Research Seminar in Intl Rel(WI)	3
IR 499	Senior Thesis	1.00 - 3.00
PHIL 203	Islam: Philosophy & Culture (CD)(GD)	3
PHIL 223	Asian Philosophy (CD)(GD)	3
PHIL 256	Social & Political Philosophy(WI)	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 342	War and Peace (CD)(GD)	3
PO 344	Contemporary Global Issues CD	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
TH 211	Comparative Religion (CD)(GD)	3

II. Other Program Requirements

Option 1: Economics

EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	3

or Option 2: Language

Completion of a modern second language through the intermediate level.

Leadership Studies

SSG MATTHEW SONSTENG
CPT JEFFER WHITNEY

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	Foundations of Leadership	3
MSL 201	Leadership and Ethics	3
MSL 202	Army Doctrine and Decision Making	3
MSL 206	A History of the US Military	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.
KERI JAYNES, M.S.
MARY E. KEEFFE, PH.D.
SILVIA MADRID, PH.D.
JOHN L. SCHARF, PH.D.
ERIC SULLIVAN, PH.D.
TED WENDT, PH.D., Mathematics, Engineering and Computer Science Department Chair

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:

CS 111	Introduction to Computer Programming	3
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	Advanced Differential Equations and Linear Algebra	4
MA 342	Applied Numerical Methods & Analysis-WI	3
MA 366	Junior Seminar	1
MA 401	Abstract Algebra and Modern Geometry	3
MA 421	Math Optimizatn, 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 Financial Accounting	3
BA 204	Principles of Managerial Accounting	3
BA 313	Managerial Finance	3
BA 375	Fundamentals of Management	3
BA 309	Operations Research	3
EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	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 General Chemistry 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 of Chemistry Lab	1
	and	
BI 123	Foundations of Ecology and Diversity	3
BI 132	Physiology and Ecology Lab	1
ENGR 302	Engineering Mechanics I: Statics	3
PHYS 205	Physics Using Calculus I: Mechanics	4
PHYS 206	Physics Using Calculus II	4
CS 111	Introduction to Computer Programming	3

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 311	Ecology	3
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials of Chemistry Lab	1
CH 112	Essentials of Chem:Organic/Biochemisty	3
ENGR 313	Hydrology	3
ENGR 402	Environmental Engineering	3
ES 111	Earth Science	4
ES XXX	Environmental Science elective course	4

Plus two biology courses from the following

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 123	Foundations of Ecology and Diversity	3

Plus two biology labs from the following:

BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
ES 133L	Field Ecology Lab	1

H. Concentration in Physics

A minor or a second major in physics.

I. Concentration in Operations Research

CS 111	Introduction to Computer Programming	3
CS 211	Data Structures and Algorithms	3
CS 230	Software Engineering (WI)	4
CS 310	Database Design	4
EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	3
BA 309	Operations Research	3

J. Concentration in Geographical Information Systems

GIS 120	Principles of Geographic Information Sys	3
GIS 315	Spatial Analysis	3
GIS 316	Raster Analysis	3
GIS 430	GIS Project	1
CS 111	Introduction to Computer Programming	3
CS 211	Data Structures and Algorithms	3

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	Advanced Differential Equations and Linear Algebra	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 EDUCATION (5-12), B.A.

The Math Education (5-12) major prepares students to teach Mathematics at the middle and/or high school level. The program focuses on the content of discipline, as well as, the pedagogical skills necessary for teaching in a middle/high school classroom.

For specific Student Learning Outcomes see Education (p. 87) and Mathematics (p. 120)

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 301	Teaching Math Content & Methds Mdl Grade	3
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	Advanced Differential Equations and Linear Algebra	4
MA 342	Applied Numerical Methods & Analysis-WI	3
MA 401	Abstract Algebra and Modern Geometry	3
MA 421	Math Optimizatn, 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.

III. Professional Education Requirements

Requirements for Mathematics Education Major

AN 218	Intro Native Am Studies(CDND)	3
ED 102	Foundations of Education (WI)	3
ED 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Sec Teach Methods	3.00 - 4.00
ED 405	Education Seminar	2
ED 410	Student Teaching - Major or Major/Minor	12
ED 412	Measurement and Assessment in Teaching	3
HI 121	US History I (ND)	3
	or	
HI 122	US History II	3
	or	
HI 224	History of the American West	3
	or	
HI 231	Montana and the West	3
PSY 203	Developmental Psychology	3

	or	
PSY 227	Child & Adolescent Psychology	3
SPED 200	Introduction to Exceptional Children	3
SPED 206	Collab & Conf Tech for Educators	3

IV. Acceptance into the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be accepted to the program. See Acceptance into the Teacher Education Program (p. 92) for specific details.

In order for students to student teach, they must submit an application. See Admission to Student Teaching (p. 93) for specific details.

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 "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 and the Department of Mathematics, Engineering, Computer Science and Physics.
2. All Mathematics Education (5-12) 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 for Admission to the Teacher Education Program; 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Acceptance to Student Teaching.
3. See Secondary Education Requirements (p. 91).

Neuroscience

Housed in the Department of Biological and Environmental Sciences

NIKKI HONZEL, PH.D.
STEFANIE OTTO-HITT, PH.D.

Mission and Goals

Neuroscience is becoming an ever-more popular field of study, bridging biology and psychology. Students continuing to graduate school, occupational therapy school, and medical school are more likely to be asked to take classes with a Neuroscience focus prior to applying. Neuroscience is an up-and-coming field that hopes to extend our understanding of human behavior, disease, and mental health. In this way, neuroscience expands on our student's intellect, imagination, and social awareness. Not only does neuroscience provide support for students continuing to professional and pre-professional programs but it also encourages students to question and think about how biology can influence human thought and behavior. Neuroscience holds promise as the key to understanding drug therapy, mental illness, and basic human function.

Student Learning Outcomes

NEUROSCIENCE MINOR

Minor Requirements

Required Courses (23-24 credits):

BI 1XX	Biology 100-level course	4
CH 1XX	Chemistry 100-level course	4
PSY 105	General Psychology	3
BI 369	Cell and Molecular Neuroscience	3
	and	
BI 369L	Cell and Molecular Neuroscience Lab	1

	or	
BI 392	Res Exp Cell Molecular Neuroscience WI	2
PSY 414	Physiological Psychology	4
PSY 416	Brain and Behavior	4
Choose two of the following (6-7 credits):		
CS 111	Introduction to Computer Programming	3
DS 325	Advanced Statistics for Data Science WI	3
PHYS 155	Robotics and Experimental Physics	3
PSY 307	Learning and Behavior	3
	or	
PSY 314	Cognitive Psychology	3

Note: students must pass all courses required for the neuroscience minor with at least a "C-" grade in each course.

Nursing

CHRISTINE "SHELLEY" BANTA, MSN, RN, PMHCNS-BC
MARIA BROSNAN, APRN, ACNP-BC, CNE, CHSE
STEPHANIE BURKHOLDER, MN, APRN, FNP-BC
LEA CHIAVARAS, MSN, APRN, GNP-BC
JANET O'LEARY JOHNSON, MSN, RN
MEREDITH KRUTAR, MSN, APRN, FNP-BC, NFPMC
MELISSA KUKULSKI, MSN, RN
LAUREN SWANT, MSN, RNC-NIC, CNE, DEPT CHAIR
NICOLE TODOROVICH, MSN, APRN, FNP-BC

Baccalaureate Nursing

The nursing program at Carroll College offers a Bachelor of Science degree with a major in nursing, preparing students to practice as professional nurses and/or for graduate studies in nursing. Upon graduation, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Successful passage of the NCLEX-RN exam is required for practice as a Registered Nurse. The Montana Board of Nursing makes all final decisions on issuance of RN licenses in Montana. The baccalaureate degree in nursing at Carroll College is accredited by the Commission on Collegiate Nursing Education *(http://www.ccneaccreditation.org)*. The program is also approved by the Montana State Board of 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.

The current curriculum plans for the Carroll College Department of Nursing are available on the Carroll College website.

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. Engage in 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 diverse individuals, families, groups, communities or populations in a variety of 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, providing inclusive and equitable care.

Nursing Program Admission and Progression

Options for Admission to the Nursing Major

Students seeking admission to Carroll's Nursing major have four options for entry, depending on their status: 1) Direct Entry, 2) Pre-Nursing Admission, 3) Transfer Admission, and 4) Accelerated Nursing track for post-baccalaureate students.

Direct Entry into the Traditional Track

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 or enrollment of two years of science (Biology and Chemistry recommended)
4. Completion of mathematics through Intermediate Algebra (Algebra II)
5. 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 Traditional Track

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, CORE 110 or ENWR 102, Oral Communication course (e.g. CO 101 or FR 101 or SP 101), 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. All required science classes and labs must be face-to-face (online courses will not be accepted). The nursing department may grant an exception on a case-by-case basis for CH 112, which does not require a lab.
5. 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.)
6. 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.
7. Complete all required course work, to include independent study or "incompletes", by established deadlines.
8. 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.

9. Provide documentation of freedom from communicable tuberculosis and immunity to hepatitis B, and measles, mumps, and rubella (MMR).
10. 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, CORE 110 or ENWR 102, Oral Communication course (e.g. CO 101 or FR 101 or SP 101), 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 Traditional Track

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.

Accelerated Nursing Track for Post-baccalaureate Students

The accelerated nursing track is a second pathway to obtain a baccalaureate degree in 15 months. It is designed for students who have completed a bachelor's degree and want to complete additional coursework required to become a licensed Registered Nurse. **Applicants to the accelerated nursing track must have earned a baccalaureate degree from an accredited college or university prior to their enrollment in the program.**

The following admission requirements must be met to apply to the accelerated nursing track:

1. Complete or be enrolled in the following prerequisites (or their equivalent) with a "C -" or better at the time of application. **All required science classes and labs must be face-to-face (online courses will not be accepted). The nursing department may grant an exception on a case-by-case basis for Organic & Biochemistry, which does not require a lab.*
    - Anatomy & Physiology I and II with labs*
    - Essentials of Chemistry + lab*
    - Organic & Biochemistry*
    - Microbiology with lab*
    - Intro to Sociology
    - College Composition
    - Basic Communication
    - Statistics

- General Psychology
- Developmental Psychology

2. May be completed upon application or taken concurrently with the accelerated nursing classes. *Note: For the theology or philosophy classes, one must be an ethical reasoning course.*
   - One theology class
   - One philosophy class
3. Other requirements:
   - Hold a baccalaureate degree from an accredited college or university.
   - Have an overall college career Grade Point Average (GPA) of 3.0 or higher on a 4-point scale (This includes all attempted credits at an accredited college or university).

Progression in the Nursing Major

To progress in the nursing major, the student must:

1. Have a grade of “C-” or better in all required nursing classes and the following co-requisites: BI 214, CH 112, MA 207, PHIL 205 or PHIL 208 (or other Ethical Reasoning course), 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, CORE 110 or ENWR 102, Oral Communication course - e.g. CO 101/FR 101/SP 101, PSY 105, PSY 203) to maintain their placement in the nursing major.
2. All required science classes and labs must be face-to-face (online courses will not be accepted). The nursing department may grant an exception on a case-by-case basis for CH 112, which does not require a lab.
3. Maintain a minimum cumulative Carroll GPA of 2.75 at the end of each semester after admission into the nursing major.
4. 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.
5. 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.
6. 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.
7. 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 progression criteria, they are not eligible to continue in the nursing major. If a student does not pass required nursing course(s), they must demonstrate competency in the failed course(s) with a grade of "C-" or better prior to taking any other nursing courses.

Policy related to Student Withdrawal and Re-application/Re-entry to the Nursing Major is found in the Department of Nursing Student Handbook.

The Carroll College Department of Nursing reserves the right to make changes in these admission and progression criteria.

NURSING, B.S.

The baccalaureate Nursing curriculum is delivered through either the Traditional Nursing Track (p. 128) or the Accelerated Nursing Track (p. 129). Both curricular tracks are outlined below:

I. Major Program Requirements - Traditional Nursing Track

58 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	4

NU 413	Clinical Nursing Care II	4
NU 414	Community & Public Health Nursing	4
NU 417	Capstone Clinical	3.5
NU 418	Applied Pharmacology	1
NU 427	Comprehensive Nursing Review	3.5

II. Other Program Requirements - Traditional Nursing Track

Required classes:

BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials of Chemistry Lab	1
CH 112	Essentials of Chem:Organic/Biochemisty	3
MA 207	Introduction to Statistics	3
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
SO 101	Introduction to Sociology	3
PHIL or TH XXX	Ethical Reasoning Course	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. All required science classes and labs must be face to face (online courses will not be accepted). The nursing department may grant an exception on a case-by-case basis for CH 112, which does not require a lab.*

I. Major Program Requirements - Accelerated Nursing Track

57 semester credits in nursing, including the following:

ACNU 201	Fundmntls & Health Promotion	4
ACNU 202	Assessment & Health Promotion	4
ACNU 208	Nutrition for Healthcare Professionals	3
ACNU 301	Care of the Childbearing Famly	4.5
ACNU 302	Psychosocial Health	4.5
ACNU 304	Illness Across the Lifespan I	4
ACNU 305A	Clinical Nursing Care I Part A	2
ACNU 305B	Clinical Nursing Care I Part B	2
ACNU 307	Evd-Based Practice Rsrch (WI)	3
ACNU 308	Pathophysiology & Pharmacology	3
ACNU 404A	Illness Across the Lifespan II Part A	2
ACNU 404B	Illness Across the Lifespan II Part B	2
ACNU 406	Nursing Leadership & Management	4
ACNU 413	Clinical Nursing Care II	4
ACNU 414	Community & Public Health Nursing	4
ACNU 417	Capstone Clinical	3.5
ACNU 427	Comprehensive Nursing Review	3.5

II. Other Program Requirements - Accelerated Nursing Track

Required classes:

BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials of Chemistry Lab	1
CH 112	Essentials of Chem:Organic/Biochemisty	3
MA 207	Introduction to Statistics	3
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
SO 101	Introduction to Sociology	3
PHIL or TH XXX	Ethical Reasoning Course	3

**All required science classes and labs must be face to face (online courses will not be accepted). The nursing department may grant an exception on a case-by-case basis for CH 112, which does not require a lab.*

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

Nursing Major Activities

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.

Carroll College Student Nurses' Association (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, Sigma)

Sigma 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" (https://www.sigmanursing.org/). Nursing programs at Carroll College and the Montana State University College of Nursing form the Sigma 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 both Carroll College and MSU-Bozeman.

Philosophy

BARRY J. FERST, PH.D.
EDWARD GLOWIENKA, PH.D.
ERIC E. HALL, PH.D.
ELVIRA RONCALLI, PH.D.
WILLIAM MARK SMILLIE, PH.D., DEPT CHAIR

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, interpret, and evaluate philosophical texts and discussion

- Identify, assess and formulate philosophical arguments
- Demonstrate comprehension of major philosophical traditions and historical development, chief figures, established philosophical problems
- Develop, organize, formulate, and express, orally and in writing,clear, effective, and systematic philosophical thinking

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.

PATRICK JUDGE, M.S.
MARY E. KEEFFE, PH.D.

NATHAN WILLIAMS, B.S.
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	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	Electronics and Circuit Analysis I	4
PHYS 323	Optics & Electromagnetic Radiation	3
PHYS 331	Computational Physics	3
PHYS 340	Classical Mechanics	3
PHYS 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	Advanced Differential Equations and Linear Algebra	4
MA 342	Applied Numerical Methods & Analysis-WI	3

III. Other Program Requirements

Required classes:

CS 111	Introduction to Computer Programming	3
ENWR 305	Workplace Writing (WI)	3

Plus 8 credits of another science

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
BI 121	Foundations of Cell & Molecular Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
	and	
BI 122	Foundations of Organismal Biology	3
	or	
BI 123	Foundations of Ecology and Diversity	3
ES 111	Earth Science	4

ES XXX	Environmental Science elective course	4

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	Electronics and Circuit Analysis I	4

Two additional courses from the following list:

ENGR 302	Engineering Mechanics I: Statics	3
PHYS 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	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	Robotics and Experimental Physics	3
MA 334	Advanced Differential Equations and Linear Algebra	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.

Political Science

JEREMY JOHNSON, PH.D., DEPT CHAIR
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 102	Intro Comparative Politics (CD)(GD)	3
PO 104	American National Government	3
PO 115	International Relations (CD)(GD)	3
PO 306	Political Research Methods	3
PO 495	Senior Research Seminar In Pol Sci (WI)	3

Of the remaining 18 PO credits, at least 6 credits must be at the 300 level, consisting of at least one course drawn from two of the following three groups:

Group I: American Politics

PO 310	Selected Topics in Public Policy	3
PO 315	Congress and the Presidency	3

Group II: International Relations

PO 342	War and Peace (CD)(GD)	3
PO 344	Contemporary Global Issues CD	3
PO 348	International Negotiation Simulation-GD	3

Group III: Comparative Politics

PO 312	Elections/Pol Parties/Public Opinion	3
PO 321	Citizenship: Think Global, Act Local-ND	3

Law and Politics Concentration (Optional):

Students who pursue a concentration in law and politics will take 10 of their political science elective credits in the following courses:

PO 201	Introduction to the Legal Profession	1
PO 210	Intro to Constitutional Law	3
PO 216	American Political Thought	3
PO 315	Congress and the Presidency	3

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	US History I (ND)	3

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	US History I (ND)	3
HI 122	US History 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
SO 314	Sociology of Law (GD)	3

Comparative Constitutionalism and International Law (6 credits):

HI 241	History Modern Middle East (CD)	3
HI 251	Introduction to East Asia(GD)	3
HI 271	History of Modern Latin America (GD)	3
HI 291	Modern African History CD/GD	3
PO 102	Intro Comparative Politics (CD)(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
TH 263	Modern Catholic Social Teaching (WI)	3

POLITICAL SCIENCE MINOR

I. Minor Program Requirements

Twenty-one semester credits of political science courses, including:

PO 102	Intro Comparative Politics (CD)(GD)	3
PO 104	American National Government	3
PO 115	International Relations (CD)(GD)	3

Psychology

AMBER ANDRIOLO, MSW
LESLIE ANGEL, PH.D.
NIKKI HONZEL, PH.D., DEPT CHAIR
CHRISTOPHER LUSTFRAAF, PH.D.
JULIAN NOLEN, PH.D.

Mission and Goals

The Psychology Department is committed to exposing students to the basic and applied science of human behavior and mental processes. Through this exposure, students will develop and appreciation for the complexity of the discipline, an awareness of the role of psychology in everyday life experiences, and a passion to pursue one or more specific areas of psychological inquiry. Upon completion of the psychology major, students will be prepared 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. More generally, the department strives to engage each student in a life-long effort to expand their intellectual capacities and become increasingly aware of their social responsibilities.

Student Learning Outcomes

Students who successfully complete the degree in psychology are expected to have:

- An understanding of the major concepts, theories, principles, historical trends, 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 & 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
	or	
PSY 314	Cognitive Psychology	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	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	Internship	1.00 - 8.00
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.

Public Health

KELLY PARSLEY, M.A., M.P.H., DEPT CHAIR
GERALD SCHAFER, PH.D.

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 121	Foundations of Cell & Molecular Biology	3
	and	
BI 131	Lab Explorations Cellular &Molecular BI	1
	or	
BI 122	Foundations of Organismal Biology	3
	and	
BI 132	Physiology and Ecology Lab	1
ENWR 303	Grant Writing (WI)	3
	or	
ENWR 305	Workplace Writing (WI)	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 329	Public Health & Environment	3
PH 330G/PH 330N	Public Health Methods GD CD SL	3

PH 333	Public Health Theories & Practice	3
PH 405	Senior Seminar (WI)	1
PH 425	Internship	1.00 - 6.00
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
BA 375	Fundamentals of Management	3
PO 260	Health Politics & Policy (WI)	3
PSY 105	General Psychology	3
PHIL 205	Ethics	3
	or	
PHIL 206	Environmental Ethics	3
	or	
PHIL 208	Bioethics	3
	or	
TH 222	Health Care Ethics	3
	or	
TH 254	Theology and Science	3

Students interested in public health are encouraged to take additional natural science courses.

Recommended Courses (depending on interest)

BA XXX	Business elective course	3
CO 206	Small Group Communication	3
CO 325G	Intercultural Comm (GD)	3
CO 360	Health Communication	3
GIS 120	Principles of Geographic Information Sys	3
HS 150	Medical Terminology	3
HS 289	Special Topic	1.00 - 3.00
HS 325	Applied Anatomical Kinesiology	3
HS 389	Special Topic	1.00 - 3.00
HS 413	Exercise Physiology/Human Performnce	3
PH 200	Public Health Field Experience	1.00 - 3.00
PH 321	Gardening & Community Health	3
PSY 203	Developmental Psychology	3
PSY 308	Health Psychology	3
PSY	Additional Psychology courses depending on interests	
SO 101	Introduction to Sociology	3
SO 251	Gender, Health and Medicine	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 CD 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
PO 260	Health Politics & Policy (WI)	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:

BA 375	Fundamentals of Management	3
CO 360	Health Communication	3
GIS 120	Principles of Geographic Information Sys	3

ENWR 303	Grant Writing (WI)	3
ES 124	Climate and Environment	3
ES 134	Climate and Environment Laboratory	1
HS 307	Evidence Based Research Methods (WI)	3
PH 410	Management of Health Promotion Programs	3
PSY 308	Health Psychology	3
SO 251	Gender, Health and Medicine	3
SO 351	Medical Sociology (ND)	3
PHIL 205	Ethics	3
	or	
PHIL 206	Environmental Ethics	3
	or	
PHIL 208	Bioethics	3
	or	
TH 222	Health Care Ethics	3
	or	
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 participation in an internship. Failure to do so may jeopardize the student's opportunity to participate in an internship during the fall, spring or summer semesters of the following school year. For more information, see the program's web page.

Reading

KATHLEEN GILBOY, ED.D.

JOE HELBLING, PH.D.

Student Learning Outcomes

1. understand the theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:

a. understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components;

b. understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners; and

c. demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;

2. create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by:

a. recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write;

b. using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and

c. developing and implementing strategies to advocate for equity;

3. use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing by:

a. utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum;

b. utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and

c. utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;

4. use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction by:

a. understanding types of assessments and their purposes, strengths, and limitations;

b. selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data; and

c. using assessment information to plan, evaluate, reflect on, and adjust instruction;

5. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by:

a. designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction;

b. designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and

c. utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

READING (K-12) MINOR

The Reading Education (K-12) minor prepares students to diagnose Reading difficulties and teach Reading at all school grades level. The program focuses on the content of the discipline, as well as, the pedagogical skills necessary for teaching in a school classroom. In order to teach with a minor students must also have an Education major in another area.

For specific Student Learning Outcomes see Education (p. 87) and Reading (p. 139).

I. Minor/Professional Education Program Requirements

Required classes:

ED 228	Children's Literature	3
ED 318	Content Area Reading & Sec Teach Methods	3.00 - 4.00
ED 323	Teaching 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 - Minor Only	5
	or	
ED 410	Student Teaching - Major or Major/Minor	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be accepted to the program. See Acceptance into the Teacher Education Program (p. 92) for specific details.

In order for students to student teach, they must submit an application. See Admission to Student Teaching (p. 93) for specific details.

Note:

1. See Secondary Education Requirements (p. 91) and Professional Education Requirements for Secondary Education.
2. All Reading K-12 students must meet the following requirements: 1) earn a grade of “C-” or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.

TRANSPORTATION

Transportation to and from field experiences, internships, and student teaching locations is the responsibility of each student

enrolled in education courses.

Science Education (5-12)

TRAVIS ALMQUIST, PH.D.
KELLY CLINE, PH.D.
KATHLEEN GILBOY, ED.D.
ALYSSA HAHN, PH.D.
PATRICIA HEISER, PH.D.
JOE HELBLING, PH.D.
DAVID HITT, PH.D.
MARY E. KEEFE, PH.D.
THERESA A. MCHUGH, PH.D.
STEFANIE OTTO-HITT, PH.D.
CAROLINE PHARR, PH.D.
JOHN ROWLEY, PH.D.
BETH SHEAFOR, M.S.
BRANDON SHEAFOR, PH.D.
ANTHONY M. SZPILKA, PH.D.
ROBERT STANSBERRY, ED.D.
KYLE S. STRODE, PH.D

SCIENCE EDUCATION (5-12), B.A.

The Science Education (5-12) major prepares students to teach science courses at the middle and/or high school level. The program focuses on the content of disciplines of biology, chemistry, physics, and environmental science, as well as, the pedagogical skills necessary for teaching in a middle/high school classroom.

For specific Student Learning Outcomes see Education (p. 87), Biology (p. 70), Chemistry (p. 78). Physics (p. 131), and Environmental Program (p. 102).

This broadfield major comprises 58 semester credits of content-area course work, with a concentration in biology, chemistry, physics, and environmental science.

I. Major Program Requirements

Fifteen credits of biology, including:

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 123	Foundations of Ecology and Diversity	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 281	Genetics	3
BI 281L	Genetics Lab	1
	or	
BI 305	Microbiology	3
BI 305L	Microbiology Lab	1
	or	
BI 306	Plant Biology	3
BI 306L	Plant Biology Lab	1
	or	
BI 307	Animal Physiology	3
BI 307L	Animal Physiology Lab	1
	or	
BI 311	Ecology	3
BI 311L	Ecology Lab	1

Eleven credits of chemistry, including:

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4

CH 112	Essentials of Chem:Organic/Biochemisty	3
Eleven credits of physics, including:		
PHYS 104	Astronomy	3
	or	
PHYS 160	Einstein's Physics	3
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
Twelve credits of earth science, including:		
ES 111	Earth Science	4
ES 124	Climate and Environment	3
ES 134	Climate and Environment Laboratory	1
ES 300	Environmental Field Studies	3
	or	
ES 380	Soil Genesis and Classification	4
	or	
ES 381	Landscape Processes	2
	and	
ES 382	Landscape Analysis	2
Nine credits of other courses, including:		
MA 121	Differential Calculus	3
MA 207	Introduction to Statistics	3
PHIL 252	Philosophy & History of Science	3

II. Professional Education Program

Requirements for Science Education Major		
AN 218	Intro Native Am Studies(CDND)	3
ED 102	Foundations of Education (WI)	3
ED 103	Instructional Media & Technology	3
ED 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Sec Teach Methods	3.00 - 4.00
ED 405	Education Seminar	2
ED 410	Student Teaching - Major or Major/Minor	12
ED 412	Measurement and Assessment in Teaching	3
HI 121	US History I (ND)	3
	or	
HI 122	US History II	3
	or	
HI 224	History of the American West	3
	or	
HI 231	Montana and the West	3
PSY 203	Developmental Psychology	3
	or	
PSY 227	Child & Adolescent Psychology	3
SPED 200	Introduction to Exceptional Children	3
SPED 206	Collab & Conf Tech for Educators	3

III. Acceptance into the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be accepted to the program. See Acceptance into the Teacher Education Program (p. 92) for specific details.

In order for students to student teach, they must submit an application. See Admission to Student Teaching (p. 93) for specific details.

Note:

1. All Science Education (5-12) 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 for Admission to the Teacher Education Program; 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Acceptance to Student Teaching.

2. See Secondary Education Requirements (p. 91).

Self-Designed

ACADEMIC AFFAIRS

Mission and Goals

The purpose of the Self-Designed Major is to permit students in good academic standing to fulfill their personal academic objectives and complete their degree at Carroll College through an integrated program of study that is not possible through an existing major. The program should draw on the curricula of two or more disciplines and create a coherent academic focus. The student who wishes to pursue a Self-Designed Major 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.

Student Learning Outcomes

Students completing the Self-Designed Major will define outcomes in consultation with their faculty advisory committee.

SELF-DESIGNED MAJOR, B.A.

I. Major Program 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.
- The regulations governing the thesis and/or comprehensive examination of the sponsoring discipline will apply.
- At least one-half of the credits required in the Self-Designed Major proposal must be taken at Carroll College.
- The list of required courses must contain a minimum of 24 semester hours at the 300/400 level.
- A Self-Designed Major 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 Self-Designed Major committee.

Notes:

1. In addition to developing their plan for major requirements, students pursuing a Self-Designed Major must pay close attention to Core Curriculum requirements (p. 61) and other Bachelor's Degree requirements (p. 61).
2. 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 Self-Designed Major.
3. The student must be in good academic standing prior to submission of the proposal.

Social Studies Education (5-12)

DANE J. CASH, PH.D.
JEANETTE M. FREGULIA, PH.D.
KATHLEEN GILBOY, ED.D
JOE HELBLING, PH.D.
JEREMY JOHNSON, PH.D.
DEAN PAVLAKIS, PH.D.
ROBERT STANSBERRY, ED.D.
ALEX STREET, PH.D.

SOCIAL STUDIES EDUCATION (5-12), B.A.

The Social Studies Education (5-12) major prepares students to teach social science courses at the middle and/or high school level. The program focuses on the content of disciplines of history, political science, and social sciences, as well as, the pedagogical skills necessary for teaching in a middle/high school classroom.

For specific Student Learning Outcomes see Education (p. 87), History (p. 116), and Political Science (p. 133).

(p. 99)This broadfield major comprises 58 semester credits of content-area course work, with a concentration in history, political

science and other social sciences.

I. Major Program Requirements

Twenty-seven credits of History, including:

HI 101	Topics in Global History I	3
HI 102	Topics in Global History II	3
HI 121	US History I (ND)	3
HI 122	US History 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 3XX	History 300-level course	3
HI 494	Historiography & Historical Methods(WI)	3
HI 495	Research Seminar in History	3

Twenty-four credits of Political Science, including:

PO 102	Intro Comparative Politics (CD)(GD)	3
PO 104	American National Government	3
PO 115	International Relations (CD)(GD)	3
PO 216	American Political Thought	3
PO 222	U. S. Foreign Policy	3
PO 230	Montana State Politics	3
PO 243	Political Economy	3
PO 312	Elections/Pol Parties/Public Opinion	3

Seven additional credits of Social Science, including:

EC 201	Principles of Microeconomics	3
	or	
EC 202	Principles of Macroeconomics	3
ILC 2XX or 3XX	ILC course in Social Sciences	4

II. Professional Education Program

Requirements for Social Studies Education Major

AN 218	Intro Native Am Studies(CDND)	3
ED 102	Foundations of Education (WI)	3
ED 103	Instructional Media & Technology	3
ED 229	Educational Psychology	3
ED 245	Diversity Field Experience	1
ED 305	Classroom Management	2
ED 318	Content Area Reading & Sec Teach Methods	3.00 - 4.00
ED 405	Education Seminar	2
ED 410	Student Teaching - Major or Major/Minor	12
ED 412	Measurement and Assessment in Teaching	3
PSY 203	Developmental Psychology	3
	or	
PSY 227	Child & Adolescent Psychology	3
SPED 200	Introduction to Exceptional Children	3
SPED 206	Collab & Conf Tech for Educators	3

III. Acceptance into the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be accepted to the program. See Acceptance into the Teacher Education Program (p. 92) for specific details.

In order for students to student teach, they must submit an application. See Admission to Student Teaching (p. 93) for specific details.

Note:

1. All Social Studies Education (5-12) 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 for Admission to the Teacher Education Program; 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Acceptance to Student Teaching.
2. See Secondary Education Requirements (p. 91).

Sociology

JAMIE DOLAN, PH.D., DEPT CHAIR

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 Mission. Specifically, 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.

I. Major Program Requirements (16 credits)

Thirty-seven semester credits of sociology courses including the following required courses:

SO 101	Introduction to Sociology	3
SO 200	Social Problems	3
SO 331	Social Science Research Methods (wi)	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. An internship in one's area of interest is strongly encouraged.

b. Criminology:

Take these five courses (15 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
SO 317	Ethnic and Racial Relations(ND)	3

Take two of the following courses (6 credits)

AN 208	The Family (ND)	3
AN 218	Intro Native Am Studies(CDND)	3
SO 225	Sociology of Gender	3
SO 319	Policing & Violence 21st Century	3
SO 389	Special Topic	1.00 - 3.00
SO 425	Internship	1.00 - 6.00

c. Medical and Human Services

Nine of the remaining 21 credits must be upper division:

Take the following courses (6 credits)

AN 218	Intro Native Am Studies(CDND)	3
	or	
AN 317	Ethnic and Racial Relations (ND)	3
SO 225	Sociology of Gender	3

Take five of the following courses (15 credits)

SO 204	Cultural Anthropology	3
AN 208	The Family (ND)	3
AN 218	Intro Native Am Studies(CDND)	3
SO 256	Gender & Work	3
SO 262	Alcohlsm, Drug Abuse, Dependent Behavior	3
ENWR 303	Grant Writing (WI)	3
SO 312	Juvenile Deliquency/Deviant Behavior-ND	3
AN 317	Ethnic and Racial Relations (ND)	3
SO 360	Environmental Sociology	3
SO 425	Internship	1.00 - 6.00

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:

Students select from three concentrations for the Minor in Sociology:

- Broadfield
- Criminology
- Medical and Human Services

Sociology-Broadfield Minor

Twenty-one semester credits of sociology courses including:

SO 101	Introduction to Sociology	3
SO 200	Social Problems	3

SO 392	Modern Social Theory	3

At least six (6) of the remaining 12 credits must be upper division (300-400 level) courses.

Sociology-Criminology Minor

Twenty-one semester credits of sociology:

SO 101	Introduction to Sociology	3
SO 200	Social Problems	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 317	Ethnic and Racial Relations(ND)	3

Sociology-Medical and Human Services Minor

Twenty-one semester credits of sociology courses including:

SO 101	Introduction to Sociology	3
SO 200	Social Problems	3
SO 225	Sociology of Gender	3
SO 392	Modern Social Theory	3
SO 218	Intro Native Am Studies(CDND)	3
	or	
SO 317	Ethnic and Racial Relations(ND)	3

Plus two of the following:

AN 204	Cultural Anthropology (CD GD)	3
SO 208	The Family (ND)	3
AN 218	Intro Native Am Studies(CDND)	3
SO 256	Gender & Work	3
SO 262	Alcohlsm, Drug Abuse, Dependent Behavior	3
SO 312	Juvenile Deliquency/Deviant Behavior-ND	3
SO 317	Ethnic and Racial Relations(ND)	3
SO 360	Environmental Sociology	3

At least nine (9) of the 21 credits 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. 161)—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	Intro Native Am Studies(CDND)	3
SO 262	Alcohlsm, Drug Abuse, Dependent Behavior	3
SO 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.

Required Courses (27-29 credits)

SP 203	Acquisition of Spanish III (CD)(GD)(ND)	3
SP 204	Acquisition of Spanish IV (CD)(GD)(ND)	3
SP 301	Spanish Conversation I (CD)(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 CD/WI	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
SP 415	Spanish Lab Coordinator	1
SP 491	Spanish Capstone	1.00 - 3.00

SP 415: 2 credits required; only one credit per semester

Elective Spanish Course (3 credits)

Plus one Spanish elective course from the following list:

SP 320	Spanish for the Professions	3
SP 350	Intensive Spanish Immersion Abroad	3
SP 410G	Topics in Spanish & Latin American Film	3
SP 410N	Topics in Spanish & Latin American Film	3
SP 389	Special Topics	
SP 489	Special Topics	

Additional Course (3 credits)

Plus one additional elective course from the following list:

BA 392	International Business(GD&WI)	3
ENLT 413	U.S. Latino/a Literature (CD)(ND)	3
MLAS 200	Gateway Course in Latin Am Studies (GD)	3
PO 241	Democracy & Autocracy (GD)	3
PO 344	Contemporary Global Issues CD	3
PO 348	International Negotiation Simulation-GD	3
TH 264	Theologies of Liberation(GD)	3

PO 348: by approval, based on topic

**See language placement guidelines (p. 14).*

II. Study Abroad Requirement

Successful participation in an approved program of study or internship in a Spanish-speaking country, or previous equivalent experience required.

SPANISH MINOR

Minor Program Requirements

Required Courses (18 credits)

SP 203	Acquisition of Spanish III (CD)(GD)(ND)	3
SP 204	Acquisition of Spanish IV (CD)(GD)(ND)	3
SP 301	Spanish Conversation I (CD)(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 CD/WI	3

Elective Spanish Course (3 credits)

SP 320	Spanish for the Professions	3
SP 350	Intensive Spanish Immersion Abroad	3
SP 401	Topics in Spanish PeninsularCult/Lit-GD	3
SP 403	Topics in Latin Am Culture & Lit I (GD)	3
SP 410G	Topics in Spanish & Latin American Film	3
SP 410N	Topics in Spanish & Latin American Film	3

Special Education

KATHY GILBOY, ED.D.
JOE HELBLING, PH.D.
ROBERT STANSBERRY, ED.D., DEPT CHAIR

Student Learning Outcomes

The program requires that successful candidates:

1. understand how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, andchallenging learning experiences for individuals with exceptionalities;
2. understand how to create and implement personalized, safe, inclusive, and culturally responsive learning environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;
3. use knowledge of general and specialized curricula, including curricula used in Montana schools, to implement individualized learning opportunities that align with the needs of students with exceptionalities;
4. use multiple methods of assessment and data sources to identify individualized learning needs and make a variety of education decisions (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);
5. select, adapt, and use a repertoire of evidence-based instructional strategies and assistive technology to advance learning of individuals with exceptionalities;
6. guide professional practices by using foundational knowledge of the field along with professional ethics and standards;
7. collaborate and communicate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families (i.e., facilitating meetings, scheduling services, implementing accommodations and modifications);
8. demonstrate an understanding of the philosophical, historical, and legal foundations of special education;
9. demonstrate knowledge of typical and atypical language development and use systematic evidence-based instruction to enhance language development and teach communicative competence;
10. demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports); and
11. demonstrate proficiency in Montana special education procedural competencies including knowledge of state and federal laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.

SPECIAL EDUCATION (P-12) MINOR

The Special Education (P-12) minor prepares students to teach students with disabilities at all school grade levels. The program focuses on the content of the discipline, as well as, the pedagogical skills necessary for teaching in a school classroom. In order to teach with a minor, students must also have an Education major in another area. Students majoring in Elementary Education (K-8) should also consider the Elementary Education (K-8) and Special Education (P-12) Combined (p. 90) major.

For specific Student Learning Outcomes see Education (p. 87) and Special Education (p. 149).

Minor/Professional Education Program Requirements

Required classes:

SPED 200	Introduction to Exceptional Children	3
SPED 206	Collab & Conf Tech for Educators	3
SPED 304	Students W/ High Incidence Disabilities	3
SPED 305	Students With Low Incidence Disabilities	3
SPED 323	Assmnt & Evaluation in Special Education	3
SPED 408	Methods for Teaching Stu w/ Disabilities	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 203	Developmental Psychology	3
	or	
PSY 227	Child & Adolescent Psychology	3

III. Teacher Licensure

To obtain teacher licensure in Special Education (K-12), a student must complete:

ED 408	Student Teaching - Minor Only	5
	or	
ED 410	Student Teaching - Major or Major/Minor	12

IV. Acceptance into the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be accepted to the program. See Acceptance into the Teacher Education Program (p. 92) for specific details.

In order for students to student teach, they must submit an application. See Admission to Student Teaching (p. 93) for specific details.

Note:

1. All Special Education (P-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. 91) and Professional Education Requirements for Secondary Education.

TRANSPORTATION

Transportation to and from field experiences, internships, and student teaching locations is the responsibility of each student enrolled in education courses.

Theology

KATHERINE GREINER, PH.D.
ERIC E. HALL, PH.D.
ERIC MEYER, PH.D.
JOHN C. RIES, PH.D., S.T.D., DEPT CHAIR

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	Modern Catholic Social Teaching (WI)	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	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 (CD)(GD)	3
TH 264	Theologies of Liberation(GD)	3
TH 258	TH & Gender:ImagesTradition & Discourse	3
TH 212	Women Mystics	3
PHIL 203	Islam: Philosophy & Culture (CD)(GD)	3
PHIL 223	Asian Philosophy (CD)(GD)	3
PHIL 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 (CD)(GD)	3
PHIL 216	Philosophy of God & Religion	3
PHIL 223	Asian Philosophy (CD)(GD)	3
PHIL 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	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

Pre-Professional Pathways

Pre-professional pathways are available to Carroll undergraduate students pursuing a bachelor's degree in any major area. Only **one** pre-professional pathway may be declared at a time (but may be changed), and the pathway will be attached to the student's program of study as a specialization.

The requirements for each pre-professional pathway are comprised of the most commonly required prerequisite courses for related graduate and professional programs. Pre-professional pathway courses can be drawn from any other requirements in a student's program, including but not limited to all major, minor, and Core requirements. It is important for students to understand that the prescribed set of courses in a pathway may not fully meet the admission requirements for a particular graduate or professional program. Furthermore, to achieve their pre-professional goals students may also benefit from study beyond the pathway courses, particularly within the liberal arts disciplines. If substitutions or waivers in the pre-professional pathway are required, they will be recommended by the pre-professional advisor and then evaluated and approved by the Office of Academic Affairs.

PRE-ACCELERATED NURSING PATHWAY

LAUREN SWANT, NURSING PROGRAM DIRECTOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The accelerated nursing program at Carroll College allows post-baccalaureate students to complete their nursing requirements in 15 months. The Pre-Accelerated Nursing Pathway helps Carroll undergraduate students pursuing majors in other subjects to prepare themselves to apply to the accelerated nursing program after graduating with their bachelor's degree in another field. Employer demand for nurses continues to rise, and Carroll is pleased to offer several different paths toward this fulfilling career. More information about the College's accelerated nursing program is available at: https://www.carroll.edu/nursing/accelerated-nursing.

Please note that completion of the Pre-Accelerated Nursing Pathway does not guarantee admission to the accelerated nursing program at Carroll College, nor does it assure that all graduate/professional admission prerequisites have been met for accelerated nursing programs at other institutions. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
CH 111	Essentials of Chemistry: General	3
CH 111L	Essentials of Chemistry Lab	1
CH 112	Essentials of Chem:Organic/Biochemisty	3
MA 207	Introduction to Statistics	3
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
SO 101	Introduction to Sociology	3
PHIL or TH XXX	Ethical Reasoning Course	3

PRE-ATHLETIC TRAINING PATHWAY

DR. GERALD SCHAFER, PRE-ATHLETIC TRAINING ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Athletic Training Pathway at Carroll College prepares students to apply to graduate programs in athletic training, a field that focus on preventative care and rehabilitation from injury. This pathway provides a well-rounded combination of courses from multiple disciplines, giving students the foundation they need to become analytical, compassionate, and knowledgeable healthcare professionals.

Please note that completion of the Pre-Chiropractic Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a chiropractic care degree program. Carroll students pursuing

this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 346	Biomechanics	3
BI 346L	Biomechanics Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
HS 150	Medical Terminology	3
HS 325	Applied Anatomical Kinesiology	3
HS 413	Exercise Physiology/Human Performnce	3
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
NU 208	Nutrition for Healthcare Professionals	3
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
	or	
PSY 306	Abnormal Psychology	3

Optional Courses

CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
HS 230	Introduction to Epidemiology	3
HS 307	Evidence Based Research Methods (WI)	3
PH 330G/PH 330N	Public Health Methods GD CD SL	3
PH 333	Public Health Theories & Practice	3
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
PSY 203	Developmental Psychology	3
	or	
PSY 306	Abnormal Psychology	3

PRE-CHIROPRACTIC PATHWAY

DR. GERALD SCHAFER, PRE-CHIROPRACTIC ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Chiropractic Pathway at Carroll College prepares students to apply to graduate programs in chiropractic care, a field that focuses on relieving pain and improving physical function. This pathway provides a well-rounded combination of courses from multiple disciplines, giving students the foundation they need to become analytical, compassionate, and knowledgeable healthcare professionals.

Please note that completion of the Pre-Chiropractic Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a chiropractic care degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4

BI 202	Intro to Human Anatomy & Physiology II	4
BI 346	Biomechanics	3
BI 346L	Biomechanics Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
HS 325	Applied Anatomical Kinesiology	3
	or	
HS 413	Exercise Physiology/Human Performnce	3
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
	or	
PSY 306	Abnormal Psychology	3

Optional Courses

BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4

PRE-DENTAL PATHWAY

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Dental Pathway at Carroll College prepares students to apply to graduate programs in dentistry. Careers in the dental field are in high and constant demand, and the Pre-Dental Pathway provides students a well-rounded combination of courses to better prepare them for dental school. To learn more about the Pre-Dental program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-medicine-pre-dentistry

Please note that completion of the Pre-Dental Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a dentistry degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 281	Genetics	3
BI 281L	Genetics Lab	1
BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
	or	
BI 305	Microbiology	3
BI 305L	Microbiology Lab	1

CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
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 353	Biochemistry I	4
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
	and	
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
	or	
PHYS 205	Physics Using Calculus I: Mechanics	4
	and	
PHYS 206	Physics Using Calculus II	4

PRE-LAW PATHWAY

DR. ALEX STREET, PRE-LAW ADVISOR

The Pre-Law Pathway at Carroll College prepares students to think and communicate critically, provides a variety of subject areas to explore, and allows for hands-on experience with legal professionals in the community. 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.

Carroll College offers a 3+3 partnership with the University of Montana School of Law that allows students to complete coursework at Carroll for three years before heading to UM for three years to complete their JD. To learn more about the Pre-Law program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-law.

Please note that completion of the Pre-Law Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a law degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Required Courses

PHIL 113	Formal Logic	3
PO 104	American National Government	3
PO 201	Introduction to the Legal Profession	1
PO 210	Intro to Constitutional Law	3

Choose one course from the following:

BA 301	Business Law	3
PO 216	American Political Thought	3
SO 314	Sociology of Law (GD)	3

Plus one course from the following:

ENWR 302	Expository Writing (WI)	3
ENWR 303	Grant Writing (WI)	3

ENWR 305	Workplace Writing (WI)	3

PRE-MEDICAL PATHWAY

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Medical Pathway at Carroll College prepares students to apply to graduate programs in medicine. There is a wide variety of careers in the medical field, and the Pre-Medical Pathway provides students with experience in a broad range of disciplines to better prepare them for medical school and so they can understand and serve patients in many aspects of their lives. In addition to the pathway, Carroll offers a pre-medical club for interested students. To learn more about the Pre-Medical program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-medicine-pre-dentistry

Please note that completion of the Pre-Medical Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a medical degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 281	Genetics	3
BI 281L	Genetics Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
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 353	Biochemistry I	4
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
	and	
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
	or	
PHYS 205	Physics Using Calculus I: Mechanics	4
	and	
PHYS 206	Physics Using Calculus II	4
PSY 105	General Psychology	3
SO 101	Introduction to Sociology	3

Optional Courses

Some of these additional courses may be required by some medical schools or could be helpful for MCAT preparation or in medical school itself. Be sure to check admission requirements of specific schools of interest.

BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 305	Microbiology	3
BI 305L	Microbiology Lab	1
BI 307	Animal Physiology	3
BI 307L	Animal Physiology Lab	1
BI 323	Comparative Anatomy	3
BI 323L	Comparative Anatomy Lab	1
BI 350	Developmental Biology	3
BI 369	Cell and Molecular Neuroscience	3
BI 369L	Cell and Molecular Neuroscience Lab	1
BI 382	Cell Biology	3
CH 205	Quantitative Analysis	4
CH 354	Biochemistry II	4
CO 360	Health Communication	3
PO 260	Health Politics & Policy (WI)	3

BI 382 and BI 307 are strongly recommended

Other recommended courses include those that provide humanities exposure, ethical thinking, communication development, reading and critical analysis, writing development, and diversity exposure, as well as those that emphasize experimental design, data interpretation, critical thinking, and social awareness.

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 three (3) years of course work in the major program.
2. Fulfillment of all Carroll College Core Curriculum requirements.
3. Successful completion of the first two (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 PATHWAY

DR. GERALD SCHAFER, PRE-CHIROPRACTIC ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Occupational Therapy Pathway at Carroll College prepares students to apply to graduate programs in occupational therapy. This pathway focuses on helping students develop the skills needed to provide therapeutic assistance to individuals of all age ranges. To learn more about the Pre-Occupational Therapy program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-occupational-therapy

Please note that completion of the Pre-Occupational Therapy Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into an occupational therapy degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

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.

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology 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 General Chemistry Lab	1
HS 150	Medical Terminology	3
HS 325	Applied Anatomical Kinesiology or	3

PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PSY 203	Developmental Psychology	3
PSY 306	Abnormal Psychology	3
SO 101	Introduction to Sociology	3
	or	
AN 204	Cultural Anthropology (CD GD)	3

Optional Courses

BI 281	Genetics	3
BI 281L	Genetics Lab	1
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
CH 353	Biochemistry I	4
HS 325	Applied Anatomical Kinesiology	3
	or	
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
SO 101	Introduction to Sociology	3
	or	
AN 204	Cultural Anthropology (CD GD)	3

PRE-OPTOMETRY PATHWAY

DR. THERESA MCHUGH, PRE-OPTOMETRY ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Optometry Pathway at Carroll College prepares students to apply to graduate programs in optometry. While biology and chemistry are popular majors, coursework in a range of subjects will provide graduates in this pathway the people skills and scientific background needed for success. Eye care professionals are in demand around the country and the world, and students in the Pre-Optometry Pathway at Carroll will be well-prepared for future study in optometry. To learn more about the Pre-Optometry program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-optometry

Please note that completion of the Pre-Optometry Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a optometry degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4
	or	
BI 323	Comparative Anatomy	3

BI 323L	Comparative Anatomy Lab	1
BI 202	Intro to Human Anatomy & Physiology II	4
	or	
BI 307	Animal Physiology	3
BI 307L	Animal Physiology Lab	1
BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
	or	
BI 305	Microbiology	3
BI 305L	Microbiology Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 353	Biochemistry I	4
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
	and	
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
	or	
PHYS 205	Physics Using Calculus I: Mechanics	4
	and	
PHYS 206	Physics Using Calculus II	4
PSY 105	General Psychology	3

PRE-PHARMACY PATHWAY

DR. KYLE STRODE, PRE-PHARMACY ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Pharmacy Pathway at Carroll College prepares students to apply to graduate programs in pharmacy. The Helena community provides several opportunities for students to observe professionals in the field, which is required by some programs. Pre-Pharmacy students will learn the critical thinking and leadership skills, compassion, and integrity needed to become ethical and caring pharmacists in their communities. To learn more about the Pre-Pharmacy program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-pharmacy.

Please note that completion of the Pre-Pharmacy Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a pharmacy degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
	or	
BI 305	Microbiology	3
BI 305L	Microbiology Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 353	Biochemistry I	4
EC 201	Principles of Microeconomics	3
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
	and	
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
	or	
PHYS 205	Physics Using Calculus I: Mechanics	4
	and	
PHYS 206	Physics Using Calculus II	4
PSY 105	General Psychology	3
	or	
SO 101	Introduction to Sociology	3

PRE-PHYSICAL THERAPY PATHWAY

DR. ALYSSA HAHN, PRE-PHYSICAL THERAPY ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Physical Therapy Pathway at Carroll College is designed to prepare students for application to graduate programs in physical therapy. While students often choose majors in STEM fields, more important is a student's success in the prerequisite coursework. Internships, shadowing, and other involvement with professionals is highly encouraged as many physical therapy programs require volunteer or paid experience. To learn more about the Pre-Physical Therapy program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-physical-therapy.

Please note that completion of the Pre-Physical Therapy Pathway does not guarantee that all graduate/professional admission

prerequisites have been met, nor does it assure admission into a physical therapy degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology 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 General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
CH 205	Quantitative Analysis	4
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
	and	
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
	or	
PHYS 205	Physics Using Calculus I: Mechanics	4
	and	
PHYS 206	Physics Using Calculus II	4
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
	or	
PSY 306	Abnormal Psychology	3

Note: certification in Advanced First Aid and CPR is required by most physical therapy programs. 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 PATHWAY

DR. ALYSSA HAHN, PRE-PHYSICIAN ASSISTANT ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Physician Assistant Pathway prepares students to apply to graduate programs in the PA field. There is great diversity in the requirements for admission to Physician Assistant programs and students are advised to check with individual programs for specific information; generally, 1,000-2,000 hours of direct patient care is required, and the pathway curriculum is designed to fulfill the most common prerequisite coursework. Physician Assistants can choose a career from numerous medical specialty areas, and by choosing Carroll College students will be prepared to further their study and to serve patients with compassion, integrity, and knowledge. To learn more about the Pre-Physician Assistant program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-physician-assistant.

Please note that completion of the Pre-Physician Assistant Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a PA degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4
	or	
BI 323	Comparative Anatomy	3
BI 323L	Comparative Anatomy Lab	1
BI 202	Intro to Human Anatomy & Physiology II	4
	or	
BI 307	Animal Physiology	3
BI 307L	Animal Physiology Lab	1
BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
	or	
BI 305	Microbiology	3
BI 305L	Microbiology Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 353	Biochemistry I	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PSY 105	General Psychology	3

PRE-REGISTERED DIETITIAN PATHWAY

DR. GERALD SCHAFER, PRE-REGISTERED DIETITIAN ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Registered Dietitian Pathway at Carroll College will prepare students to enter careers that will enhance the nutritional health of their communities. Students will take courses from a variety of subjects that will encourage them to become critical thinkers, compassionate healthcare professionals, and advocates for healthy living.

Please note that completion of the Pre-Registered Dietitian Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a degree program in the field. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Optional Courses		
CH 302	Organic Chemistry II	3
CH 302L	Organic Chemistry II Lab	1
HS 230	Introduction to Epidemiology	3
HS 307	Evidence Based Research Methods (WI)	3
HS 413	Exercise Physiology/Human Performnce	3
PH 330G/PH 330N	Public Health Methods GD CD SL	3
PH 333	Public Health Theories & Practice	3
SO 101	Introduction to Sociology	3
	or	
AN 204	Cultural Anthropology (CD GD)	3
Required Courses		
BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 201	Intro to Human Anatomy & Physiology I	4
BI 202	Intro to Human Anatomy & Physiology II	4
BI 214	General Microbiology	3
BI 214L	General Microbiology Lab	1
	or	
BI 305	Microbiology	3
BI 305L	Microbiology Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 353	Biochemistry I	4
HS 303	Public Health Nutrition	3
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
NU 208	Nutrition for Healthcare Professionals	3
PSY 105	General Psychology	3
PSY 203	Developmental Psychology	3
SO 101	Introduction to Sociology	3
	or	
AN 204	Cultural Anthropology (CD GD)	3

PRE-VETERINARY PATHWAY

DR. BRANDON SHEAFOR, PRE-VETERINARY ADVISOR

DR. MARIE SUTHERS, DVM, PRE-VETERINARY ADVISOR

THANH HUYNH, HEALTH PROFESSIONS ADVISOR, SAINTS SUCCESS CENTER

The Pre-Veterinary Pathway prepares students to apply to graduate programs in veterinary medicine. One of the unique elements of this pathway at Carroll College is the combination of course offerings in the sciences, humanities and social sciences, as well as the course offerings in the growing field of anthrozoology, where students work hands-on with animals and learn about how animals and humans interact with each other across the globe. There are also several clubs for students to join that can assist in their knowledge and experience in this field, such as the pre-veterinary club and the anthrozoology club. To learn more about the Pre-Veterinary program at Carroll College, visit: https://www.carroll.edu/pre-professional/pre-veterinary-medicine

Please note that completion of the Pre-Veterinary Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into a veterinary medicine degree program. Carroll students pursuing this pathway need to work closely with the appropriate pre-professional advisor, as well as the admission office(s) of all prospective graduate/professional programs.

Pathway Requirements

Required Courses

BI 121	Foundations of Cell & Molecular Biology	3
BI 122	Foundations of Organismal Biology	3
BI 131	Lab Explorations Cellular &Molecular BI	1
BI 132	Physiology and Ecology Lab	1
BI 281	Genetics	3
BI 281L	Genetics Lab	1
CH 101	General Chemistry I	3
CH 101L	General Chemistry I Lab General Chemistry Lab	1
	and	
CH 102	General Chemistry II	3
CH 102L	General Chemistry II Lab	1
	or	
CH 103	Accelerated General Chemistry	4
	and	
CH 205	Quantitative Analysis	4
CH 301	Organic Chemistry I	3
CH 301L	Organic Chemistry I Lab	1
CH 353	Biochemistry I	4
MA 121	Differential Calculus	3
	or	
MA 131	Calculus of Single Variable Functions	4
MA 207	Introduction to Statistics	3
	or	
MA 315	Probability and Statistics	3
PHYS 201	Physics I:Mechanics, Wave Motion Sound	4
	and	
PHYS 202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
	or	
PHYS 205	Physics Using Calculus I: Mechanics	4
	and	
PHYS 206	Physics Using Calculus II	4

CH 301: some programs will require CH 302 with lab as well

Professional Certificates

Professional certificate programs must be consonant with Carroll's mission as a Catholic, liberal arts college, dedicated to the dual goal of vocation and enlightenment.

Professional certificate programs are designed for individuals who wish to gain a specific set of skills and knowledge in a specialized area to enhance employment opportunities, including:

individuals who have already completed an undergraduate degree
individuals who wish to further their education but do not wish to commit to a four-year degree
regular degree-program students who choose to earn a special credential as they complete their major or minor requirements for at Carroll.
Coursework completed for the certificate may be applied to degree requirements if the student enrolls in a degree program at a later date. Credits or CEUs completed at another college or university will be considered on a case-by-case basis.

To earn the certificate, students will pass all required courses with a grade of "C-" or above.

While flexible course formats (e.g. weekend, evening, or summer sessions) may be offered, credit hours are calculated on a basis equivalent to other courses at Carroll (15 hours of class are equal to one academic credit). Some professional certificates may offer continuing education units (CEUs) as an alternative to credit hours. Using U.S. Department of Education standards, one CEU is equivalent to 10 contact hours. For students who wish to use CEUs to acquire college credit, 15 CEUs are equivalent to one college credit.

Tuition for non-degree students only is offered at a rate set for a specific certificate program; this tuition price applies only to courses required for the certificate program. Other financing options for non-degree students (post-baccalaureate tuition and employer match options) apply only for those paying regular tuition.

Certificate programs are located within an appropriate department with oversight from the Vice President for Academic Affairs who will delegate directorship as appropriate. Faculty advisors will be available for students in certificate programs.

Certificate programs and courses are approved by the college's Curriculum Committee and Faculty Assembly.

Personnel, information resources, and facilities needed to support learning in certificate programs are provided and maintained by the college.
*** Redirect Link ***
*** Financial-Planning-Certificate ***

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.

Continuing Education Certificates

HEALTHCARE LEADERSHIP CERTIFICATE

The Carroll College Healthcare Leadership Certificate (HLC) is designed to teach management and leadership skills to healthcare professionals. Leaders will increase their effectiveness in leading healthcare organizations with the latest management techniques, theory and practice in the healthcare context. The HLC provides the latest critical skills to new and existing healthcare managers for the demands of a changing and growing healthcare field, allowing them to lead healthcare organizations to success. This program is ideal for healthcare professionals new to management, and for those experienced managers eager to learn the newest theories and practice. It also provides the opportunity to network and engage with other healthcare leaders and to learn from each other, as well as from a dynamic team of instructors.

The Healthcare Leadership Certificate is comprised of nine Key Course Modules:

- Modules 1 and 2: Managing in the Healthcare Organization
- Module 3: Leadership Skills for the Healthcare Professional
- Module 4: Healthcare Finance & Accounting
- Module 5: Healthcare Policy, Insurance & Regulatory Environment
- Module 6: Managing Quality Healthcare Outcomes
- Module 7: Managing Information Systems and Understanding Epidemiology
- Module 8: Managing Legal, Compliance, Risks and Human Resources
- Module 9: Leading Healthcare Ethics in our TimeFor more information about the HLC program, visit: https://www.carroll.edu/academic-programs/healthcare-leadership-certificate.

Special Programs

ACADEMIC INTERNSHIP EXPERIENCE

An academic internship experience can offer the benefit of career exploration and be an excellent resume builder. Academic Internships at Carroll College are 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 among 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 academic 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 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.

ARMY RESERVE OFFICERS' TRAINING CORPS (ROTC) MILITARY SCIENCE AND LEADERSHIP 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 basic structure of the US Army, military history, introductory skills in fieldcraft and tactics, foundational leadership doctrine, leading small units, and understanding the fundamentals of the Army as a profession. 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

GLOBAL LEARNING 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 Learning 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.

Morocco

Carroll also offers a study abroad program with the Meknes Studies Center in Morocco. Students pay a Program Fee to Carroll College to which federal financial aid may be applied.

Carroll College serves as the School of Record for the Meknes Studies Center. 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 England, Ireland, Italy and Morocco.

Cambridge, England – The International Security and Intelligence Program and Conference, Magdalene College Cambridge - is a four-week university-level program aimed at those with an academic or professional interest in intelligence and contemporary security threats. It offers a unique opportunity to work with leading practitioners and academics from the security and intelligence worlds. Held in early July – early August each summer. Highly competitive.

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.

Oxford, England – Exeter College Oxford - This six-week summer program at Exeter College, Oxford is a unique opportunity for Carroll students to experience undergraduate life at one of the most prestigious universities in the world, the University of Oxford. Exeter College is one of the constituent colleges of the University of Oxford and the fourth oldest college of the University. Highly competitive.

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 Learning Office at 406-447-4469 or sackeret@carroll.edu. We are located in Borromeo Hall, room 110. Please see our website at http://www.carroll.via-trm.com

HONORS SCHOLARS PROGRAM

DR. ALEX STREET, 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. A capstone seminar in the sixth semester concludes the program. Each class also considers why certain texts are accepted as part of this tradition, by addressing controversial texts or other traditions of thought. 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 human nature. 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 his or her 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 and in select non-Western texts 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 Curriculum 2020 Requirement Satisfied
Freshman, fall	HNR 150 Greek and Roman Thought	CORE-110 First Year Writing Seminar (3 cr)
Freshman, spring	HNR 250 Christian and Medieval Thought	Faith & Reason - Theology (3 cr)
Sophomore, fall	HNR 251 Renaissance Thought	Arts & Letters - Literature; and Intermediate Writing (3 cr)
Sophomore, spring	HNR 350 Restoration and Enlightenment Thought	Philosophical Reasoning (3 cr)
Junior, fall	HNR 450 Modern Thought	Faith & Reason - Philosophy; Ethical Reasoning (3 cr)
Junior, spring	HNR 495 Honors Capstone	(2 cr)

Other Program Requirements

Intermediate competency in foreign language (200-level or above)

The program director has discretion to waive this requirement, e.g. for students for whom English is a second language, or for those unable to take appropriate Carroll classes that build on their earlier studies.

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; however, the program director has discretion to allow students who maintain a GPA of at least 3.00 to complete the program if the student's GPA dips despite good overall progress. The minimum in-program GPA is 3.50.

Interested students can find more information at http://www.carroll.edu/ academics/honors.

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.

Online Consortium of Independent Colleges and Universities (OCICU)

Carroll College is a member of the Online Consortium of Independent Colleges and Universities (OCICU) course sharing consortium. This membership means that some online courses offered to students may be delivered by other OCICU members. OCICU is managed by Higher Learning Partners of Regis University in Denver, Colorado. More information is available at www.ocicu.org.

VA/DoD Educational Programs

Students intending to use their Department of Veteran Affairs educational benefits must provide a recent copy of their ***VA issued Certificate of Eligibility (COE)*** and complete and submit the ***VA Enrollment Form*** to the Office of Veteran Services prior to the beginning of the semester in which the student is planning on attending. Covered individuals attending Carroll College, under either Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post 9/11 GI-Bill® benefits, will not be imposed a penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability to meet his or her tuition and fee obligations to the institution due to delayed disbursement funding from the VA. Students using VA educational benefits must complete, on an annual basis, both the Military Educational Benefits Questionnaire and the VA Certification Application.

The following applies to ***all students*** using VA educational benefits.

- VA issued tuition and fee payments are paid directly to Carroll College.

- Housing and book stipends are paid directly to the student.
- All room and board charges are the responsibility of the student and payment arrangements for these charges should be coordinated directly with the Business Office prior to the start of the semester.
- The VA does not cover the costs of obtaining a parking pass, except for students attending under the VA Vocational Rehabilitation Program (Ch. 31) benefits.
- All VA benefit enrollment certifications are processed ***after the add/drop period*** (1st week of classes).Pursuant to VA rules and regulations, students must be enrolled in school for a full month before receiving any housing stipends.Therefore, we strongly recommend you make contingent financial arrangements to accommodate the VA's processing timeline.
- Students using VA educational benefits are required to consult with and obtain the approval of the Director of Veteran Services before making any changes to their class registrations or program declarations.
- The VA will only pay for courses required for your degree objectives and will not pay for auditing a course or payment for any course for which the grade assigned is not used in computing requirements for graduation. This includes repeats of grades of "D" or better including transferred credit (unless a higher grade is required) and withdrawals. This does not apply to repeats of required courses, which you have failed.
- Carroll College will evaluate all previous education and training and maintain a written record for every veteran or eligible person which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately. The record will be cumulative in that the results of each enrollment period (term, quarter or semester) will be included so that it shows each subject undertaken and the final result, i.e., passed, failed, incomplete or withdrawn.

Yellow Ribbon Program

The Yellow Ribbon GI Education Enhancement Program (YRP) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, you may be eligible if:

- You served an aggregate period of active duty after September 10, 2001, of at least 36 months;
- You were honorable discharged from active duty for a service-connected disability and served 30 continuous days after September 10, 2001;
- You are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on a veteran's service under the eligibility criteria listed above. The VA will determine eligibility for the Post-9/11 GI Bill®, and issue a Certificate of Eligibility. The Certificate of Eligibility will advise you if your service meets the requirements for the Yellow Ribbon Program.

Carroll College is proud to participate in the Yellow Ribbon Program (YRP) under the Post-9/11 GI Bill® (authorized under title V of Public Law 110-252) subject to the terms, conditions, and representations provided in the YRP Agreement and applicable VA regulations.

- Carroll College agrees to provide contributions to eligible individuals who are eligible for the YRP regardless of the rate at which the individual is pursuing training (i.e., full-time versus less than full-time), during the academic year.
- Carroll College is unlimited in the number of students that participate in the YRP and total YRP contribution amounts.This applies only to students who are currently 100% eligible for the Post 9/11 GI-Bill®.Additionally, students must have remaining entitlement benefits to participate in the YRP.
- Carroll College agrees to provide tuition and fee contributions on behalf of a participating individual during the current academic year and all subsequent academic years in which the participating individual remains eligible for the YRP, if the individual maintains satisfactory progress, conduct, and attendance according to the regularly prescribed standards of Carroll College.
- Pursuant to VA regulations, any third party payments that are tuition and fee specific will be applied first towards the costs of tuition and fees.The remaining balance will then be billed to the VA for payment under either the Post 9/11 GI-Bill® or the YRP.
- Carroll College, VA and YRP funding ***will not*** exceed the total cost of tuition and fees.
- It is the student's responsibility to provide a ***VA issued updated Award Three Letter*** to either the Carroll College Financial Aid Office, or the Office of Veteran Services for confirmation of remaining benefits ***each semester.***

Graduate Students (Masters of Social Work Program) - Yellow Ribbon Program

- Currently, Carroll College is accepting two recipients of the Yellow Ribbon Program in the Masters of Social Work Program (MSW) per academic year. Students must remain eligible to receive benefits under the Post 9/11 GI-Bill® at 100% to remain eligible to receive Yellow Ribbon benefits for the MSW program. The Master of Accountancy Graduate Program (MACC) does not have seats available for Yellow Ribbon Program recipients. Yellow Ribbon Program benefits for the MSW program will be awarded on a first-come, first-serve basis. Please contact the Office of Veteran Services for more information

regarding the Yellow Ribbon Program for the MSW program.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill

DoD Voluntary Education Programs (TA Assistance)

Carroll College is proud to be a participating partner in the Department of Defense's (DoD) Voluntary Educational Program. As a participating member, Carroll College has signed a Memorandum of Understanding (MOU) with the DoD. The purpose of the MOU is to articulate the commitment of Carroll College to ensure that fair, equitable, transparent, policies and procedures exist in an effort to deliver the highest level of service to military-connected students. The effective DoD MOU term is 7/22/19-6/13/2024.

The MOU is broken down to ***four*** categories of compliance, below is a description of each category and Carroll's corresponding policy or procedure to support the directive.

1. Recruiting, Marketing, & Advertising

Have policies in place compliant with program integrity requirements consistent with the regulations issued by ED [Department of Education] (34 C.F.R 668.71-668.75 and 668.14) related to restrictions on misrepresentation, recruitment, and payment of incentive compensation. This applies to the educational institution itself and its agents including third party lead generators, marketing firms, or companies that own or operate the educational institution.

A. The Carroll College Office of Admissions is a member of, and follows and adheres to the National Association for College Admission Counseling Code of Ethics and Professional Practices. The Counseling Code of Ethics and Professional Practices Policy regarding commission, bonuses, or other incentivized payments based directly or indirectly on securing enrollments or federal financial aid (including Tuition Assistance Funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance can be found in Section I.B.2a-b (page 3). The complete policy can be found at https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/cepp/cepp_10_2019_final.pdf

B. Carroll College commits to refrain from high-pressure recruitment tactics such as making multiple unsolicited contacts (3 or more), including contacts by phone, email, or in-person, or engage in same-day recruitment and registration for the purpose of securing Service member enrollments.

C. Carroll College encourages Service members to speak with their Educational Services Officer (ESO) or counselor within their Military Service prior to enrolling the student in the institution. The Carroll College Business Office requires documentation of Tuition Assistance (TA) approval prior to the start of each semester.

2. Financial Matters

Before offering, recommending, arranging, signing-up, dispersing, or enrolling Service members for private student loans, provide Service members access to an institutional financial aid advisor who will make available appropriate loan counseling.

Carroll College will make sure to have a financial aid officer that is trained on the following:

A. Providing a clear and complete explanation of available financial aid, including Title IV of the Higher Education Act of 1965, as amended.

B. Describing the differences between private and federal student loans to include terms, conditions, repayment, and forgiveness options.

C. Disclosing the educational institution's student loan Cohort Default Rate (CDR), the percentage of its students who borrow, and how its CDR compares to the national average. If the educational institution's CDR is greater than the normal average CDR, it must disclose that information and provide the student with loan repayment data.

D. Explaining students' rights to refuse all or borrow less than the maximum student loan amount allowed.

3. Accreditation and Credentialing Requirements

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 165thAvenue NE, Ste. 100, Redmond, Washington 98052-3981.

Carroll College is authorized to offer post-secondary degree programs in the State of Montana as required by the Montana Code Annotated and the Board of Regents Policy effective 8/13/14.

For additional accreditation information, please refer to Accreditation section of the Carroll College Catalog.

A. Maintain accreditation by a national or regional accrediting agency recognized by the Department of Education (ED), approved for VA funding, and certified to participate in federal student aid programs through ED under Title IV of the Higher Education Act of 1965.

B. The educational institution will obtain the approval of their accrediting agency for any new course or program offering, provided such approval is required under the substantive change requirements of the accrediting agency. Approval must be obtained before the enrollment of a Service member into the new course or program offering.

C. Degree requirements and evaluated educational plans will meet educational requirements for credentialing in stated career field and graduates of a program will be eligible for relevant professional license or certification. Educational institutions will disclose any conditions (state or agency limitations) or additional requirements (training, experience, or exams) required to obtain relevant credentials.

4. Academic Counseling and Post-Graduation Job Opportunities

Carroll College will disclose general degree requirements for the Service member's educational program (evaluated educational plan) to the member and his or her Service before the enrollment of the Service member at the educational institution.

Degree requirements in effect at the time of each Service member's enrollment will remain in effect for a period of at least 1 year beyond the program's standard length, provided the Service member is in good academic standing and has been continuously enrolled or received an approved academic leave of absence. Adjustments to degree requirements may be made as a result of formal changes to academic policy pursuant to institutional or departmental determination, provided that:

(a) They go into effect at least 2 years after affected students have been notified; or Educational institutions will disclose general degree requirements for the Service member's educational program (evaluated educational plan) to the member and his or her Service before the enrollment of the Service member at the educational institution.

Per DoD MOU paragraph 4.c.(1)

Per DoD MOU paragraph 4.c.(4)

(b) In instances when courses or programs are no longer available or changes have been mandated by a State or accrediting body, the educational institution will identify low or no cost solutions, working with affected Service members to identify substitutions that would not hinder the student from graduating in a timely manner.

Carroll College will disclose its transfer credit policies and articulated credit transfer agreements before a Service member's enrollment. Disclosure will explain acceptance of credits in transfer is determined by the educational institution to which the student wishes to transfer and refrain from making unsubstantiated representations to students about acceptance of credits in transfer by another institution.

In addition to providing degree requirements, Carroll College will provide to Service members who have previous coursework from other accredited institutions and relevant military training and experiential learning an evaluated educational plan that indicates how many, if any, transfer credits it intends to award and how these will be applied toward the Service member's educational program. The evaluated educational plan will be provided within 60 days after admission to the educational institution in which the individual has selected a degree program and all required official transcripts have been received.

Designate a point of contact or office for academic and financial advising, including access to disability counseling, to assist Service members with completion of studies and with job search activities.

(1) The designated person or office will serve as a point of contact for Service members seeking information about available, appropriate academic counseling, financial aid counseling, and student support services at the educational institution.

(2) The point of contact will have a basic understanding of the military tuition assistance program, ED Title IV funding, education benefits offered by the VA [Department of Veterans Affairs], and familiarity with institutional services available to assist Service members.

(3) The point of contact does not need to be exclusively dedicated to providing these services and, as appropriate, may refer the Service member to other individuals with an ability to provide these services, both on- and off-campus.

Carroll College has designated a trained compliance official to oversee and administer educational benefits as sanctioned under both the Department of Defense and the Veterans Administration. This official is located in the Office of Veteran Services and is a component of student support services under the umbrella of the Saints Success Center. The Office of Veteran Services is located in Borromeo Hall, room 109.

Have a readmissions policy for Service members that:

(1) Allows Service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to service requirements.

(2) Follows the regulation released by the Department of Education (34 C.F.R. 668.8) regarding readmissions requirements for returning Service members seeking readmission to a program that was interrupted due to a Military service obligation, and apply those provisions to Service members that are temporarily unable to attend classes for less than 30 days within a semester or similar enrollment period due to a Military service obligation when such absence results in a withdrawal under institution policies. A description of the provisions for U.S. Armed Forces members and their families is provided in Chapter 3 of Volume 2 of the Federal Student Aid Handbook.

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. 51).

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.

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. Course numbers 500 and higher are graduate level courses.

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.

ACNU - Accelerated Nursing

ACNU 201 - Fundmntls & 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 Summer Semester.

ACNU 202 - Assessment & Health Promotion (4)

The purpose of this course is to understand health assessment principles, to apply 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 Summer Semester.

ACNU 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 and health promotion for select diseases. The focus of this course is to critically apply nutritional knowledge to personal, individual, and population health, including diverse and vulnerable populations 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: Take ACNU-201 ACNU-202. Offered: Annual Summer Semester.

ACNU 301 - Care of the Childbearing Famly (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 ACNU-201 ACNU-202. Offered: Annual Summer Semester.

ACNU 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 ACNU-201 ACNU-202 ACNU-208 ACNU-301. Offered: Annual Fall Semester.

ACNU 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 ACNU-301 ACNU-302 ACNU-308. Offered: Annual Fall Semester.

ACNU 305A - Clinical Nursing Care I Part A (2)

Clinical Nursing Care I Part A. 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 Facilitators. These simulations will help students explore the QSEN competencies. There is an additional fee for this course.

Prerequisite: Take ACNU-201 ACNU-202 ACNU-208 ACNU-301 ACNU-302. Offered: Annual Fall Semester.

ACNU 305B - Clinical Nursing Care I Part B (2)

Clinical Nursing Care I Part B. 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 Facilitators. These simulations will help students explore the QSEN competencies. There is an additional fee for this course.

Prerequisite: Take ACNU-201 ACNU-202 ACNU-208 ACNU-301 ACNU-302 ACNU-308 ACNU-305A. Offered: Annual Spring Semester.

ACNU 308 - Pathophysiology & Pharmacology (3)

This course focuses on 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 consider 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 ACNU-201 ACNU-202 ACNU-208 ACNU-301. Offered: Annual Fall Semester.

ACNU 404A - Illness Across the Lifespan II Part A (2)

Illness Across the Lifespan II Part A. This course 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 role of the professional nurse in teaching and implementing health promotion and 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 ACNU-301 ACNU-302 ACNU-304 ACNU-305A ACNU-308. Offered: Annual Spring Semester.

ACNU 404B - Illness Across the Lifespan II Part B (2)

Illness Across the Lifespan II Part B. This course 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 role of the professional nurse in teaching and implementing health promotion and 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 ACNU-301 ACNU-302 ACNU-304 ACNU-305A ACNU-305B ACNU-307 ACNU-308 ACNU-404A. Offered: Annual Spring Semester.

ACNU 406 - Nursing Leadership & Management (4)

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. This course will also offer students the necessary career building skills to effectively identify and compete for professional career opportunities. These skills include but are not limited to job search strategies, resume writing and interviewing. There is an additional fee for this course.

Prerequisite: Take ACNU-301 ACNU-302 ACNU-304 ACNU-305A ACNU-305B ACNU-307 ACNU-308 ACNU-404A ACNU-404B ACNU-414. Offered: Annual Summer Semester.

ACNU 413 - Clinical Nursing Care II (4)

This course is the clinical experience accompanying ACNU 404B: Illness Across the Lifespan Part B. This course advances the student learning in the area of medical-surgical nursing and builds upon the clinical experience of ACNU 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 nursing roles in a variety of out-rotation clinical settings that may include surgical nursing, outpatient nursing, rural nursing and correctional nursing.

Prerequisite: Take ACNU-301 ACNU-302 ACNU-304 ACNU-305A ACNU-305B ACNU-307 ACNU-308 ACNU-404A ACNU-404B ACNU-414. Offered: Annual Summer Semester.

ACNU 414 - Community & Public Health Nursing (4)

Cultural Diversity.

The student will apply all previously gained knowledge from nursing course work to working with individuals, families, communities, and other aggregates. Public health nursing will be introduced as a blend between health promotion, disease prevention, health education, and population-based initiatives. The epidemiological process is introduced as the unifying concept for the wide range of programs and services found in community health. 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. Themes of social justice and care for vulnerable/marginalized populations will be integrated throughout. The student will also examine the role of the nurse as an advocate for health care policy to ensure the health of populations.

Distribution: CD, ND. Prerequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Take ACNU-301 ACNU-302 ACNU-304 ACNU-305A ACNU-305B ACNU-307 ACNU-308 ACNU-404A. Offered: Annual Spring Semester.

ACNU 417 - Capstone Clinical (3.5)

The Capstone Clinical and Seminar are 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.

Prerequisite: Take ACNU-404A ACNU-404B ACNU-413. Offered: Annual Summer Semester.

ACNU 427 - Comprehensive Nursing Review (3.5)

This course is intended to assist the student's own preparation for their NCLEX-RN 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 online computerized resources, information from multiple published written NCLEX review resources, as well as NCLEX review video resources.

Prerequisite: Take ACNU-404A ACNU-404B ACNU-413 ACNU-414. Offered: Annual Summer Semester.

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.

Distribution: SS.

AN 204 - Cultural Anthropology (CD GD) (3)

Cultural Diversity, Social Science. 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.

Distribution: CD,CL,GD,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Even Years Fall Semester.

AN 208 - The Family (ND) (3)

Social Science. 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.

Distribution: CL,ND,SS. Prerequisite: TAKE SO-101. Offered: Odd Year Spring Semester.

AN 218 - Intro Native Am Studies(CDND) (3)

Cultural Diversity, Social Science. 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.

Distribution: CD,CL,ND,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall & Spring Semesters.

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.

AN 317 - Ethnic and Racial Relations (ND) (3)

Social Science. 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.

Distribution: CL,ND,SS. Prerequisite: Take SO-101. Offered: Odd Year Spring Semester.

AN 331 - Social Science Research Methods (WI) (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.

Distribution: CL,WI. Prerequisite: Enrollment limited to Junior and Senior students. Take SO-200 and SO-392. Take MA-207. Offered: Annual Spring Semester.

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.

ANZ - Anthrozoology

ANZ 107 - Introduction to Anthrozoology (3)

Social Science. Anthrozoology is the study of the interactions and relationships between humans and non-human animals. Central to this course will be an exploration of the ways in which animal lives intersect with human societies. This course is designed to bring into the realm of sociological inquiry the relationships that exist between humans and other animals. A major focus will be on the social construction of animals in American culture and the way in which these social meanings are used to perpetuate hierarchical human/human relationships such as racism, sexism, and class privilege. Animal/human interaction in several major social institutions will be studied. We will also examine how different human groups construct a range of identities for themselves and for others through animals. Finally, we will examine several of the major philosophical positions about human social policy regarding the future of animal/human relations. 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 encompassing humans and animals.

Distribution: SS. Offered: Annual Fall Semester.

ANZ 108 - Survey of Animals in Society (3)

The main objective of this course is to expose students broadly to the many and varied ways that animals interact with human society to improve the well-being of communities, educate, sustain, 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 with 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: Take 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.

ANZ 221 - Familiar Canine (3)

This course explores the history and evolution of the relations between domestic dogs (Canis familiaris) and humans. The course covers a wide range of topics on dogs including: genetics, anatomy and physiology, behavior, cognition, domestication, and cross-cultural relationships. The course will also involve direct observations and interactions with dogs. Students should develop skills and knowledge to properly care for and provide a healthy environment for dogs as well as understand the cause of basic health and behavior problems. This course includes a field trip to Yellowstone National Park.

Prerequisite: Take BI-121 OR BI-122 OR BI-123 PLUS BI-131 OR BI-132. Take ANZ-108. Offered: Annual Spring Semester.

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. Offered: Annual Fall Semester.

ANZ 233 - Connecting With Horses (2)

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-108. Corequisite: Take ANZ-233L concurrently. Offered: Annual Fall Semester.

ANZ 233L - Connecting With Horses 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-108. Corequisite: Take ANZ-233 concurrently. 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 foundational 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 readings 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.

Offered: At the Discretion of the Dept At the Discretion of the Dept.

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.

ANZ 289CD - Special Topic (1.00 - 3.00)

Cultural Diversity. 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: CD. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ANZ 309 - Research Methods in Anthrozoology (WI) (4)

Advanced Writing. This course introduces students to qualitative, quantitative and mixed-method research methods. Students will learn about the Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC) and their vital applications to the field of Anthrozoology. The class will focus on designing effective research studies, analyzing data, multi-species considerations, and critical thinking skills so that students can meaningfully evaluate research claims. Students will participate in activities exposing them to qualitative, quantitative and interpretive research techniques. Reviewed literature will focus on Anthrozoology topics, with an emphasis on growing areas including One Health, human-animal bond research, intersectionality with animals, human-animal conflict resolution, and multi-species ethnography. Students will investigate an anthrozoological topic of their choosing, develop a thesis, conduct a thorough literature review, conduct data collection, and complete a comprehensive research paper. Research projects including interactions with human/animal subjects will seek IRB/IACUC approval.

Prerequisite: Take MA-207 or MA-315. Take one IW, intermediate writing course. Min Jr/Sr Standing. . Offered: Annual Fall Semester.

ANZ 321 - Citizen Canine (3)

Continuing where Familiar Canine left off, students will apply and expand on their knowledge of canine related topics to the dogs in their community. Learning theory, cognition, antecedent arrangement, applied behavior analysis, animal sheltering, and the animal training profession will be major focuses of the course. Special attention will be made on topics including human-animal attachment, communication, expectations, conflict, and compassion fatigue. Working with assigned dogs is required for completion of assignments. Fostering a dog is optional (see ANZ 321L 1 or 2 credits). This course includes both written and oral evaluation techniques to assess student learning.

Prerequisite: Take ANZ-221. Offered: Annual Fall Semester.

ANZ 321L - Citizen Canine W/ a Dog 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. Students fostering enroll for 2-credits.

Corequisite: Must be enrolled in ANZ 321 and have consent of the instructor to foster a dog. Offered: Annual Fall Semester.

ANZ 322 - Community Canine (3)

This course applies the knowledge and skills acquired in ANZ 321 and applies them to the working canine world. The different training, function, professionalism, and practices of a variety of specialized work will be examined and evaluated, including service dogs, therapy animal work, sport dog work, search and rescue, conservation scent detection, and military/police work. Human and animal protections including federal (ADA) and state laws will be discussed. A critical evaluation of training methods, animal labor, and the intersections of canine training and society is an essential part of the course. Multiple guests will join the class to discuss practical applications of canine training, including highlighting career options, discussing working with clients with special needs, and further developing an understanding of the human-canine bond. Fostering a dog is optional (see ANZ 322L 1 or 2 credits). This course includes both written and oral evaluation techniques.

Prerequisite: Take ANZ 321 and ANZ 321L. Offered: Annual Spring Semester.

ANZ 322L - Community Canine 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.

Corequisite: Must be enrolled in ANZ 322. Offered: Annual Spring Semester.

ANZ 332 - Equine Science: Nature of Horses (4)

This course focuses on a scientific understanding of the horse and is designed to provide students more in-depth information about horse behavior, physiology, and wellness. Understanding the nature of horses contributes to their care and management. Understanding their physical needs and social behavior contributes to a safe and rewarding relationship with these animals.

This class is designed to teach students about horses including their care and management. The laboratory component of this class is designed to provide hands-on experiences with horses. During the lab students will be taught specific skills necessary for owning a horse and helpful in working at or managing a stable. Guided instruction will be provided on topics such as first aid, vaccinations, hoof care, horse transport, care and use of tack, pasture management, feeding, manure management and equitation.

Prerequisite: For ANZ courses, take ANZ-231 ANZ-233 ANZ-233L. For Biology courses, take one Biology course with a minimum grade C-. Corequisite: Take ANZ-332L lab concurrently. Offered: Annual Spring Semester.

ANZ 332L - Equine Lab: Nature of Horses (0)

Prerequisite: For ANZ courses, take ANZ-231 ANZ-233. For Biology courses, take one Biology course with a minimum grade C-. Corequisite: Take ANZ-332 lecture concurrently. 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.

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.

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 dog 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 322 and 322L with a minimum grade of "A-" and consent of the instructor. This consent can be entered by the instructor in their roster under consent. 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 dog 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 421. Offered: Annual Spring Semester.

ANZ 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

ANZ 431 - Equine Assisted Activities and Therapies (1)

This course will explore a variety of methods for partnering with horses for therapy, learning and horsemanship. A major focus will be on Equine-Assisted/Facilitated Learning in education, in organizations and in personal development. Equine-Assisted Therapies including Physical, Occupational, Mental Health and Speech-Language Pathology will be investigated. Horsemanship, including adaptive equestrian sports, adaptive/therapeutic riding, driving and interactive vaulting will be discussed. Additionally, students will explore the ethical dilemmas and issues facing incorporating horses in human services, as well as the current best practice standards for the welfare of the horse. Finally, students will review the current state of research and what is needed for the future.

Prerequisite: Take ANZ-231 ANZ-233 and ANZ-233L. Offered: Annual Spring Semester.

ANZ 431L - Equine Assisted Activities and Therapies (2)

This course is the lab component to ANZ 431. 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-231 ANZ-233 and ANZ-233L. Offered: Annual Summer 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.

Distribution: WI. Prerequisite: Minumum senior standing. 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-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.

Offered: At the Discretion of the Dept.

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.

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.

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.

ART - Art: Visual Arts & Theory

ART 112 - Drawing (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Fall Semester.

ART 113 - Digital Photography (3)

Arts Letters-Fine Arts. he goal of this class is to let students get their cameras out of the bag, learn the basics of photography as well as how to operate a DSLR level camera to become a better photographer. Students are required to have their own digital camera for the first day of class, and can direct all questions about eligible cameras to the instructor. Upon successful completion of this class, students will be able to diagnose different shooting scenarios and manipulate manual camera settings to produce creative and fundamentally sound digital photographs. By introducing them to a wide variety of genres of photography (i.e. portrait, editorial, landscape, commercial, sports, etc.) they will be able to enjoy taking better photographs later in life.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

ART 120 - Art History: Ancient - 13th Century (3)

Arts Letters-Fine Arts. Art History: Ancient through 13th Century The study of art history invites students to discover the diversity in and connections among global forms of artistic expression from history. This course focuses on global art beginning with the Paleolithic period and extending through the Thirteenth Century. Included are representative images of art, multimedia enhancements, reading, and writing. Students analyze works of visual art in a wide variety of media, empowering them to explain, interpret, and evaluate art in its context. They will 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 evolving forms of art through the ages.

Distribution: FAR. Offered: Annual Fall Semester.

ART 121 - Art History: 14th Century - Contemporary (3)

Art History: 14th Century through Contemporary. The study of art history invites students to discover the diversity in and connections among global forms of artistic expression from history. This course focuses on global art beginning with the Fourteenth Century and the Early Renaissance in Europe and extending up to the present day. Included are representative images of art, multimedia enhancements, reading, and writing. Students analyze works of visual art in a wide variety of media, empowering them to explain, interpret, and evaluate art in its context. They will 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 evolving forms of art through the ages.

Distribution: FAR. Offered: Annual Spring Semester.

ART 189 - Sp Topic: (1)

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

ART 201 - Acrylic Painting (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Spring Semester.

ART 206 - Watercolor Painting (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Fall Semester.

ART 289 - Special Topic (1.00 - 3.00)

Arts Letters-Fine Arts. 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: FAR.

ART 389 - Special Topic (1.00 - 3.00)

Arts Letters-Fine Arts. 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: FAR.

ART 425 - Internship (1.00 - 3.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Distribution: FAR. Offered: At the discretion of the department.

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.

Distribution: FAR. Offered: At the Discretion of the Dept.

ART 489 - Special Topic (1.00 - 3.00)

Arts Letters-Fine Arts 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: FAR.

ART 495 - Senior Seminar (1)

Offered: Annual Fall Semester.

AS - Astronomy

AS 102 - Astronomy (3)

Natural Science with Lab. 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.

Distribution: CL,NS. Offered: Annual Spring Semester.

BA - Business and Accounting

BA MACCRES - MACC Residency Requirement (0)

BA 100 - Introduction to Business (2)

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 Semester.

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.

BA 203 - Principles of Financial Accounting (3)

Principles of Financial Accounting explores the principles of recording, analyzing, and communicating information about the economic activities of organizations. Preparation of financial statements (i.e., income statement, retained earnings and stockholders' equity, balance sheet, and statement of cash flows) and interpretation of data for decision-making is explored. Sophomore Standing.

Prerequisite: MA-117 recommended. Offered: Annual Fall Semester.

BA 204 - Principles of Managerial Accounting (3)

This course introduces the principles of managerial accounting and the development of data for use in planning, control, and decision making. Managerial accounting topics include product costing, cost-volume-profit analysis, budgeting, variance

analysis, capital budgeting, and decision analysis tools.

Prerequisite: Take BA-203. Offered: Annual Spring Semester.

BA 218 - Basics of Personal Finance (3)

Basics of Personal Finance is an elective personal finance class geared to those students who are not Financial Planning or Accounting and Strategic Finance majors and have little to no existing financial literacy. This course introduces the student to the basics of adult day-to-day financial issues with an emphasis on those that most adults should master and comprehend, such as savings, credit, and investments, in order to function and thrive in their future financial lives.

Offered: Annual Summer 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.

BA 301 - Business Law (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 topics include law of contracts and agency, bailment, sales, negotiable instruments, partnerships, and corporations.

Prerequisite: Minimum Jr standing. Take EC-201 EC-202. Take BA-203 BA-204. 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. 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, BA-303. . 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.

Prerequisite: Take BA-203 BA-204; Take EC-201 EC-202. Offered: Annual Fall Semester.

BA 307 - Accounting& Finance for the Entrepreneur (1)

Accounting and Finance for the Entrepreneur/Small Business Owner. This course examines accounting and finance for the entrepreneur or small business owner. Topics include the basics of cash flow management, financial management, record keeping, banking services, credit reporting, risk management, insurance, income tax, and selling or planning for succession.

Offered: Annual Fall Semester.

BA 308 - Human Resource Management (3)

This course covers contemporary issues in human resource management. Topics include development of human resources, strategic human resource planning, job analysis, compensation issues, policies and procedures, laws and regulations, performance evaluation, personnel conflict resolution, and achievement of organizational goals.

Prerequisite: Take BA-375. Offered: Annual Spring Semester.

BA 309 - Operations Research (3)

This course provides an introduction to quantitative modeling methods used in business and economics. 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 MA 117 MA 207. Offered: Annual Spring Semester.

BA 313 - Managerial Finance (3)

Managerial Finance is the first of a series of finance courses of the financial planning major and a general requirement for all majors within the business department at Carroll College. The course will teach principles of fundamental concepts of corporate finance, fixed income securities, stocks, projects and their valuation, corporate valuation, the cost of capital, and capital budgeting decisions.

Prerequisite: Take BA-203 BA-204. Offered: Annual Spring Semester.

BA 314 - Foundations of Investment Planning (2)

Foundations of Investment Management is a required course for financial planning certificate students. This course replaces the Managerial Finance undergraduate course for those pursuing the Financial Planning Certificate. Students will learn and/or implement the fundamentals of investment planning in various topic areas including risk and reward, basic valuation calculations for equities and debt instruments, and examine the Financial Crisis of 2008- 2009.

Offered: Annual Fall Semester.

BA 315 - Cost Accounting (3)

This course considers how management teams use accounting information in decision making to fulfill the organization's goals in a sustainable manner. Topics covered consider the measurement, analysis, and reporting of financial and non-financial information useful for decision making and development of organizational strategies. Cost accounting for resources used in the organization, product costing, budgeting, and capital asset decisions are discussed.

Prerequisite: Take BA 203-204. Offered: Annual Spring Semester.

BA 318 - Foundations of Financial Planning (3)

Foundations of Financial Planning is a course designed to give students a first-hand look at the various components that make up an individual's personal financial situation.

Prerequisite: Take BA-203 BA-204 EC-201 EC-202. Offered: Annual Spring 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: At the Discretion of the Dept At the Discretion of the Dept.

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.

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.

Corequisite: Take BA-306 previously or concurrently. Offered: Annual Fall Semester.

BA 338 - Intro to Nonprofit Organizations (3)

This course examines the role of the nonprofit sector in the United States and its relationship to governments and the business sector. Topics include the unique characteristics of nonprofit organizations such as donated revenue, volunteer boards of directors, multiple revenue sources, and a combination of volunteer and paid staffing. The course investigates governance and management responsibilities and functions. The course is open to students in all majors. Knowledge gained in the course will be useful for future vocations in nonprofit organizations, philanthropic activities, or service on nonprofit boards.

Offered: Annual Summer Semester At the Discretion of the Dept.

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: At the Discretion of the Dept Summer 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. Offered: Annual Spring Semester.

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: Take BA-203 BA-204 EC-201 EC-202. Corequisite: Take BA-313. 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.

Prerequisite: Take BA-203 BA-204 EC-201 EC-202. [OR take HS 198 but only if you are a Health Sciences &/or Public Health Major using this course as your management course.]. 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.

Distribution: WI. Offered: Annual Fall.

BA 378 - Entrepreneurship Practicum (3)

Sed Vitae. 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 the Registrar's Office to declare that this certificate be added to your record. Offered: Annual Spring Semester.

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.

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.

Distribution: GD,WI. Prerequisite: Take 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.

Distribution: CL,GD,ND. Crosslisted as: EC 393. Offered: At the Discretion of the Dept.

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.

Distribution: GD. Offered: Annual Fall Or Spring Semester At the Discretion of the Dept.

BA 402 - Project Management & Process Improvement (3)

Sed Vitae. All firms have processes, most of which can be improved or optimized. The ability of managers to identify costly variation in their processes and to reduce that variation using project management tools and methods is a key skill set and, combined with leadership, can enhance the success of a firm. This course is designed to help students understand the theoretical and practical demands of project management and process improvement within an organization. Students will learn how to gain support and drive change using a well-defined tool-based methodology. Using simulations, case studies and real projects sponsored by internal and external clients, students will use the Six Sigma D-M-A-I-C (Define, Measure, Analyze, Improve, Control) methods and tools and classic project management methods to drive measurable changes in processes. Students will learn a valuable skill set and be awarded industry recognized Six Sigma Belt Certification upon successful course completion.

Prerequisite: Take BA-375. Offered: Annual Spring Semester.

BA 405 - Auditing (WI) (3)

Advanced Writing. 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.

Distribution: AW,WI. Prerequisite: Take one IW, intermediate writing course. Take BA-303 BA-304. . Offered: Annual Fall 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 410 - Strategic Management (3)

Advanced Writing.

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-306 BA-313 BA-375 BA-392 EC-201 EC-202. (All core business courses). Take one IW, intermediate writing course. Minimum Junior standing. . Offered: Annual Spring Semester.

BA 411 - Investment Planning (1)

Investment Planning. 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 and BA-318 recommended. Take BA-313 or BA-314 or instructor requisite waiver. Must be FNPL.CERT to register without prerequisites. For the Financial Planning Certificate Program, contact the Registrar's Office for assistance if you fail passing the prerequisites. Offered: Annual Fall Semester.

BA 412 - Insurance Planning (2)

Insurance Planning is a course designed to give students a comprehensive knowledge base of insurance products and their role in a person's overall financial well-being.

Prerequisite: Take BA-313 BA-318. Offered: Annual Fall 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, At the Discretion of the Dept.

BA 414 - Retirement Planning & Employee Benefits (3)

Retirement Planning and Employee Benefits is a course designed to give students a working knowledge of the details and nuances of the vast array of retirement planning vehicles and strategies.

Prerequisite: Take BA-313 BA-318. Offered: Annual Fall Semester.

BA 415 - Federal Taxation (3)

An application of federal income tax law 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 420 - Governmental & NFP Accounting (3)

This course 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: Take BA-304. Offered: Annual SpringSemester.

BA 421 - Estate Planning (3)

This course explores complex tax issues with particular focus on federal income tax law related to trusts, estates, and gifts. Also, this course focuses on estate and gift planning as it relates to satisfying the requirements of the CFP exam.

Prerequisite: Take BA-313 BA-318. Offered: Annual Fall Semester.

BA 425 - Internship (1.00 - 9.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

BA 451 - Advanced Financial Analysis & Planning (3)

CAPSTONE COURSE FOR FINANCIAL PLANNING MAJOR. Advanced Financial Analysis and Financial Planning is the capstone course in the Financial Planning major and fulfills the writing intensive requirement for the major. All 72 CFP Board learning topic areas will be addressed during this course.

Distribution: WI. Prerequisite: Take BA-318, BA-411, BA-412, BA-414, BA-415, BA-421. . 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.

Offered: At the Discretion of the Dept.

BA 489 - Special Topics (1)

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.

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.

A000

BA ACOMP - Accounting Comprehensive Exam (0)

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

Corequisite: Take BA-405 concurrently. Offered: Annual Fall Semester.

B000

BA BCOMP - Business Comprehensive Exam (0)

The Business Department, in addition to Carroll's regional accreditation, has a specialized business accreditation through

IACBE. As a requirement of this accreditation, students graduating with a major in Business, Accounting or Finance are required to take a comprehensive exam at the end of their curriculum. Grading is automatically P/F only.

Corequisite: Take BA-410 concurrently. Offered: Annual Spring Semester.

F000

BA FCOMP - Finance Comprehensive Exam (0)

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

Offered: Annual Spring Semester.

M000

BA MCOMP - MA of Accountancy Comp Exam (0)

The Business Department, in addition to Carroll's regional accreditation, has a specialized business accreditation through IACBE. As a requirement of this accreditation, students graduating with a Master in Accountancy are required to take a comprehensive exam at the end of their curriculum. Grading is automatically P/F only.

M00000

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.

Distribution: NS. Offered: At the Discretion of the Dept.

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.

Distribution: NS. Offered: At the Discretion of the Dept.

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.

Distribution: NS. Offered: Annual Fall Semester At the Discretion of the Dept.

BI 102L - Human Biology Lab (0)

Distribution: NS. Offered: Annual Fall Semester At the Discretion of the Dept.

BI 121 - Foundations of Cell & Molecular Biology (3)

Natural Science with Lab. BI 121 focuses on fundamental cellular and molecular 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 provides a foundation for more advanced courses in the biology major's program and is a prerequisite for many other courses in the program. BI 121 is devoted to cell structure and function and to classical and molecular genetics. Bacteria and viruses are also introduced in this course.

Distribution: NS. Offered: Annual Fall & Spring Semesters.

BI 122 - Foundations of Organismal Biology (3)

Natural Science with Lab. This course focuses on fundamental biological concepts at an organismal level. It also fulfills the Natural Science core requirement and provides a foundation for more advanced courses in Biology. BI 122 is devoted to biodiversity, plant form and function, and animal form and function. Particular emphasis in the course is placed upon the scientific method and upon the evaluation, analysis, and synthesis of information.

Distribution: NS. Offered: Annual Fall & Spring Semesters.

BI 123 - Foundations of Ecology and Diversity (3)

Natural Science with Lab. This course focuses on fundamental biological concepts at an ecological level. It also fulfills the Natural Science core requirement and provides a foundation for more advanced courses in Biology. BI 123 is devoted to population genetics, evolution, ecology and biodiversity. Particular emphasis in the course is placed upon the scientific method and upon the evaluation, analysis, and synthesis of information.

Distribution: NS. Offered: Annual Fall & Spring Semesters.

BI 131 - Lab Explorations Cellular &Molecular BI (1)

Natural Science with Lab. Lab Explorations in Cellular and Molecular Biology. The overarching goal of this lab exploration is to provide students with hands on experience using the scientific method. Over the course of the semester, you will be exposed to the processes of experimental design, protocol development and implementation, data analysis, and the interpretation and presentation of results through the use of mini-research modules in the areas of Cellular and Molecular Biology.

Distribution: NS. Offered: Annual Fall & Spring Semesters.

BI 132 - Physiology and Ecology Lab (1)

Natural Science with Lab. The purpose of this course is to provide you with hands on experience of doing science at an organismal and ecological scale. Over the course of the semester you will be exposed to the processes of experimental design, field and lab protocol development and implementation, data analysis, and the interpretation and presentation of results. We will explore major themes in organismal biology and ecology including diversity, plant and animal form and function, and species interactions.

Distribution: NS. Offered: Annual Fall & Spring Semesters.

BI 189G - 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.

Distribution: GD.

BI 201 - Intro to Human Anatomy & Physiology I (4)

Natural Science with Lab. 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.

Distribution: NS. Offered: Annual Fall Semester.

BI 201L - Intro to Human Anatomy & Phys I Lab (0)

Natural Science with Lab. 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.

Distribution: NS. 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-". . 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-". Offered: Annual Spring Semester.

BI 214 - General Microbiology (3)

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.

Prerequisite: At least one year of college chemistry and one semester of college biology. Offered: Annual Spring Semester.

BI 214L - General Microbiology Lab (1)

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.

Prerequisite: Take at least one year (7 credits) of college chemistry and one semester of college biology. 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.

Offered: At the Discretion of the Dept.

BI 281 - Genetics (3)

A study of the principles of inheritance at the organismal and molecular levels. Topics include transmission mechanisms, linkage, DNA replication, and gene expression. Current technology and research areas in genetics and their applications will also be discussed. Problem solving and experimental data analysis will be emphasized.

Prerequisite: From Biology take BI-121 and BI-131, with minimum grades of "C-" and from Chemistry take CH-101-102, CH-101L-102L, or CH-103, with minimum grades of "C-". . Offered: Annual Fall Semester.

BI 281L - Genetics Lab (1)

Intermediate Writing. A study of the principles of inheritance at the organismal and molecular levels. The laboratory will incorporate both computational simulation methods and a hands-on introduction to current molecular genetics techniques, as well as exposure to current next-generation sequencing methods and technology. The scientific method, problem solving, experimental data analysis, and scientific communication will be emphasized.

Distribution: IW. Prerequisite: Take BI-121 and BI-131, with minimum grades of "C-". Take CH-101-102, CH-101L-102L, or CH-103, with minimum grades of "C-". Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently. Offered: Annual Fall 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.

BI 305 - Microbiology (3)

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 (1)

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-. . Corequisite: Take BI-305 previously or concurrently with BI 305L. Offered: Annual Fall Semester.

BI 306 - Plant Biology (3)

An introductory course focusing on the evolutionary history of plants, plant anatomy, and physiology. The laboratory exercises are diverse and emphasize recognizing reproductive and anatomical differences among major plant taxa (from algae to flowering plants), learning how to identify seed plants (gymnosperms and angiosperms)to the family level, and physiological experiments.

Prerequisite: Take BI-122 and BI-132; Minimum grade C-. Offered: Even Year Fall Semester.

BI 306L - Plant Biology Lab (1)

The laboratory exercises are diverse and emphasize recognizing reproductive and anatomical differences among major plant taxa (from algae to flowering plants), learning how to identify seed plants (gymnosperms and angiosperms) to the family level, and physiological experiments.

Prerequisite: Take BI-122 and BI-132; Minimum grade C-. Offered: At the Discretion of the Dept.

BI 307 - Animal Physiology (3)

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.

Prerequisite: Take BI-122 BI-132; Minimum grade C-. Offered: Annual Spring Semester.

BI 307L - Animal Physiology Lab (1)

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.

Prerequisite: Take BI-122 BI-132; Minimum grade C-. Corequisite: Take BI-307. Offered: Even Year Spring Semester.

BI 311 - Ecology (3)

An introductory course focusing on the basic principles of the interactions and relationships among organisms and between organisms and their environment. The laboratory includes field observations, computer simulations, and statistical analysis of experimental data.

Prerequisite: Take BI-123 and BI-132; Minimum grade C-. Offered: Annual Spring Semester.

BI 311L - Ecology Lab (1)

An introductory course focusing on the basic principles of the interactions and relationships among organisms and between organisms and their environment. The laboratory includes field observations, computer simulations, and statistical analysis of experimental data.

Prerequisite: Take BI-123 and BI-132; Minimum grade C-. Corequisite: Take BI-311. Offered: Annual Spring Semester.

BI 312 - Global Change Ecology (3)

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: Take BI-123. Take BI-132 or ES-133L , minimum grade C-. . Offered: Odd Year Fall Semester.

BI 323 - Comparative Anatomy (3)

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.

Prerequisite: Take BI 122; Minimum grade of C-. Offered: Annual Fall Semester.

BI 323L - Comparative Anatomy Lab (1)

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.

Prerequisite: Take BI-122; Minimum grade of C-. Corequisite: Take BI-323. Offered: Annual Fall Semester.

BI 329 - Molecular Biology (3)

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, DNA sequencing, bacterial transformation, and gene knockouts. In addition to learning the fundamentals of how the cell works at the molecular level, students in this course will also be exposed to primary research articles within this area of study.

Prerequisite: Take BI 281 and either CH 301 or CH 285, each with a minimum grade of "C-". . Offered: Annual Spring Semester.

BI 329L - Molecular Biology Lab (1)

This lab course explores the interaction between the environment and gene expression in the single-celled protist, Tetrahymena thermophila. Students enrolled in this course will design an independent research project devoted to understanding how a particular environmental stressor impacts gene expression and behavior in Tetrahymena. To facilitate this investigation, students will be exposed to various molecular and cellular techniques including cell culture, RNA extraction, Reverse Transcription and quantitative PCR, as well as a variety of growth and feeding assays. Students in this course will also gain experience in researching a particular area of study, developing a scientific research proposal, and preparing a poster

presentation based on their final results.

Prerequisite: Take BI 281 and either CH 301 or CH 285, each with a minimum grade of "C-". . Offered: Even Year Spring Semester.

BI 346 - Biomechanics (3)

This course will introduce students to fundamental anatomical and mechanical principles and their application to biological systems to understand organismal movement. Emphasis will be placed on the biomechanics of the human body and movement. Topics will include biological tissue form and function, mechanical properties of biological tissues, kinematics, and kinetics.

Prerequisite: BI-121 Fundamentals of Cell and Molecular Biology. Take BI-122 Fundamentals of Organismal Biology. Take at least one of the following math courses: MA-117, MA-121, MA-122, MA-131, MA-141, MA-207, MA-315, MA-232, MA-233. Offered: Annual Fall Semester.

BI 346L - Biomechanics Lab (1)

This course will introduce students to fundamental anatomical and mechanical principles and their application to biological systems to understand organismal movement. Emphasis will be placed on the biomechanics of the human body and movement. Topics will include biological tissue form and function, mechanical properties of biological tissues, kinematics, and kinetics. The laboratory will expose students to basic experimental tools and techniques for biomechanical applications.

Prerequisite: BI-121 Fundamentals of Cell and Molecular Biology. Take BI-122 Fundamentals of Organismal Biology. Take at least one of the following math courses: MA-117, MA-121, MA-122, MA-131, MA-141, MA-207, MA-315, MA-232, MA-233. Offered: At the Discretion of the Dept.

BI 350 - Developmental Biology (3)

Developmental biology is a field concerned with the progressive changes that result in the formation of a multicellular organism. The nature of the changes and when, where, and how they occur are all included within Developmental biology's scope. This course focuses on the changes that occur during the embryonic period, broadly defined as the period extending from fertilization to birth or hatching in animals. The course includes both a survey of the anatomical changes that occur during this period and an examination of the molecular and cellular mechanisms thought to be responsible for bringing these changes about. Students in this course will also be exposed to the primary research within the field of Developmental Biology.

Prerequisite: Take BI-281 and CH-302, CH-302L with minimum grades of C-. . Offered: Odd Year Fall Semester.

BI 369 - Cell and Molecular Neuroscience (3)

This course explores the cellular and molecular biology of the nervous system. Topics covered include the cellular and anatomical organization of the nervous system, electrical signaling, synaptic transmission, neurotransmitters and receptors, and synaptic plasticity. Students in this course will also be exposed to a wide variety of primary literature related to field of cellular and molecular Neuroscience.

Prerequisite: One Biology course from the 100 level (4 credits) and one Chemistry course from the 100 level (4 credits) each with a minimum grade of "C-". . Offered: Even Year Fall Semester.

BI 369L - Cell and Molecular Neuroscience Lab (1)

This lab course explores the interaction between the environment and behavior in the model organism, Drosophila melanogaster (fruit fly). Students enrolled in this course will design an independent research project devoted to understanding how a particular environmental stressor impacts behavior in Drosophila. To facilitate this investigation, students will be exposed to various behavioral assays and fly culturing techniques. Students in this course will also gain experience in researching a particular area of study, developing a scientific research proposal, and preparing a poster presentation based on their final results.

Prerequisite: One Biology course from the 100 level (4 credits) and one Chemistry course from the 100 level (4 credits) each with a minimum grade of C-. Offered: Odd Year Fall Semester.

BI 370 - Evolutionary Analysis (3)

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.

Prerequisite: Take BI-281, Genetics. Minimum grade of C-. . Offered: Annual Spring Semester.

BI 370L - Evolutionary Analysis Lab (1)

This laboratory experience explores some of the molecular methods used to study principles of evolutionary change. The laboratory will include hands-on experience with molecular techniques (including exposure to current next-generation sequencing technology) and phylogenetic analysis using real world experimental datasets. The scientific method, data analysis, interpretation within an evolutionary context, and scientific communication will be emphasized.

Prerequisite: Take BI-281, Genetics. Minimum grade of C-. . Offered: Even Year Spring Semester.

BI 382 - Cell Biology (3)

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 through critical reading of peer-reviewed journal articles. Lectures will integrate material from genetics, chemistry, and introductory biology to understand cellular processes.

Prerequisite: 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.

BI 389L - Special Topic (1)

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.

BI 390 - Research Experience in Plant Ecology WI (2)

Advanced Writing. Research Experience in Plant Ecology. The primary goal of an Advanced Research Experience (ARE) is to engage all students in an authentic research opportunity as part of their undergraduate course work. Throughout the ARE course, students will be tasked with designing and implementing experiments to test a novel hypothesis that builds upon an area of knowledge. During the analysis process, collected data will be evaluated using descriptive and inferential statistics in order to develop meaningful conclusions. At the end of the ARE, each group will disseminate their findings to a broader audience through the presentation of their research project at Carroll's Student Undergraduate Research Festival. Furthermore, these projects will be uploaded to Carroll's Institutional Repository where they will be available to the general population. Each 2-credit ARE course will consist of two 3 hour labs per week.

Distribution: AW,WI. Prerequisite: Take BI-131 BI-132; Minimum grade C-. Take either BI 281: Genetics -or- Three Foundations courses (choose from BI 121, 122, 123, ES 124), minimum grades C-. Take one IW, intermediate writing course. Offered: Annual Fall Semesters.

BI 391 - Research Exp in Molecular Biology WI (2)

Advanced Writing. Research Experience in Molecular Biology. The primary goal of an Advanced Research Experience (ARE) is to engage all students in an authentic research opportunity as part of their undergraduate course work. Throughout the ARE course, students will be tasked with designing and implementing experiments to test a novel hypothesis that builds upon an area

of knowledge. During the analysis process, collected data will be evaluated using descriptive and inferential statistics in order to develop meaningful conclusions. At the end of the ARE, each group will disseminate their findings to a broader audience through the presentation of their research project at Carroll's Student Undergraduate Research Festival. Furthermore, these projects will be uploaded to Carroll's Institutional Repository where they will be available to the general population. Each 2-credit ARE course will consist of two 3 hour labs per week.

Distribution: AW,WI. Prerequisite: Take BI-131 BI-132; Minimum grade C-. Take either BI 281: Genetics -or- Three Foundations courses (choose from BI 121, 122, 123, ES 124), minimum grades C-. Take one IW, intermediate writing course. Offered: Odd Year Spring Semesters.

BI 392 - Res Exp Cell Molecular Neuroscience WI (2)

Advanced Writing. Research Experience in Cell Molecular Neuroscience. The primary goal of an Advanced Research Experience (ARE) is to engage all students in an authentic research opportunity as part of their undergraduate course work. Throughout the ARE course, students will be tasked with designing and implementing experiments to test a novel hypothesis that builds upon an area of knowledge. During the analysis process, collected data will be evaluated using descriptive and inferential statistics in order to develop meaningful conclusions. At the end of the ARE, each group will disseminate their findings to a broader audience through the presentation of their research project at Carroll's Student Undergraduate Research Festival. Furthermore, these projects will be uploaded to Carroll's Institutional Repository where they will be available to the general population. Each 2-credit ARE course will consist of two 3 hour labs per week.

Distribution: AW,WI. Prerequisite: Take BI-131 BI-132; Minimum grade C-. Take either BI 281: Genetics -or- Three Foundations courses (choose from BI 121, 122, 123, ES 124), minimum grades C-. Take one IW, intermediate writing course. Offered: Even Year Fall Semesters.

BI 393 - Res Exp Cellular Mechanotransduction WI (2)

Advanced Writing. Research Experience in Cellular Mechanotransduction. The primary goal of an Advanced Research Experience (ARE) is to engage all students in an authentic research opportunity as part of their undergraduate course work. Throughout the ARE course, students will be tasked with designing and implementing experiments to test a novel hypothesis that builds upon an area of knowledge. During the analysis process, collected data will be evaluated using descriptive and inferential statistics in order to develop meaningful conclusions. At the end of the ARE, each group will disseminate their findings to a broader audience through the presentation of their research project at Carroll's Student Undergraduate Research Festival. Furthermore, these projects will be uploaded to Carroll's Institutional Repository where they will be available to the general population. Each 2-credit ARE course will consist of two 3 hour labs per week.

Distribution: AW,WI. Prerequisite: Take BI-131 BI-132; Minimum grade C-. Take either BI 281: Genetics -or- Three Foundations courses (choose from BI 121, 122, 123, ES 124), minimum grades C-. Take one IW, intermediate writing course. Offered: Annual Spring Semesters.

BI 394 - Research Exp in Animal Physiology WI (2)

Advanced Writing. Research Experience in Animal Physiology. The primary goal of an Advanced Research Experience (ARE) is to engage all students in an authentic research opportunity as part of their undergraduate course work. Throughout the ARE course, students will be tasked with designing and implementing experiments to test a novel hypothesis that builds upon an area of knowledge. During the analysis process, collected data will be evaluated using descriptive and inferential statistics in order to develop meaningful conclusions. At the end of the ARE, each group will disseminate their findings to a broader audience through the presentation of their research project at Carroll's Student Undergraduate Research Festival. Furthermore, these projects will be uploaded to Carroll's Institutional Repository where they will be available to the general population. Each 2-credit ARE course will consist of two 3 hour labs per week.

Distribution: AW,WI. Prerequisite: Take BI-131 BI-132; Minimum grade C-. Take either BI 281: Genetics -or- Three Foundations courses (choose from BI 121, 122, 123, ES 124), minimum grades C-. Take one IW, intermediate writing course. Offered: Odd Year Spring Semesters.

BI 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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.

BI 496 - Senior Seminar (1)

Readings and discussion of significant past and current literature.

Prerequisite: Minumum senior standing. Corequisite: Take BI-COMP concurrently with BI 496 for Biology majors. Offered: Annual Fall Or Spring Semester.

BI 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.

C00

BI COMP - Biology Comprehensive Exam (0)

Corequisite: Take BI-496 concurrently for Biology majors. Offered: Annual Fall & Spring Semesters.

BMB - Biochemistry Molecular Biology

BMB 485 - Independent Study (1.00 - 4.00)

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: At the Discretion of the Dept.

CATH - Catholic Studies

CATH 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: At the Discretion of the Dept.

CATH 205 - Truth and Culture (3)

An examination of the Magisterium as a teaching institution from within the Catholic perspective of discipleship to Christ. The course will examine select teachings of Magisterium, especially cooperative grace, as related to important secondary teachings within the Church, including social teachings.

Offered: Annual Fall Semester.

CATH 206 - Catholic Anthropology (3)

An exploration of the goodness of human nature as presented by the Catholic Magisterium and Theology. This study considers human beings as creatures called to a final end, and considers philosophical and sociological treatments that complement, and also contend against, this view. Topics will explore the concept of "ontological receptivity" which grounds the human person and defines the person's creative capacities.

Offered: Even Year Spring Semester.

CATH 207 - Grace & the Human Experience (3)

An exploration of how grace (the divine life) is communicated to and received by human persons, including study of the sacramental life of the church, the Christian moral life (particularly natural law), and Catholic social teachings. The course focuses on creative responses to grace, both individual and communal, such as the Rule of St, Benedict, the rise of the mendicant orders, Ignatian spirituality, the great spiritual classics of the late renaissance, and the contemporary lay movements.

Prerequisite: CATH 205 recommended. Offered: Even Year Spring Semester.

CATH 305 - Faith & Reason (3)

This course continues CATH 205 by examining the role of philosophy and reasoning to the Catholic Church's fulfillment of its own mission to express the truth about God, and follows the historical emergence of the synthesis of faith and reason. The course also considers how the Catholic intellectual life manifests itself in deference towards faith.

Prerequisite: Take CATH 205, or permission of the instructor. . Offered: Even Year Fall Semester.

CATH 306 - Lives of the Saints (3)

Continues the exploration of goodness begun in CATH 206 through the study of lives of the Saints. The lives of the Saints present extraordinary examples of Christian life lived out in goodness and beauty, often in the face of personal and social

challenges of their culture and time. The course will consider the saint's (or saints') achievements both in terms of their intellectual and cultural significance, and of their significance to Catholic history and the development of the Catholic understanding of the possibilities of grace and freedom.

Prerequisite: Take CATH-205. CATH-206 recommended. Offered: Odd Year Spring Semester.

CATH 308 - Catholic Intellectual & Artistic Trad (3)

The Catholic Intellectual & Artistic Tradition. The continued exploration of the expression of beauty in human life begun in CATH 207, by a more concentrated study of Catholic contributions tot he intellectual and artistic life. This course will study one or more distinct areas of intellectual endeavor(such as art or music of a specific period, the history of philosophy, theological developments, literature), consider both in terms of its own goals and methodology, and as expressions of the creativity of field and the grace of Christian vocation. Where possible, the course will include study and analysis of the culture and of specific figure's own writing; otherwise, it will rely on bibliographical and other sources to inform course analysis.

Prerequisite: Take CATH-205. CATH 207 recommended. Offered: Odd Year Spring Semester.

CATH 389 - Special Topics (1.00 - 3.00)

Special Topics courses include ad-hoc courses on v

Offered: At the Discretion of the Dept At the Discretion of the Dept.

CATH 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.

Offered: At the Discretion of the Dept.

CATH 495 - Catholicism Engaged (1)

This capstone course applies the broader dialogue begun in previous CSP course into a specific, 21st Century context. The first half of the course will look at a specific example of integration, drawing the students to formulate and configure their faith for their majors, future careers, or vocations, and to integrate the broad spectrum fo Truth, Beauty, and Goodness within their own lives. Then the course will develop research and writing skills, in preparation for the senior paper required in CATH 497.

Prerequisite: Completed one 300-level CATH course; either CATH 305, CATH 306, or CATH 308. . Offered: Even Year Fall Semester.

CATH 497 - Senior Paper (1)

The senior paper is an original work a student prepares under the guidance of a professor in the Catholic Studies Department. Drawing upon their understanding of the Catholic faith tradition, and the insights learned ion the previous courses, students complete a 5000-7000 word essay that integrates their faith with their academic major, career,or chosen profession. The thesis must be approved by the director of the Catholic Studies Program.

Prerequisite: Take CATH-495. Offered: Even Year Fall Semester.

CATH 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.

C0000

CATH COCURR - Co-Curricular Activities (0)

Catholic Studies students are expected to participate in three types of co-curricular activities. Majors must complete three per academic year, and minors two, to graduate in the program. Truth: e.g. academic lectures. Beauty: e.g. symphonies, a Latin Mass, a trip to an art gallery. Goodness: e.g. Campus Ministry group or retreat; service project coordinated with the Hunthausen Center for Peace and Justice. Activities will be tracked in an account, such as Moddle, that remains every year where students can upload yearly materials. The required Co-Curricular activities will be recorded once during the student's senior year, in a 0-credit, required course, called CATH COCURR. They will be reviewed in the senior year by the CSP program director and recorded. CATH COCURR would be required for completion of the major or minor, but would not bear any credit towards the major. Yearly Retreats. CSP is planning to sponsor one yearly retreat. This retreat will be co-directed with Campus Ministry. The retreats will be co-educational, and will be open to majors, and minors, and the general student body until all spaces are filled. The retreats will focus on integration of a particular Church teaching into the lives of the students, asking what it would actually mean to live that teaching out in a substantive manner. Retreats will combine intellectual and spiritual elements through speakers and break out sessions. All majors and minors would be required to attend this retreat. Attendance records from the retreats will be maintained with the CSP director. Speaker Series. Part of our funding request includes funds for two yearly Catholic Studies speakers. This may be ambitious, but at least one per year would be achievable. We would expect all the majors and minors to attend this lecture. The series will focus on teachings and witness of the Church in the contemporary world, including what it means to live out the Catholic faith both openly and substantially. There may be "brown-bag luncheons or discussions associated with the speakers which could function as an alternative should students be unable to attend the lecture itself. We would ask for written student reflections from the students. Contemplative Activities. Majors will be expected to attend and reflect on 3 external events per year in their track of study and 1 external event outside that track. These events would be identified by the program director. Events that count toward Truth include any approved and external speaker who comes to Carroll. Unless the event is oriented explicitly toward activism, the event will be approved as the point is not simply to put students in front of Catholic thinkers but ask them to think through any speaker's lecture with a Catholic lens. Events that count toward Beauty are arts affairs, select concerts, and symphonies. The art walk is a great example of such an event as is attending the Carroll college choir concert. Goodness includes attendance to programs such as COR or VIA run by Campus Ministry but may also include talks on the Carroll College campus with ethical themes, or even service learning projects developed in collaboration with the Hunthausen Center for Peace and Justice. Students will be required to submit a record of their activities for the year and brief reflection of their effect on the student.

Offered: Even Year Fall Semester.

CE - Continuing Education

H0

CE HLC - Healthcare Leadership Certificate (NULL)

9 Key Course Modules Modules 1 and 2: Managing in the Healthcare Organization Module 3: Leadership Skills for the Healthcare Professional Module 4: Healthcare Finance Accounting Module 5: Healthcare Policy, Insurance Regulatory Environment Module 6: Managing Quality Healthcare Outcomes Module 7: Managing Information Systems and Understanding Epidemiology Module 8: Managing Legal, Compliance, Risks and Human Resources Module 9: Leading Healthcare Ethics in our Time World-Class Instructors Knowledgeable in Healthcare The program design is developed and delivered by world-class Carroll College faculty and industry professionals practiced in healthcare leadership and delivery. You will learn from academics knowledgeable in healthcare business, economics and policy, and from healthcare practitioners and leaders with current industry knowledge. Their stories and topics of facilitation are available here. Credits Costs Completion of the Carroll College Healthcare Leadership Certificate awards the participant 15 continuing education units and 1 college credits. Certificate and

CEU's are awarded upon completion of online assessments and participation in the Learning Live sessions.

CH - Chemistry

CH 101 - General Chemistry I (3)

Natural Science with Lab. 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.

Distribution: NS. Offered: Annual Fall Semester.

CH 101L - General Chemistry I Lab General Chemistry Lab (1)

Natural Science with Lab. 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.

Distribution: NS. 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 and CH 101L 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 and CH 101L to enroll in CH 102L. . Corequisite: Take CH-102. Offered: Annual Spring Semester.

CH 103 - Accelerated General Chemistry (4)

Natural Science with Lab. This course will provide a solid foundation in the basic principles of chemistry that underlie more advanced topics in chemistry, biology and engineering. It is intended for students majoring in the sciences and engineering (but it is open to anyone). One semester accelerated course covering topics that include stoichiometry, atomic structure, bonding, thermochemistry, intermolecular force, solutions, chemical equilibrium, acid/base chemistry, oxidation/reduction, thermodynamics, kinetics, nuclear chemistry, and coordination compounds. This is similar material to that covered in CH 101-102, except this is an accelerated course. Three lectures and one three-hour laboratory per week.

Distribution: NS. Offered: Annual Fall Semester.

CH 111 - Essentials of Chemistry: General (3)

Natural Science with Lab. 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.

Distribution: NS. Offered: Annual Spring Semester.

CH 111L - Essentials of Chemistry Lab (1)

Natural Science with Lab. 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.

Distribution: NS. Corequisite: Take CH-111. 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 CH-103. 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 and CH 102L or CH 103 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 and CH 102L or CH 103 with a minimum grade of "C-". . Offered: Annual Spring 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.

CH 289G - Special Topics (1.00 - 3.00)

Distribution: GD. Offered: At the Discretion of the Dept At the Discretion of the Dept.

CH 301 - Organic Chemistry I (3)

This course is the first part of a two-semester sequence intended to provide a comprehensive study of the chemistry of carbon-containing (organic) compounds. Topics to be covered include conformational analysis, stereochemistry, infrared spectroscopy, mass spectrometry, nuclear magnetic resonance spectroscopy and chemical reactivity associated with the following types of organic compounds: alkanes, alkyl halides, alkenes, and alkynes. In addition students will be exposed to acid/base theory, chemical bonding models, thermodynamics, and kinetics as these topics apply to the study of organic compounds. The main of objective of this course is for students to gain a working knowledge of the aforementioned concepts in order to solve problems in organic chemistry.

Prerequisite: Grade of 'C-' or better in CH 102 and CH 102L or CH-103. Offered: Annual Fall Semester.

CH 301L - Organic Chemistry I Lab (1)

The objective of this course is to expose students to basic experimental techniques, practices and instrumentation common to a synthetic organic chemistry laboratory. This course will also provide some emphasis on reinforcing topics covered in CH 301.

Prerequisite: Grade of "C-" or better in CH 102 and CH 102L or CH-103. . Offered: Annual Fall Semester.

CH 302 - Organic Chemistry II (3)

This course is the second part of a two-semester sequence intended to provide a comprehensive study of the chemistry of carbon-containing (organic) compounds. The reactivity of the following functional groups will be covered in detail: alcohols, ethers, epoxides, sulfides, conjugated systems, aromatics, ketones, aldehydes, amines, carboxylic acids and carboxylic acid derivatives. In addition, students will be exposed to acid/base theory, chemical bonding models, thermodynamics, and kinetics as these topics apply to the study of organic compounds. The main of objective of this course is for students to gain a working knowledge of the aforementioned concepts in order to solve problems in organic chemistry.

Prerequisite: Students must pass CH 301 and CH 301L with a "C-" or better to enroll in CH 302. . Offered: Annual Spring Semester.

CH 302L - Organic Chemistry II Lab (1)

This lab course is intended to apply experimental techniques, practices, and instrumentation covered in CH301 and CH301L to the synthesis of a research-inspired organic compound. The primary objectives of this course are for students to: (1) demonstrate proficiency in structure elucidation / verification via current spectroscopic methods (i.e. nuclear magnetic spectroscopy, mass spectrometry, etc.) and (2) gain experience in implementing a multi-step chemical synthesis of a target organic compound.

Prerequisite: Students must pass CH 301 and CH 301L with a "C-" or better to enroll in CH 302L. . Corequisite: Take CH-302. Offered: Annual Spring Semester.

CH 306 - Instrumental Methods (3)

An advanced overview of electronic chemical instrumentation used in chemical analysis. The course will explain instrumental design and the scientific principles underlying instrumental function. It will also cover the application of instrumental methods for the identification and quantitative determination of a variety of analytes. Instrumental techniques that will be covered include ultraviolet-visible molecular spectrophotometry, infrared molecular spectroscopy, molecular fluorescence spectroscopy, atomic spectroscopy, mass spectrometry, gas chromatography, liquid chromatography, and capillary electrophoresis.

Prerequisite: CH 205. Students must receive a "C-" or better in the prerequisite to enroll in CH 306. . Offered: Even Year 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-301. Offered: Odd Year Spring Semester.

CH 353 - Biochemistry I (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 121 and CH 301, CH 301L with minimum grades of C-. . Offered: Annual Fall Semester.

CH 353L - Biochemistry Lab (0)

Prerequisite: Take BI 121 and CH-285 or CH 301. 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.

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: Take CH 302, CH 302L, MA 122 and PHYS 205. Student must pass prerequisites with a "C-" or better to enroll in CH 390. . Corequisite: Take PHYS-205 concurrently if not previously taken. Student must pass 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, CH 302L. Students must pass prerequisites with a "C-" or better to enroll in CH 391. . Corequisite: Take MA 233 and PHYS 205. PHYS 205 and MA 233 may be taken concurrently. Students must pass prerequisites with a "C-" or better to enroll in CH 391. 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 and CH 302. Students must pass prerequisites with a "C-" or better to enroll in CH 392. Corequisite: Take CH 391, MA 233, and PHYS 205 previously or concurrently. Students must pass prerequisites with a "C-" or better to enroll in CH 392. 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: Odd 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: Even 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-requisites with a "C-" or better to enroll in CH 411. . Corequisite: Take CH 306 either prior to or at the same time as this course. Students must pass all pre-requisites with a "C-" or better to enroll in CH 411. Offered: Annual Fall Semester.

CH 412 - Integrated Lab II (WI) Lab (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.

Distribution: WI. Prerequisite: Take 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.

Offered: At the Discretion of the Dept.

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.

Prerequisite: Minimum senior standing. 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.

CH 425 - Internship (3)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Prerequisite: Take CH 302. Students must receive a "C-" or better in the prerequisite to enroll in CH 405. . Offered: At the Discretion of the Department.

CO - Communication Studies

CO COMP - Communication Comprehensive Exam (0)

CO PRCOMP - Public Relations Comprehensive Exam (0)

CO 101 - Basic Communication (3)

Oral Communications. 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.

Distribution: OC. Offered: Annual Fall & Spring Semesters.

CO 108 - Digital Publishing (3)

Social Science. 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.

Distribution: SS. Prerequisite: CO-101. 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 (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 Spring Semester.

CO 130 - Digital Video Production (3)

Smartphones have given rise to Citizen Video. In this course, students can start producing their citizen videos for distribution on YouTube and other social media platforms. The course will introduce students to the techniques and aesthetics of digital video production. Students will learn about the creative process of creating audiovisual texts: camerawork, lighting, art direction, set design, costume design, sound design, editing, and how they all contribute to the visual language. Students will produce short movies using varying real-life scenarios and publish them to their YouTube account. Through a hands-on approach and critical analysis, students will learn and understand how messages are successfully and unsuccessfully crafted, targeted, and delivered through digital audio/visual media.

Distribution: CL. Offered: Annual Fall Semester.

CO 165 - Writing for Digital Media (3)

The course introduces students to the different digital media and writing techniques and designs of digital video content for various media. Students will 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 texts into visual pieces through some hands-on camera exercises during the semester.

Offered: Odd 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.

CO 206 - Small Group Communication (3)

Social Science. 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.

Distribution: SS. Prerequisite: Take CO-101. Offered: Odd Year Fall Semester.

CO 210 - Language & Nonverbal Behavior (3)

Social Science. A study of the theory and research on the relationships between language, nonverbal behavior, and communication in contemporary American society. We will investigate the practices and techniques involving verbal and nonverbal actions used in everyday encounters. Topics include slang, hate speech, dialects, interactional synchrony, physical symmetry, micro expressions, gestures and more.

Distribution: SS. Prerequisite: Minimum sophomore standing. 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, including crisis communication. Class interviews (in person/Zoom) with PR professionals. The first semester focuses on theory and on PR writing (including press releases). The second semester points towards the job market by focusing on campaigns including 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, including crisis communication. Class interviews (in person/Zoom) with PR professionals. The first semester focuses on theory and on PR writing (including press releases). The second semester points towards the job market by focusing on campaigns including design of a public relations campaign for a local organization.

Prerequisite: Tale CO-215. Offered: Odd Year Spring Semester.

CO 220 - Event Planning (3)

An introduction to the researching, planning, coordinating, marketing, management and evaluation of special events. The course content will explore the theories and practices relevant to successful event planning, will study the ethics of event planning, will study case studies of events - and will plan an event as a culminating course project. This course could serve as training for a

careers in PR, event planning, sports event marketing or in the hotel hospitality industry. But the course is also designed to supplement almost all organizational careers.

Offered: Even Year Spring Semester.

CO 225 - Professional Communication (3)

Social Science. An advanced course in public speaking, job interviewing and advanced listening 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.

Distribution: CD,SS. Prerequisite: Take CO-101. 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 240 - Graphic Design (3)

Graphic Design is a universal, visual language. This course teaches the fundamentals of graphic design, serves as the foundation for creative-thinking, and is complementary to jobs in the communications field. Students will engage in "design thinking," creative-thinking exercises that activate a new means of problem-solving. They'll learn the fundamental principles of Graphic Design through weekly exercises, critiques, lectures, and short readings. Students will gain a comprehensive knowledge

of contemporary media applications of design thinking and graphic design in today's professional world.

Offered: Odd Year Fall Semester.

CO 250 - Social Media and Communication (3)

Social Science. Social Media Communication examines the profound shift that the Internet, social networking, digital publishing and mobile media technologies (Facebook, Instagram, 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.

Distribution: SS. Prerequisite: Take CO-101. Offered: Annual Spring Semester.

CO 260 - Servant Leadership (3)

Social Science. 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.

Distribution: SS. Prerequisite: Take CO 101. Offered: Even Year Fall Semester.

CO 275 - Conflict Management (3)

Social Science. 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.

Distribution: SS. Prerequisite: Take CO-101 and minimum sophomore standing. 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.

Distribution: WI. Offered: Even Year Fall Semester.

CO 280 - Gender Communication (ND) (3)

Social Science. Cultural Diversity. Students will examine the interactiverelationships 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.

Distribution: CD,CL,ND,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. 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.

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.

Distribution: CL,WI. Prerequisite: Take CO-101. Take CORE-110. Offered: Annual Spring Semester.

CO 308 - Communication Ethics (3)

Social Science. 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.

Distribution: SS. Prerequisite: Minimum Jr standing. Take CO-101. Offered: Odd Year Spring Semester.

CO 310 - Mass Media (3)

The course examines the history and theory of contemporary mass media, including radio, television, print, and digital media. Students will explore, synthesize, and contextualize the political, social, economic, and cultural forces that shape and define media content and how these contents shape our culture.

Distribution: SS. Prerequisite: Minimum Jr Standing. Offered: Even Year Fall 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. Students will explore both theory and practice through case study discussions and experiential learning opportunities. 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.

Distribution: SS. Prerequisite: Minimum Jr standing. Offered: Annual SpringSemester.

CO 325G - Intercultural Comm (GD) (3)

Cultural Diversity, Social Science. 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. Fulfills National Diversity requirement or Global Diversity requirement, but not both.

Distribution: CD,GD,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Spring Semester.

CO 325N - Intercultural Comm (ND) (3)

Cultural Diversity, Social Science. 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. Fulfills National Diversity requirement or Global Diversity requirement, but not both.

Distribution: CD,ND,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. 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.

Distribution: SS. Prerequisite: Minimum sophomore 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.

Distribution: SS. Prerequisite: Minimum Jr standing. Offered: Even Year Fall Semester.

CO 389G - 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.

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.

Prerequisite: Minimum Jr standing. 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.

Prerequisite: Minimum Jr Standing. 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. The course will also examine power shifts, a reconfiguration of political power and civil society, and a change in gender roles within the context of national cultures via communication tools and the global economy.

Distribution: GD,SS. Prerequisite: Minimum Jr standing. Offered: Odd Year Fall Semester.

CO 425 - Internship (1.00 - 12.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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)

Distribution: PS.

CORE - CORE

CORE

CORE ABROAD - CORE-ABROAD (0)

Sed Vitae.

Offered: Annual Fall Spring & Summer.

CORE INTERN - CORE-INTERN (0)

Sed Vitae.

Offered: Annual Fall & Spring Semesters.

CORE PRAC - CORE-PRAC (0)

Sed Vitae.

Offered: Annual Fall & Spring Semesters.

CORE RSRCH - CORE-RSRCH (0)

Sed Vitae.

Offered: Annual Fall & Spring Semesters.

CORE SRVLRN - CORE-SRVLRN (0)

Sed Vitae.

Offered: Annual Fall & Spring Semesters.

CORE 110 - First Year Writing Seminar (3)

Each first-year writing seminar will study a unique theme chosen by the instructor that will be analyzed in a critical manner and engage multiple disciplinary perspectives to demonstrate the purpose and nature of a liberal arts education. In the analysis of

this theme, this course will prepare students to read, write, think, and discuss critically within the larger academic community. Students will study conventions of effective writing for various types of academic essays. Students will write, receive feedback on, and revise multiple pieces of formal and informal writing. Student writing, including drafts, will total at least 25 pages.

Distribution: FYC. Offered: Annual Fall & Spring Semesters.

CORE 400 - Core Capstone (1)

The Catholic intellectual tradition seeks a unity of thought such that no discipline stands or should desire to stand alone. As the Association of Catholic Colleges and Universities states, "[t]he Catholic Tradition is born out of the search for encompassing truths that create a unity that comprehends everything knowable by human reason." CORE-400: Vocation and Enlightenment contributes to this unity of thought by integrating a student's Core Curriculum. CORE-400 will exist as a 1-credit add-on linked to an existing major course -- a departmental capstone, seminar, or another advanced course of a department's choosing. The final assignment for Vocation and Enlightenment will be an approximately 1,500 word paper that draws on the student's previous Core courses and assignments to establish a point of integration. Students will (1) show how their study of one discipline challenged or supported their study of others and (2) apply an integrative perspective to the analysis of a complex issue.

Corequisite: Take one ER, ethical reasoning, course previously or concurrently. Offered: Annual Fall & Spring Semesters.

CS - Computer Science

CS 111 - Introduction to Computer Programming (3)

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 program design methodology, Python fundamentals, modifying objects, control constructs, basics of function and library usage, programmer defined functions, parameter passing, lists, and event-based programming.

Offered: Annual Fall Semester.

CS 112 - Object-Oriented Program Design (3)

Object-oriented programming is a powerful programming paradigm that organizes its structure around virtual objects that have well-defined attributes and behavior. This course explores object-oriented programming in the Java programming language. An integrated laboratory provides experience in programming and algorithmic problem-solving. Topics include object-oriented program design, Java classes, abstract classes, interfaces, encapsulation, abstraction, inheritance, and polymorphism.

Prerequisite: Take CS-111. Offered: Annual Spring Semester.

CS 130 - Digital Video Production (3)

Smartphones have given rise to Citizen Video. In this course, students can start producing their citizen videos for distribution on YouTube and other social media platforms. The course will introduce students to the techniques and aesthetics of digital video production. Students will learn about the creative process of creating audiovisual texts: camerawork, lighting, art direction, set design, costume design, sound design, editing, and how they all contribute to the visual language. Students will produce short movies using varying real-life scenarios and publish them to their YouTube account. Through a hands-on approach and critical analysis, students will learn and understand how messages are successfully and unsuccessfully crafted, targeted, and delivered through digital audio/visual media.

Distribution: CL. 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.

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 Fall & Spring Semesters.

CS 211 - Data Structures and Algorithms (3)

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 111 and 112, the course makes much use of graphics, sound, pictures, and other media. Topics include contiguous and linked lists, stacks, queues, and general lists, search and sort techniques, binary trees, tables, hashing, recursion, and graphs.

Prerequisite: Take CS-111. Take CS-112. Offered: Annual Fall 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.

Distribution: WI. Prerequisite: Take CS110 and CS120 or equivalent. Offered: Annual Fall Semester.

CS 241 - Networking Fundamentals (3)

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.

Offered: Annual Spring 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.

Prerequisite: Take CS-110, CS-202, and CS-241. 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.

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 322 - Security Policy and ADS Security (4)

Students will explore general network and server security issues through, in part, the implementation of Active Directory Services (ADS) in a Microsoft Server environment. Emphasis will be on security, backup, user administration, disk management, and network access. In addition to learning those skills students will be expected to maintain their server as a functional server throughout the course and to implement the security associated with protecting their server (and as an extension, organizations) from growing sophisticated physical and cyber attacks.

Prerequisite: Take CS-110, CS-202, and CS-241. . Offered: Annual 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.

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-410. CS-410 is recommended. Offered: Annual Spring Semester.

CS 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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.

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.

Prerequisite: Enrollment Limited to Junior and Senior Students. 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.

Distribution: QA. 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.

Distribution: WI. 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. Corequisite: MA-334 can be taken concurrently. 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.

DS 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.

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.

Offered: At the Discretion of the Dept.

EC 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.

Distribution: SS.

EC 201 - Principles of Microeconomics (3)

Social Science. 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 in this semester course.

Distribution: SS. Corequisite: Prerequisite or concurrent enrollment in MA-117. (or MA-121 MA-131 or MA-207). Offered: Annual Fall Semester.

EC 202 - Principles of Macroeconomics (3)

Social Science. This course discusses national economic activity including the role of money and financial institutions in the U.S. economy. Topics include balance of payment problems, international economics, and the role of the government and Federal Reserve system in achieving full employment and price stability.

Distribution: SS. Prerequisite: Take EC-201. Offered: Annual Spring Semester.

EC 203 - Project Management Economics (3)

Social Science. 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.

Distribution: SS. Offered: Annual Spring Semester.

EC 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.

EC 389W - 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: WI.

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.

Distribution: CL,GD,ND. Crosslisted as: BA 393. Offered: At the Discretion of the Dept.

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.

Offered: At the Discretion of the Dept.

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 assessment process that guides the teacher education program at Carroll College. A twenty (20) hour field experience in a public school classroom is required.

Distribution: WI. Prerequisite: Course limited to freshman and sophomore students. Offered: Annual Fall & Summer.

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 Semester.

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.

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.

Offered: Odd Year 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.

Distribution: CL. Prerequisite: . Offered: Annual Fall & Summer.

ED 245 - Diversity Field Experience (1)

Utilizing a 30 hour field experience, 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. Students will meet with their advisors to plan the details their field experience prior to registering for the course.

Offered: Annual Fall & Spring Semesters.

ED 305 - Classroom Management (2)

This course presents best practices based on current research for classroom and behavior management including, but not limited to, classroom procedures and expectations, organization of materials, and classroom space for optimum learner benefit. Instructional and behavioral management strategies for individual and large group classrooms for diverse populations will be explored. Using classroom observation, students will report, reflect, and evaluate management techniques and begin to consider their own management styles.

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.

Prerequisite: A lab course in at least two of the science disciplines: physical, life, or earth science. . Offered: Annual Spring Semester.

ED 314 - Physical Education-Elementary School (3)

Methods of Physical Education in Elementary School. This course provides the knowledge, theory, and some practical applications of physical education within the Elementary school setting. Students will learn about the various components of an elementary physical education program and will learn how to develop a year-long elementary physical education curriculum. Students will learn games and activities appropriate to the developmental level of elementary children, health promotion concepts, teaching methodology, evaluation techniques, and the importance of physical education as an integral part of general education.

Prerequisite: Junior status. Offered: Annual Fall Semester.

ED 318 - Content Area Reading & Sec Teach Methods (3.00 - 4.00)

Advanced Writing. Content Area Reading and Secondary Teaching Methods. 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.

Distribution: AW. Prerequisite: Take one intermediate writing (IW) course. Take PSY-229 or ED-229 and acceptance or provisional acceptance into to the Teacher Education Program. Offered: Annual Fall Semester.

ED 321 - Arts Integration in Elementary School (3)

This course is designed to equip preservice teachers with knowledge, skills, and appreciation for using the arts (visual, media, drama/theater, music, and dance) as an effective methodology for learning in an integrated curriculum. We explore how students learn (1) with the arts, (2) through the arts, and (3) about the arts. Students in this course will experience a variety of arts and arts-integrated lessons, as well as design and deliver their own standards-based arts-integrated lessons.

Prerequisite: Take ED-102. Offered: Even Year Spring semester.

ED 323 - Teaching Communication Arts I (2)

Advanced Writing. Teaching the Communication Arts I. 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.

Distribution: AW. Prerequisite: Take one IW, intermediate writing course. Take ED 229 or PSY 229 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)

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.

Distribution: CL. Prerequisite: A grade of C- or better in ED 318 or ED 325. Crosslisted as: SPED 324. Offered: Annual Spring Semester.

ED 325 - Teaching Communication Arts II (3)

Teaching the Communication Arts II. 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 by the instructor and required for each student.

Prerequisite: Take ED 229 or PSY 229 and acceptance or provisional acceptance into the Teacher Education Program. Corequisite: Concurrent enrollment in ED 323. Offered: Annual Fall Semester.

ED 350 - Middle School Teaching (3)

This course looks at the sociological, psychological, historical, and philosophical foundations of middle schools. In addition, middle school program, organization, planning, curriculum, and evaluation will be explored. Organizational characteristics such as interdisciplinary teaming, scheduling, advisory programs, and exploratory programs are explained and researched. Issues in curriculum and curriculum development/organization are introduced. Emphasis will be placed on developing an interdisciplinary unit of study at the middle school level. Students will be required to complete 15 hours of field experience.

Prerequisite: ED 229 or PSY 229 (may be taken concurrently). Offered: Fall Semester even years.

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.

Distribution: CL. Prerequisite: Take CORE-110 and ENLE-200. Crosslisted as: ENLT 365. Offered: Spring semester odd years.

ED 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.

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 (2)

This capstone seminar is required of all teacher-education students during their student teaching semester. It addresses professional concerns of the classroom teacher, the creation of the Teacher Work Sample, and the final consideration of the college's core curriculum.

Corequisite: Concurrent enrollment in ED 403 or ED 404 or ED 408 or ED 410, or consent of instructor. Admission to Student Teaching required. Offered: Annual Fall & Spring Semesters.

ED 407 - Organization & Admin of the Reading Prog (2)

Organization and Administration of the Reading Program. This course develops skills for organizing, managing, and evaluating reading programs for all children (K-12) and presents methods for promoting staff, administration, and community support for reading programs.

Prerequisite: Admission to Student Teaching. Corequisite: Concurrent enrollment in ED 403, ED 404, ED 408 or ED 410. Offered: Annual Fall & Spring Semesters.

ED 408 - Student Teaching - Minor Only (5)

For qualified students pursuing professional teacher licensing in a minor endorsement area only, or seeking a second minor endorsement. A full day directed teaching program in the student's minor area. 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. Admission to Student Teaching required.

Offered: Annual Fall & Spring Semesters.

ED 410 - Student Teaching - Major or Major/Minor (12)

Sed Vitae. 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 course is open to elementary and secondary education majors accepted into student teaching and may be completed in either the first or second semester of the senior year. Admission to student teaching required.

Offered: Annual Fall & Spring Semesters.

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. Offered: Annual Spring & Summer.

ED 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.

Offered: At the Discretion of the Dept.

ED 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.

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)

This three-credit course is 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 are covered including orthographic projections, isometric projections, and three-dimensional modeling and rendering. Emphasis is placed on civil design including integration of survey and 3D elevation data, and use of alignments, profiles, corridors, cross- sections, and surfaces for design and quantity estimation purposes. Three lecture hours per week. There are no prerequisites for the course.

Offered: Annual Spring Semester.

ENGR 105 - Intro to Engineering GPS & Surveying (1)

This one-credit course is a broad-brush overview of the various aspects of engineering with emphasis on civil engineering, but with exposure to other areas of engineering. Focus is on three main areas: 1) Being a successful engineering student; 2) understanding engineering in a broad context that includes presentations by professional engineers, and exposure to ethics, licensing, and societies; and 3) working on teams to attain common goals on projects involving surveying and GPS (global positioning system) and bridges made of popsicle sticks or manila file folders. 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. One hour of lecture per week. There are no prerequisites for the course.

Offered: Annual Fall Semester.

ENGR 155 - Robotics and Experimental Physics (3)

Natural Science with Lab. 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.

Distribution: CL,NS. Corequisite: Required: Students who have taken PHYS 205 or CS 120 must have instructor approval to enroll in PHYS 155/ENGR 155. Recommended: 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 n. 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.

ENGR 202 - Water Distribution Systems (1)

This one-credit course is an introduction to fluid mechanics and water distribution theory and design practice. The objective of the course is to expose students to basic fluid principles and then put principles to practice on computer-based water distribution piping networks. A final project wraps up the course with a real-life scenario of water distribution problems and solutions using theory learned over the semester. No prerequisites. One hour of lecture per week.

Offered: Annual Spring Semester.

ENGR 205 - Civil Engineering Materials and Testing (2)

This two-credit course introduces the engineering student to various construction materials that are commonly used in civil engineering projects, such as aggregates, asphalt, concrete, steel, wood, and pipe materials. The purpose of this course is to explore, compare, and contrast the properties and behaviors of these various materials and the raw materials and methods that go into their production or manufacture. A weekly lab or field trip helps to emphasize these topics. No prerequisites. One hour of lecture and one and a half hours lab per week.

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.

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: Annual Spring 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 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)

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).

Distribution: CL. 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)

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).

Distribution: CL. 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.

Distribution: CL. Prerequisite: Grade of "C-" or better in ENGR-305. . Crosslisted as: PHYS 306. Offered: Spring Semester.

ENGR 307 - Fluid Mechanics (WI) (3)

A first course in fluid mechanics for engineering majors. Topics covered include fluid properties, fluid statics, fluid in motion, pressure variations in fluid flows, momentum principles in fluid flow, fluid energy principles, surface resistance and headloss, flow in conduits, flow measurements, drag, and lift. Classroom theory is put into practice with three laboratory sessions. Laboratory reports are used in providing writing intensive instruction with instructor feedback on student submissions. Two and one-half credits of lecture and one-half credit of laboratory.

Distribution: WI. Prerequisite: Grades of C- or better in ENGR-302 and MA-141. Offered: Annual Fall Semester.

ENGR 309 - Geotechnical Engineering (3.5)

This 3.5-hour course is the application of civil engineering principles to earth materials, including soil, rock, and some man-made materials that are like soil. Geotechnical Engineering has its roots in geology, which is where this course begins but then moves quickly to topics of interest to the engineer, including the characteristics and classifications of soils and rock, and their mechanical properties such as stress and strain, compaction, compressibility, shear strength, cohesion, permeability, and stability. In addition, the student will be introduced to the science of site exploration and safety. A weekly lab helps to emphasize these topics. Two hours of lecture and one and a half hour of laboratory per week.

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 three-credit course is an introduction to the fundamentals of hydrologic science. The components of the hydrologic cycle, including precipitation, evaporation, transpiration, infiltration, groundwater, and surface water are studied. The need and methods for collecting basic data for the components are presented. The primary focus is to learn and understand how the components of the hydrologic cycle interact to produce surface runoff and streamflow. The purpose of the course is to present methods for solving typical engineering problems relating to water management and design considering both water scarcity and flooding.

Prerequisite: Grades of "C-" or better in MA 131 or MA 122 or permission of instructor. . 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 two-credit 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. Two hours of lecture and field experiences per week.

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 two-credit course will provide engineering students 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: Minimum Jr standing. Take MA 122 or MA 131, and MA 141. . Offered: Annual Spring Semester.

ENGR 325 - Hydrogeology (3)

This three-credit 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. Three hours of lecture per week.

Prerequisite: Minimum Jr standing. Offered: Annual Fall Semester.

ENGR 326 - Energy and the Environment (GD) (3)

Cultural Diversity. This three-credit course will look at the role that energy plays in our modern world. Students will learn about the physics of energy so that they 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. Three hours of lecture and field trips per week.

Distribution: CD,GD. Prerequisite: Minimum sophomore standing. Take MA-122 or MA-131. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Spring Semester.

ENGR 327 - Land & Stream Restoration (3)

This three-credit 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. Three hours of lecture and field experiences per week.

Prerequisite: Minimum Jr standing. 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.

Distribution: CL. Prerequisite: Minimum sophomore standing. 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.

Distribution: CL. 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.

ENGR 389A - Water Quality (2)

Prerequisite: Prerequisite: CH-101 & CH-102. Offered: Annual Fall & Spring Semesters.

ENGR 389B - Land & Stream Restoration (2)

Prerequisite: Minimum junior standing. Take MA-122. Offered: Annual Fall & Spring Semesters.

ENGR 389G - 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.

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.

Distribution: GD. Offered: At the Discretion of the Dept.

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 three-credit course is primarily for engineering and environmental science students (all students meeting prerequisite requirements are welcome) and is a broad overview of environmental engineering and problem solving. The 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 hours of lecture 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 four-credit 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. Laboratory periods include two types of activities. First, in-lab experiments related to water quality are performed and tests are conducted with a pilot plant for water treatment. Second, presentations are given by professional engineers on the design of regional water and wastewater treatment plants, followed by class field trips to the plants. 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 two-credit course is the first of a two-semester sequence for the culminating capstone design course for engineering students. This course requires senior-level students, working in teams and working with sponsoring engineers, 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. Students establish scopes of work, design criteria, design constraints, impacts to society and the environment, consider sustainable solutions, and conduct analyses to compare alternatives with the goal of determining a preferred alternative. Other topics such as professional licensure and engineering ethics are covered. One hour of lecture per week.

Prerequisite: Minimum senior standing. Offered: Annual Fall Semester.

ENGR 412 - Senior Design Project II (2)

Sed Vitae. This two-credit course is the second of a two-semester sequence for the culminating capstone design course for engineering students and is a continuation of ENGR 411. In this course, the design process will continue from the preliminary phase to the final design of the project. ("Final" design in this context is the design taken to the level of completion appropriate for engineering students. The design products are not stamped as record drawings and are not ready for construction.) The students, working in the same teams as in the first semester, will prepare a design report with accompanying technical specifications and special provisions, standard contract and bid documents, and representative engineering drawings of the project's major components. Students develop a construction cost estimate and a bid sheet for construction. Other topics include discussions and guidance on preparing for and registering to take the Fundamentals of Engineering examination. One hour of lecture 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 government, industry, and academic settings.

Prerequisite: Take ENGR-325. Offered: Annual Spring Semester.

ENGR 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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.

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.

ENLE 200 - Literary Studies (WI) (3)

Intermediate Writing. 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.

Distribution: IW,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. 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.

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 CORE-110 and ENLE-200. Offered: At the discretion of the department.

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: Take CORE-110 and ENLE-200. ENLE 332 is strongly recommended before taking ENLE 333. 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.

ENLE 390 - Theories & Practice for Tutoring Writing (1)

Theories Practice for Tutoring Writing. This course provides theoretical and practical experience for students who will work in Carroll's Writing Center. Students will study the structure of a writing tutorial and its variations. Special attention is given to supporting writers at every stage of the writing process, from helping students to interpret assignments to improving surface correctness in final drafts. Students will work on practicing what they learn through role-playing in scenarios that involve increasing degrees of complexity the types of writing they will see in our center. Four writing projects mark students' progress in the course: learning about other writing centers, understanding rubrics, creating instructional materials, and a position paper on writing center theories.

Offered: Annual At the Discretion of the Dept.

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: Take CORE-110. Take 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-. 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.

Offered: At the Discretion of the Dept.

ENLT - English Literature

ENLT 189 - Special Topic (1.00 - 3.00)

Arts Letters-Literature. 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: LIT.

ENLT 215 - Introduction to Literature (3)

Arts Letters-Literature. 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.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: Annual Fall & Spring Semesters.

ENLT 215N - Introduction to Literature (ND)(CD) (3)

Cultural Diversity, Arts Letters-Literature. 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.

Distribution: CD,LIT,ND. Prerequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ENLT 216 - Introduction to Literature (WI) (3)

Intermediate Writing. Arts Letters-Literature. 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.

Distribution: IW,LIT,WI. Prerequisite: Take CORE-110. Take 1 OC, oral communications course. Take TH-101. Take 1 PR, philosophical reasoning course. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ENLT 216N - Intro to Literature WI ND (3)

Arts Letters-Literature. 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.

Distribution: LIT,ND,WI. Prerequisite: Take CORE-110. Take 1 OC, oral communications course. Take TH-101. Take 1 PR, philosophical reasoning course. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ENLT 289 - Special Topic (1.00 - 3.00)

Arts Letters-Literature. 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: LIT.

ENLT 289N - Special Topic (1.00 - 3.00)

Arts Letters-Literature. 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: LIT,ND.

ENLT 303 - Medieval English Literature (3)

Arts Letters-Literature. 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.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: Even Year Fall Semester.

ENLT 306 - Revising Classics (GD) (3)

Arts & Letters-Literature. 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.

Distribution: GD,LIT. Prerequisite: Take CORE-110. Offered: At the Discretion of the Dept.

ENLT 323 - Renaissance English Lit (3)

Arts Letters-Literature. 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.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: Odd Year Fall Semester.

ENLT 334 - World Literature (CD)(GD) (3)

Cultural Diversity, Arts Letters-Literature. Critical and comparative study of selected representative literary works from African, Arabic, Latin American, and Oriental literature.

Distribution: CD,GD,LIT. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall Semester.

ENLT 339 - Post/Colonial Lives Lit & Film (3)

Arts & Letters Literature. Cultural Diversity.
This course will focus on lived experiences of conflict, trauma, and resistance within colonial/postcolonial/neocolonial spaces-and the role of literary, cinematic, and cultural texts in bearing witness-in different parts of the world. We will examine key conversations and debates on colonization and decolonization; orientalism; globalization and neo-colonialism; race, gender, and class struggles; and generational trauma and memory across a wide variety of literary, visual, and oral genres/media. Selected course texts will include Aimé Cesaire's A Tempest (a postcolonial adaptation of Shakespeare's tragicomedy The Tempest); Toufic El Rassi's Arab in America (a comic book about the author's hyphenated identity and growing up experiences in pre- and post-9/11 U.S.); Basharat Peer's Curfewed Night (a memoir that chronicles conflict in Kashmir, one of the most militarized regions in the world); spoken word poems that challenge Orientalist stereotypes

about non-Western women as exotic and/or oppressed; and critically acclaimed films, such as Maquilapolis and Trick or Treaty, which document Indigenous communities' experience of and resistance to globalization and settler colonialism. This course will include both analytical and reflective components that will foster critical thinking skills and encourage students to make self-reflexive connections between the multiple "worlds" that are depicted in the course texts and students' own locations and experiences.

Distribution: LIT,CD. Prerequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall or Spring Semester.

ENLT 343 - Restoration & 18th Century British Lit (3)

Arts Letters-Literature. A study of literature written in Britain from the late 17th to the late 18th century, emerging in conjunction with the rise of rationalist philosophy, experimental science, industrialization, and empire. Primary emphasis is on the rise of the British novel and on the emergence of satire as a key literary mode of the period. Other principal genres include drama, poetry, and nonfiction prose. Representative authors include William Congreve, Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, Fanny Burney, Jonathan Swift, Alexander Pope, John Dryden, and Samuel Johnson.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: At the Discretion of the Dept.

ENLT 363 - 19th Century Brit Lit: The Romantics (3)

Arts Letters-Literature. 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.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: At the Discretion of the Dept.

ENLT 365 - Young Adult Literature (3)

Arts & Letters-Literature. 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.

Distribution: CL,LIT. Prerequisite: Take CORE-110 and ENLE-200. Crosslisted as: ED -365. Offered: Odd Year Spring Semester.

ENLT 367 - 19th Century Brit Lit: The Victorians (3)

Arts & Letters-Literature. 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.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: Even Year Fall Semester.

ENLT 373 - 19th Century U.S. Literature (3)

Arts & Letters-Literature. 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.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: Odd Year Spring Semester.

ENLT 383 - 20th Century British Literature (3)

Arts Letters-Literature. 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.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: Even Year Spring Semester.

ENLT 389 - Special Topic (1.00 - 4.00)

Arts Letters-Literature. 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: LIT.

ENLT 389G - Special Topic: GD (1.00 - 3.00)

Arts Letters-Literature. 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,LIT. Offered: Annual At the Discretion of the Dept.

ENLT 389W - Special Topic (1.00 - 3.00)

Arts Letters-Literature, Intermediate Writing. 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: IW,LIT,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ENLT 393 - Jazz Age and the Harlem Renassiance (3)

Arts Letters-Literature. Cultural Diversity. 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.

Distribution: CD,LIT,ND. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Odd Year Fall Semester.

ENLT 397 - 20th Century U.S. Literature (3)

Arts Letters-Literature. 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.

Distribution: LIT. Prerequisite: Take CORE-110. Offered: Even Year Spring Semester.

ENLT 389CD - Special Topic (1.00 - 3.00)

Arts Letters-Literature, Cultural Diversity. 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: CD,GD,LIT. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ENLT 410 - Women's Literature (ND) (3)

Arts & Letters-Literature. Cultural Diversity.

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.

Distribution: CL,LIT,CD,ND. Prerequisite: Take CORE-110. Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Even Year Spring Semester.

ENLT 411 - African American Lit (CD)(ND) (3)

Cultural Diversity, Arts & Letters-Literature. 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).

Distribution: CD,LIT,ND. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Even Year Fall Semester.

ENLT 412 - Native American Authors (ND) (3)

Arts Letters-Literature. Cultural Diversity. 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.

Distribution: CD,LIT,ND. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Odd Year Fall Semester.

ENLT 413 - U.S. Latino/a Literature (CD)(ND) (3)

Cultural Diversity, Arts Letters-Literature. This course offers students an in-depth look at Latinx (latin ex) literary movements within the United States and perspectives of peripheral US Latinx identities in the XX and XXI centuries. The class will discuss

Chicano, Puerto Rican, Dominican and Cuban cultural movements and social dynamics at length, with some discussion of other Hispanic Diasporas within the US. Students will read short stories, drama, essays and poetry (in English) in their exploration of the US Latinx canon. Music, film, podcasts and interviews will also be incorporated as important structural elements to the course. By the end of this course students should be familiar with US Latinx perspectives of ethnicity, immigration, identity, nationalism, freedom, gender, sexuality and political and social power differentials. Students will also further develop their critical reading and writing skills through assigned work.

Distribution: CD,LIT,ND. Corequisite: Take SP-305 or ENLT-215 or ENLT-216 previously or concurrently. Offered: Even Year Fall Semester.

ENLT 423 - Shakespeare (3)

Arts Letters-Literature. 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.

Distribution: LIT. Prerequisite: Minimum Jr standing. Take CORE_110. 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.

Distribution: LIT. Offered: At the Discretion of the Dept.

ENLT 489 - Special Topic (1.00 - 3.00)

Arts Letters-Literature. 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: LIT.

ENLT 489G - Special Topics (1.00 - 3.00)

Arts Letters-Literature. 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,LIT. Offered: Annual Fall Or Spring Semester.

ENLT 489N - Special Topic (1.00 - 3.00)

Arts Letters-Literature. 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: LIT,ND.

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.

Distribution: LIT. Offered: Annual Fall & Spring Semesters.

ENWR - English Writing

ENWR 101 - College Writing (3)

This course covers the basic elements of writing-grammar, punctuation, sentence structure, and paragraphs to help prepare students for college writing. 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 - CollegeComposition 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.

ENWR 264 - Introduction to Creative Writing (WI) (3)

Intermediate Writing. 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.

Distribution: IW,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. 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.

ENWR 302 - Expository Writing (WI) (3)

Intermediate Writing. 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.

Distribution: IW,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Annual Spring Semester.

ENWR 303 - Grant Writing (WI) (3)

Intermediate Writing. 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.

Distribution: IW,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Annual Fall Semester.

ENWR 305 - Workplace Writing (WI) (3)

Intermediate Writing. 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.

Distribution: IW,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. 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 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.

Distribution: CL,WI. Prerequisite: Take CORE-110 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.

Distribution: WI. Prerequisite: Take CORE-110. Offered: At the Discretion of the Dept.

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.

Distribution: WI. Prerequisite: Take CORE-110. Offered: At the Discretion of the Dept.

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: At the Discretion of the Dept.

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.

Distribution: WI.

ENWR 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

ENWR 461 - Adv Creative Writing (WI) (1.00 - 3.00)

Advanced Writing. 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.

Distribution: AW,WI. Prerequisite: Take one IW, intermediate writing course. Take ENWR-264. . Offered: Annual Fall & Spring Semesters.

ENWR 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.

Offered: At the Discretion of the Dept.

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.

ENWR 498 - Capstone Seminar (WI) (3)

Advanced Writing. 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 Education 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.

Distribution: AW,WI. Prerequisite: Take ENLE-200. Take 1 IW, intermediate writing course. 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 111 - Earth Science (4)

Natural Science with Lab. An introduction to Earth and the geologic processes that shape our planet. Topics include origin and formation of solar system, interior structure of the planet, plate teotonics, geologic history, and the erosion process that shape the surface on which life depends. We will also discuss geologic resources, geologic hazards, human impacts, and the climate system. Lecture topics are reinforced by hands-on laboratory and field trips that include rock and mineral identification, interpretation of geologic features, use of maps and satellite imagery.

Distribution: NS. Offered: Annual Fall Semester.

ES 124 - Climate and Environment (3)

Natural Science with Lab. This course provides a basic scientific knowledge and understanding of how our planet works from a global environmental systems perspective. Topics covered include: basic physical principles, driving forces, and the interconnection of dynamic earth systems (lithosphere, hydrosphere, atmosphere, biosphere, cryosphere), fundamentals of climate science, meteorology, oceanography, climate change, resource use, human impacts, environmental health and sustainability. MUST TAKE ES-134 LABORATORY CONCURRENTLY.

Distribution: NS. Corequisite: Take ES-134 concurrently. Offered: Annual Spring Semester.

ES 133L - Field Ecology Lab (1)

Natural Science with Lab. ES 133L is a one-semester laboratory experience specifically designed for environmental students, or those interested in field studies. This course emphasizes macro-scale biology (plants and animals, evolution and ecology). Field and laboratory projects will feature authentic studies important to our local and regional ecosystems and will emphasize marketable skills of value to environmental scientists. Math explorations will help students understand how mathematics can yield profound insights into biological concepts.

Distribution: NS. Corequisite: Take BI-123 and be an ES major, or obtain faculty permission to register for this course by requisite waiver. Offered: Annual Fall Semester.

ES 134 - Climate and Environment Laboratory (1)

Natural Science with Lab. This laboratory provides hands on experiential learning in various environmental sciences. Students will acquire skills in: environmental field and lab sciences, data collection and analysis, problem solving, field and computer mapping and interpreting scientific information. Students will also investigate case studies of environmental problems and solutions and learn to communicate different perspectives effectively. MUST BE TAKEN CONCURRENTLY WITH ES-124 LECTURE.

Distribution: NS. Corequisite: Take ES-124 concurrently. Offered: Annual Spring Semester.

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.

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: Minimum Sophomore standing. Take one group: BI 123 and ES-133L, or ES 111, or ES 124 and ES 134. . Offered: Annual Fall Semester.

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 up to three times in different semesters, with an exploration of at least two different topics/projects. Students must work with an advisor to prepare a proposal and must receive prior approval to register.

Offered: Fall Or Spring Semester.

ES 220 - 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.

Prerequisite: Take any introductory Earth Science, Environmental Science, or Biology course. . Offered: Annual Spring 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.

Prerequisite: Take BI 123 and ES 133L or permission of instructor. Offered: At the Discretion of the Dept.

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.

Prerequisite: Take ES-133L. Take BI-123. Offered: At the Discretion of the Dept.

ES 252 - Field Zoology: Ichthyology (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.

Prerequisite: Take ES-133L. Take BI-123. Offered: At the Discretion of the Dept.

ES 253 - Field Zoology: Ornithology (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.

Prerequisite: Take BI 123 and ES 133L or permission of instructor. Offered: At the Discretion of the Dept.

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.

ES 300 - Environmental Field Studies (3)

Designed as a field immersion experience followed by a open-ended project work, students will practice basic field techniques, collect original data and complete at least one analytical project. Examples of field courses include: Winter Ecology in Yellowstone, Alaska Field Studies, Tropical Ecology, and Natural History of Montana.

Prerequisite: Take any natural science course. Offered: Spring Semester.

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.

Distribution: GD. Prerequisite: Take any natural science course. Offered: Spring Semester.

ES 380 - Soil Genesis and Classification (4)

An introduction to the chemical, physical, and biological properties of soils; the origin, classification, and distribution of soils and their influence on people and food production; the management and conservation of soils; and the environmental impact of soil use. Units on soil geomorphology, engineering soils, and a week-long field trip (May) will provide students a broad understanding and exposure to the various ways to investigate, describe, and classify soils, as well as how to apply knowledge of soils in a range of disciplines.

Prerequisite: Take Earth Science as ES-111 or as EAS-101 and take ES-133L, Field Ecology Lab or BI 123, Fndns of Ecology and Diversity and BI 132, Physiology and Ecology Lab. Take CH-101 with lab. . Corequisite: Take CH-102 and lab. Offered: Odd Year Spring Semester.

ES 381 - Landscape Processes (2)

A project and field-based introduction to the identification and interpretation of landforms, investigation of landscape forming processes (streams, glaciers, weathering, slopes) and the interpretation of climate / environmental history from sediments and stratigraphy. Field projects include: bedrock and surficial geologic mapping, glacier reconstruction, slope analysis, and description and interpretation of sediments. The fall semester emphasizes field studies, data collection and the development of course-based research projects that are continued into following spring semester.

Prerequisite: Take Earth Science as ES-111 or as EAS-101. Take GIS-120. Offered: Odd Year Fall Semester.

ES 382 - Landscape Analysis (2)

This course is a continuation of the project-based field studies initiated during fall semester (ES 381 Landscape Processes). Research questions and project ideas developed in the fall will be continued in spring where laboratory, statistical, and geospatial analysis are emphasized. Students complete final written reports connecting their work the existing literature, and give oral presentations of their results.

Prerequisite: Take ES-381. Offered: Even Year Spring Semester.

ES 389 - Special Topic (1.00 - 3.00)

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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.

Prerequisite: Minimum senior standing. 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 (and MEPA in Montana) 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-124 and ES-134. Offered: Even Year Spring Semester.

ES 425 - Internship (1.00 - 3.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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.

ES 498 - Environmental Research (1.00 - 3.00)

A senior year research paper or research project, in lieu of an honors thesis, focused on a specific environmental issue or research question; the paper or project should provide evidence of scholarship, data analysis and interpretation, and a written report 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)

Distribution: CD,GD. Offered: Annual.

FL 389 - Special Topic (1.00 - 3.00)

Distribution: CD,GD. Offered: Annual Fall & Spring Semesters.

FR - French

FR 101 - Elementary French I (CD)(GD) (3)

Oral Communications, Cultural Diversity. 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 each week.

Distribution: CD,GD,OC. Offered: Annual Fall Semester.

FR 101L - Elementary French I CD GD Lab (0)

Distribution: CD,GD,OC. Offered: Annual Fall Semester.

FR 102 - Elementary French II (CD)(GD) (3)

Oral Communications, Cultural Diversity. 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 each week.

Distribution: CD,GD,OC. Prerequisite: Take FR-101. Offered: Annual Spring Semester.

FR 102L - Elementary French II CDGD Lab (0)

Language lab.

Distribution: CD,GD,OC. Prerequisite: Take FR-101. Offered: Annual Spring Semester.

FR 149 - French Immersion Weekend (1)

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.

Distribution: GD. Offered: At the Discretion of the Dept.

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.

FR 203 - Intermediate French I (CD)(GD) (3)

Oral Communications, Cultural Diversity. 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 each week.

Distribution: CD,GD,OC. Prerequisite: FR 102 or equivalent for FR-203. Offered: Annual Fall Semester.

FR 203L - Intermediate French I CD GD Lab (0)

Language lab.

Distribution: CD,GD. Offered: Annual Fall Semester.

FR 204 - Intermediate French II CD/GD (3)

Oral Communications, Cultural Diversity, Arts Letters-Literature. 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 each week.

Distribution: CD,GD,LIT,O. Prerequisite: Take FR-203 or equivalent for FR-204. Offered: Annual Spring Semester.

FR 204L - Intermediate French II CD GD Lab (0)

Language lab.

Distribution: CD,GD,OC. Prerequisite: Take FR-203 or equivalent. 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.

Distribution: GD. Offered: At the Discretion of the Dept.

FR 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.

FR 295 - Franco-American Institute (CD GD) (3)

Cultural Diversity. This course facilitates cross-cultural exchange and collaboration through a comparative analysis of two case studies, those of the United States and France. The course will first provide students with basic historical backgrounds of these two case studies. We will then examine the ways in which this history informs global issues today, focusing in on both the local case studies of Montana and Le Havre, and looking outwards as to how the United States and France interact with the world more broadly. The course is conducted in English, and co-taught by professors from Carroll College and the Université du Havre in France. Enrolled students will be both from the Université du Havre and from Carroll College. Although the course is conducted entirely online, we meet regularly via remote instruction, and privilege intercultural and international exchange between the French and American students. Students are placed early on with a partner, with whom they are expected to meet on a regular basis to discuss the current course readings and lectures, and to share their distinct perspectives on the issues. Each semester will select a more specific focus for this cross-cultural exchange; examples include globalization, gastronomy,

and second language learning. Offered at the discretion of the French Francophone Studies Program. The course is conducted in English.

Distribution: CD,GD. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: At the Discretion of the Dept At the Discretion of the Dept.

FR 301 - Littératurefrancophone de L'Afrique GD (3)

Arts Letters-Literature. 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.

Distribution: GD,LIT. Prerequisite: Take FR-204 or equivalent. Offered: Even Year At the Discretion of the Dept.

FR 302 - French Literature Thru 18th Cent GD WI (3)

Arts Letters-Literature. 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.

Distribution: GD,LIT,WI. Prerequisite: Take FR-204 or equivalent. Offered: At the Discretion of the Dept.

FR 303 - Adv Grammar and Composition CD GD WI (3)

Cultural Diversity, Intermediate Writing. 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.

Distribution: CD,GD,IW,WI. Prerequisite: Take 1 OC, oral communications course. Take CORE-110 or HNR-150. Take FR-204 or equivalent. . Corequisite: Take TH-101 previously or concurrently. Offered: Annual Fall Semester.

FR 304 - French & Francophone Civil &Cult CD (3)

Cultural Diversity. 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.

Distribution: CD,GD. Prerequisite: Take FR-204 or equivalent. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Spring Semester.

FR 305 - Imm. Et Int. En France Moderne (3)

Immigration et Intégration dans la France moderne. This course addresses a number of contemporary issues in modern France with regards to its policies and practices of immigration. After a brief examination of traditional conceptions of the French nation and of French citizenship, we pass to a historical overview of the causes of significant waves of immigration in France, such as the world wars, French colonialism, and the Syrian refugee crisis. The course concludes with some in-depth examinations of salient issues related to immigration into France, in particular, racial and cultural integration, French Republicanism, recent upsurges in populism, laïcité, and the 2018 soccer World Cup. The course fulfills an Intermediate Writing core requirement. Students will complete short writing assignments through multiple drafts, and complete research and a presentation on a topic of their choice. A student cannot take FR 305 if they've already taken FR 405.

Prerequisite: Take FR-204. Offered: At the Discretion of the Dept At the Discretion of the Dept.

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.

Distribution: GD. Offered: At the Discretion of the Dept.

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.

FR 401 - French Lit & the 19th Century GD WI (3)

Arts Letters-Literature. 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.

Distribution: GD,LIT,WI. Prerequisite: Take FR 204 or equivalent. Offered: At the Discretion of the Dept.

FR 402 - French Lit & the 20th Century GD WI (3)

Arts Letters-Literature. 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.

Distribution: GD,LIT,WI. Prerequisite: Take FR 204 or equivalent. Offered: At the Discretion of the Dept.

FR 403 - Le Francais En Action (GD/WI) (3)

A study of representative oral and written passages from French radio, Internet and television programs, interviews of contemporary French singers and politicians, songs, and analysis of contemporary French films. Discussions of current French issues based on several French sources.

Distribution: GD,WI. Prerequisite: Take FR-204 or equivalent. Offered: At the Discretion of the Dept.

FR 404 - Le Conte Francais(GD)(WI) (3)

Arts Letters-Literature. 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.

Distribution: GD,LIT,WI. Prerequisite: Take FR-204 or equivalent. Offered: Spring Semester.

FR 405 - Imm. Et Int. En France Moderne (3)

Immigration et Intégration dans la France moderne. This course addresses a number of contemporary issues in modern France with regards to its policies and practices of immigration. After a brief examination of traditional conceptions of the French nation

and of French citizenship, we pass to a historical overview of the causes of significant waves of immigration in France, such as the world wars, French colonialism, and the Syrian refugee crisis. The course concludes with some in-depth examinations of salient issues related to immigration into France, in particular, racial and cultural integration, French Republicanism, recent upsurges in populism, laïcité, and the 2018 soccer World Cup. The course is offered entirely in French. Students enrolling in FR 405 must have taken at least one 300-level course in French. Students will complete a research paper on a subject of their choice, and will present on their research in class at a number of junctures throughout the semester. A student cannot take FR 305 if they've already taken FR 405.

Prerequisite: Students enrolling in FR 405 must have taken at least one 300-level course in French. Offered: At the Discretion of the Dept At the Discretion of the Dept.

FR 415 - French Lab Coordinator (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.

Distribution: GD,WI. Offered: At the Discretion of the Dept.

FR 425 - Internship (3)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

FR 433 - Visual Arts of the Francophone World (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.

Distribution: GD,WI. Offered: At the Discretion of the Dept.

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.

Distribution: GD,WI. Prerequisite: Take FR-303 or FR-304 or equivalent. Offered: At the Discretion of the Dept.

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.

Offered: At the Discretion of the Dept.

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.

FR 489W - 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: WI.

FR 495 - French Capstone (3)

Students will work with their major advisor on a final project. These projects may include 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.

Prerequisite: Take at least one course in French at the 300 level;. Offered: At the Discretion of the Dept.

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 120 - Principles of Geographic Information Sys (3)

Principles of Geographic Information Systems. This course introduces the principles and fundamentals of what makes a Geographic Information System (GIS), and the tools used when working with GIS, from desktop to web-based. The student will have hands-on experience building data models, database design, data analysis, and other skills through web learning modules and real-world inspired exercises.

Offered: Annual Fall Semester.

GIS 230 - Advanced Geographic Information Systems (3)

Building on the principles acquired in GIS 120, this course introduces many geoprocessing tools used in advanced GIS analysis. Utilizing both vector and raster data models, students will learn advanced techniques for summarizing data, proximity analysis, distance analysis, analyzing patterns, surface analysis, managing data and remote sensing analysis.

Prerequisite: Take GIS-120 or GIS-110 or GIS-220. 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.

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 120 or equivalent experience. Offered: Even Year Spring Semester.

GIS 425 - GIS Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same

semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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 120. 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.

Offered: At the Discretion of the Dept.

GNDR - Gender Studies

GNDR 189 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

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.

Distribution: ND. Prerequisite: Minimum sophomore standing. Offered: Annual Spring Semester.

GNDR 225 - Sociology of Gender (3)

Social Science. Cultural Diversity. 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.

Distribution: CD,CL,SS. Prerequisite: Take SO 101, PSY 105, or CO 101. . Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Crosslisted as: SO-225. Offered: Odd Year Fall Semester.

GNDR 256 - Gender & Work (3)

Social Science. Cultural Diversity.

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.

Distribution: SS,CD,CL. Prerequisite: Take SO-101. Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Crosslisted as: SO-256. Offered: Even Year Spring Semester.

GNDR 258 - TH & Gender:ImagesTradition & Discourse (3)

Faith Reason-Theology. 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.

Distribution: CL,THE. Prerequisite: TH 101. Crosslisted as: TH 258. Offered: Even Year Spring Semester.

GNDR 261 - Philosophy & Gender (3)

Faith & Reason-Philosophy. Ethical Reasoning.

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.

Distribution: PHL,ER,CL. Prerequisite: Take one Philosophy course or one Honors course. Take 1 Cultural Diversity course. Take 1 Intermediate Writing course previously or concurrently. Take 1 Integrated Learning, course previously or concurrently. Crosslisted as: PHIL-261. Offered: Odd Year Fall Semester.

GNDR 280 - Gender Communication (ND) (3)

Social Science. Cultural Diversity. Students will examine the 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.

Distribution: CD,CL,ND,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Crosslisted as: CO-280. Offered: Odd Year Spring Semester.

GNDR 289 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

GNDR 309 - Gender History (3)

Arts Letters-History. 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.

Distribution: CL,HIS. Crosslisted as: HI 309. Offered: Even Year Spring Semester.

GNDR 310 - Human Sexuality (3)

Social Science. 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.

Distribution: CL,SS. Prerequisite: Enrollment Limited to Junior and Senior Students. Take PSY 105. Crosslisted as: PSY 310. Offered: Annual Fall Semester.

GNDR 389 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

GNDR 389CD - Special Topic (1.00 - 3.00)

Social Science. Cultural Diversity.

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: SS,CD. Prerequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.

GNDR 410 - Women's Literature (ND) (3)

Arts & Letters-Literature. Cultural Diversity.

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.

Distribution: CL,LIT,CD,ND. Prerequisite: Take CORE-110. Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Crosslisted as: ENLT 410. Offered: Annual Fall Or Spring Semester.

GNDR 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

GNDR 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.

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)

Arts Letters-History. 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.

Distribution: HIS. Offered: Annual Fall Semester.

HI 102 - Topics in Global History II (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: Annual Spring Semester.

HI 121 - US History I (ND) (3)

Arts Letters-History. 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.

Distribution: HIS,ND. Offered: Annual Fall Semester.

HI 122 - US History II (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: Annual Spring Semester.

HI 189 - Special Topic (1.00 - 3.00)

Arts Letters-History. 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: HIS.

HI 203 - Renaissance History (3)

Arts & Letters-History. Intermediate Writing. This course examines the Renaissance (approximately 1350 to 1620) thematically as we study together this tumultuous time of great art; new ideas; lively mercantile piazze, busy merchants and traders, bloody vendettas; "exotic" foods and material goods from distant places, and the encounters that took place between people in the East and the West. We will consider the religious turmoil of the age, the effects of plague, political upheaval, and warfare on people's daily lives, and take some time to think about love, marriage, family, and sex, coming to understand the Renaissance as a time of ordinary and extraordinary people whose lived experiences shaped the age. Although the focus is on the Italian Renaissance, with the help of William Shakespeare and others, we will explore the spread of the Renaissance beyond Italy, to other parts of Europe, and east across the Mediterranean for a look at the histories that occurred simultaneously with, and were connected to, the world of the western Renaissance. Cross listed with HI 303; students may not get credit for one course if they have taken the other.

Distribution: CL,HIS,IW. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Odd Year Fall Semester.

HI 204 - Medieval History (3)

Arts Letters-History. This course begins as the Western Roman Empire is collapsing, c. 410 and ends with the arrival of the plague in 1348. We will encounter philosophers and saints, nobility and peasants, merchants and pirates, knights and many others. Against the backdrop of daily life in Medieval Europe, we will follow the romances of courtly love, the paths of Crusaders, and spend some time with heroes such as King Arthur and Robin Hood (and of course, Maid Marion), as well as with the ordinary men and women who are often forgotten. Get ready for more than just the Dark Ages Fall semester, even-numbered years

Distribution: HIS. Offered: Odd Year Spring Semester.

HI 205 - Nineteenth-Century Europe (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: Odd Year Fall Semester.

HI 206 - Reformation and Age of Exploration (3)

Arts Letters-History. This is a stacked class, offered at both the 200-level and the 300-level. All students will attend the regular class meetings. Students enrolled in this course at the 300-level will have the additional requirements. HI 206 - Description Two Reformations, one Protestant the other Catholic, a host of explorers, often behaving badly when viewed through our 21st century lens, and the daily life of ordinary people in the early modern age occupy our study this semester. More than just the reforms of Martin Luther and the travails of Christopher Columbus, this course looks critical and analytically, and at times even with great humor, at the people, events, ideas, values, cultures, and perspectives of this turbulent and fascinating time in history. We will consider carefully topics including the body and the spirit, sex and gender, the plight of the poor, and of course witchcraft. . We will venture beyond the confines of Europe in an attempt ascertain what might be learned about both the "discovered" and the "discoverer" 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. Monopods, Atlantic Flying Fish, and a Ninety-Five Theses are sure to remind us that we are not in the Renaissance anymore. Cross listed with HI 304 - students may not get credit for one course if they have taken the other.

Distribution: HIS. Offered: Annual Spring Semester.

HI 214 - 20th Century Europe (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: Even Year Spring Semester.

HI 224 - History of the American West (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: Even Year Fall Semester.

HI 230 - Russia From the Tsars to Putin (3)

Arts Letters-History. 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.

Distribution: CL,HIS. Offered: At the Discretion of the Dept At the Discretion of the Dept.

HI 231 - Montana and the West (3)

Arts Letters-History. An introductory survey of Montana's past and its importance in the development of the West, from the period of exploration to the present.

Distribution: HIS. Offered: Odd Year Fall Semester.

HI 239 - History of the Ancient Mediterranean (3)

Arts & Letters-History. 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.

Distribution: HIS. Offered: Even Year Fall Semester.

HI 241 - History Modern Middle East (CD) (3)

Cultural Diversity, Arts Letters-History. 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.

Distribution: CD,GD,HIS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Odd Year Spring Semester.

HI 242 - An Elusive Peace, Study Abroad (3)

Arts Letters-History. 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.

Distribution: GD,HIS. Prerequisite: Take HI-241 or 3 pre-departure meetings. Offered: At the Discretion of the Dept.

HI 245 - Munch: A History of Food (3)

Arts Letters-History. Food. It has the power to conjure comforting memories of past meals, of loved ones, and of travels to places near and far. It is also, at the very least, necessary for survival. Writ large, however, food is about so much more than sustaining life. What people eat, how they eat it, and with whom they eat it are windows into the societies, cultures, values, and histories of all people. This course examines this history of food, beginning with our earliest human ancestors and culminating with the questions of food security and food equity that exist in the twenty-first century. Along the way, we will consider the many ways the study of food and foodways informs history in complex yet fascinating ways, as well as engage in considerations of what food might tell you about your own family's history. Finally, from time to time I will prepare food for the class, because after all this is the focus of our work as an intellectual community. Our final class project will be a meal, with lively conversation enhanced by food and drink.

Distribution: HIS. Offered: Odd Year Spring Semester.

HI 251 - Introduction to East Asia(GD) (3)

Arts Letters-History. 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.

Distribution: GD,HIS. Offered: Odd Year Fall Semester.

HI 271 - History of Modern Latin America (GD) (3)

Arts Letters-History. 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.

Distribution: GD,HIS. Offered: At the Discretion of the Dept.

HI 289 - Special Topic (1.00 - 3.00)

Arts Letters-History. 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: HIS.

HI 289G - Special Topic (1.00 - 3.00)

Arts Letters-History. 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,HIS.

HI 291 - Modern African History CD/GD (3)

Cultural Diversity, Arts Letters-History. 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.

Distribution: CD,GD,HIS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Even Year Fall Semester.

HI 295 - History of Humanitarianism (3)

Arts Letters-History. 'Saving Strangers': The History of Humanitarianism International humanitarianism has come about to assist the victims of man-made and natural disasters, sometimes in the form of lobbying, sometimes as direct aid, and sometimes as military intervention. The current practice of humanitarianism is of unprecedented size and scale, but it is built on the foundations laid by pioneers over a hundred years ago. Since the beginning, it has been critiqued as naïve, open to self-interest, colonial in its practices, and sometimes doing more harm than good. Yet international humanitarianism is also the mark of humanity at its best: making sacrifices to assist suffering strangers in faraway lands. We will examine the motives, methods, and effectiveness of humanitarian action by studying examples such as Congo reform, Armenian relief, Oxfam, Biafra, and LiveAid. At the same time, we will consider critiques of relief efforts from different perspectives in order to develop a better understanding of the factors contributing to success and failure. Successful students will understand the types of humanitarian action, will be able to think about present practices in historical context, consider how governments can promote or thwart humanitarian impulses, and analyze the factors tending to make a humanitarian action successful.

Distribution: HIS. Offered: At the Discretion of the Dept At the Discretion of the Dept.

HI 303 - Renaissance History(WI) (3)

Arts & Letters-History. Intermediate Writing. This course examines the Renaissance (approximately 1350 to 1620) thematically as we study together this tumultuous time of great art; new ideas; lively mercantile piazze, busy merchants and traders, bloody vendettas; "exotic" foods and material goods from distant places, and the encounters that took place between people in the East and the West. We will consider the religious turmoil of the age, the effects of plague, political upheaval, and warfare on people's daily lives, and take some time to think about love, marriage, family, and sex, coming to understand the Renaissance as a time of ordinary and extraordinary people whose lived experiences shaped the age. Although the focus is on the Italian Renaissance, with the help of William Shakespeare and others, we will explore the spread of the Renaissance beyond Italy to other parts of Europe, and east across the Mediterranean for a look at the histories that occurred simultaneously with, and were connected to, the world of the western Renaissance. Students enrolled in this course at the 300-level will have the following additional requirements: a research project that is both a written paper and a presentation to the class, in which they will, using appropriate

primary and secondary sources, develop a new interpretation of some aspect of the Renaissance. In addition, 300-level students will have one additional text to read, will be required to attend six sessions during which we will discuss the additional reading, progress on the research paper, and peer review drafts of one another's work. HI 303 students will also serve as leaders during regular class discussion. Those without previous a history course, or a 4 or 5 on an AP History exam, are encouraged to enroll in the cross-listed HI 206 course. Students may not get credit for one course if they have taken the other.

Distribution: CL,HIS,IW,W. Prerequisite: Must have completed freshman year. Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Corequisite: Take TH-101 previously or concurrently. Offered: Odd Year Fall Semester.

HI 304 - Reformation in the Age of Exploration (3)

Arts Letters-History. This is a stacked class, offered at both the 200-level and the 300-level. All students will attend the regular class meetings. Students enrolled in this course at the 300-level will have the additional requirements. HI 304 - Description Two Reformations, one Protestant the other Catholic, a host of explorers, often behaving badly when viewed through our 21st century lens, and the daily life of ordinary people in the early modern age occupy our study this semester. More than just the reforms of Martin Luther and the travails of Christopher Columbus, this course looks critical and analytically, and at times even with great humor, at the people, events, ideas, values, cultures, and perspectives of this turbulent and fascinating time in history. We will consider carefully topics including the body and the spirit, sex and gender, the plight of the poor, and of course witchcraft. . We will venture beyond the confines of Europe in an attempt ascertain what might be learned about both the "discovered" and the "discoverer" 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. Monopods, Atlantic Flying Fish, and a Ninety-Five Theses are sure to remind us that we are not in the Renaissance anymore. Cross listed with HI 206 - students may not get credit for one course if they have taken the other.

Distribution: HIS. Offered: Even Year Spring Semester.

HI 305 - The Long 19th Century:Europe, 1789-1918 (3)

Arts Letters-History. 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.

Distribution: HIS,WI. Offered: Odd Year Spring Semester.

HI 307 - The Cold War (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: Odd Year Fall Or Spring Semester.

HI 309 - Gender History (3)

Arts Letters-History. 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.

Distribution: CL,HIS. Offered: Even Year Spring Semester.

HI 312 - History of Ireland (3)

Arts Letters-History. 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..."

Distribution: HIS. Offered: Even Year Fall Semester.

HI 314 - French Revolutions 1789 to Present (3)

Arts Letters-History. 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 readingss and short lectures.

Distribution: HIS,WI. Offered: At the Discretion of the Dept.

HI 317 - Interwar Europe: Versailles to Hitler (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: At the Discretion of the Dept.

HI 320 - Russia From the Tsars to Putin (3)

Arts Letters-History. 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).

Distribution: CL,HIS. Prerequisite: Must have completed freshman year. 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-121). Students must have completed freshmen year. Students not meeting these requirements are encouraged to take HI 230. . Offered: At the Discretion of the Dept At the Discretion of the Dept.

HI 322 - Slavery and the Civil War (3)

Arts Letters-History. 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?

Distribution: HIS. Offered: At the Discretion of the Dept.

HI 323 - History of the US Since 1980 (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: At the Discretion of the Dept.

HI 342 - American Diplomatic History (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: Even Year Spring Semester.

HI 352 - American-East Asian Relations (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: At the Discretion of the Dept.

HI 362 - History of Global Games (3)

Arts Letters-History. 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.

Distribution: HIS. Offered: Even Year Fall Semester.

HI 363 - History of the Modern Olympic Games (3)

Arts Letters-History. 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

Distribution: HIS. Offered: Odd Year Fall Semester.

HI 380 - America in 60's (3)

Distribution: HIS. Offered: Annual Summer Semester.

HI 382 - World War II (3)

Arts Letters-History. 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 difficult 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.

Distribution: HIS. Offered: Even Year Fall Semester.

HI 389 - Special Topic (1.00 - 3.00)

Arts Letters-History. 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: HIS.

HI 389G - HI: Special Topics (GD) (3)

Arts Letters-History. 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,HIS.

HI 425 - HI Internship (1.00 - 9.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Distribution: HIS. Offered: At the discretion of the department.

HI 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.

Distribution: HIS. Offered: At the Discretion of the Dept.

HI 486 - Readings and Conference (1.00 - 3.00)

Arts Letters-History. 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.

Distribution: HIS. Offered: At the Discretion of the Dept.

HI 494 - Historiography & Historical Methods(WI) (3)

Arts Letters-History, Advanced Writing. 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.

Distribution: AW,HIS,WI. Prerequisite: Take one IW, intermediate writing course. . 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.

Distribution: HIS. Offered: Annual Fall & Spring Semesters.

HNR - Honor Scholars Program Courses

HNR 150 - Classical Greek & Roman Thought (3)

First Year Writing Seminar. 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.

HNR 250 - Judeo-Christian & Medieval Thought (3)

Faith Reason-Theology. 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.

Distribution: THE. Offered: Annual Spring Semester.

HNR 251 - Renaissance Thought (3)

Intermediate Writing. Arts Letters-Literature. 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.

Distribution: IW,LIT. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently. 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.

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.

Distribution: PR. 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.

HNR 450 - Modern Thought (3)

Ethical Reasoning, Faith Reason-Philosophy. 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.

Distribution: ER,PHL. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Corequisite: Take 1 Intermediate Writing course previously or concurrently. 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.

Offered: At the Discretion of the Dept.

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 150 - Medical Terminology (3)

Medical terminology is the study of words that pertain to the body, diseases, and medical processes. This course introduces medical word building using a body systems approach. Students will gain a thorough knowledge of basic medical terminology by identifying root words, prefixes, suffixes, and combining forms to develop an extensive medical vocabulary.

Offered: Annual Summer Semester.

HS 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.

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: Minimum sophomore standing. 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.

HS 289G - 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.

Distribution: GD.

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)

Advanced Writing. HS 307 is an introduction to and exploration of 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. Junior or Senior Standing.

Distribution: AW,WI. Prerequisite: Enrollment Limited to Junior and Senior Students. Take one IW, intermediate writing course. . Offered: Annual Fall & Spring Semesters.

HS 307L - Research Writing Lab (0)

Prerequisite: Enrollment Limited to Junior and Senior Students. Take one IW, intermediate writing course. . 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: Enrollment Limited to Junior and Senior Students. Take BI 122 BI 132 or BI 201/202. 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 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.

Distribution: CL. Prerequisite: Minimum sophomore standing. Crosslisted as: ENGR329. Offered: Annual Fall Semester.

HS 335G - Health Policy Mgmt/Issues(GD)(CD) (3)

Cultural Diversity. 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.

Distribution: CD,GD. Prerequisite: Take HS-230 and MA-207 or MA-315. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall & Spring Semesters.

HS 335N - Health Policy Mgmt/Issues(ND)(CD) (3)

Cultural Diversity. 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.

Distribution: CD,ND. Prerequisite: Take HS-230 and MA-207 or MA-315. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. 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.

HS 405 - Senior Seminar (WI) (1)

The purpose of this seminar is to provide senior level public health and health sciences majors information that will assist them in preparing for professional life. Students planning to attend graduate school should take this course during fall semester.

Distribution: CL,WI. Prerequisite: Enrollment Limited to Junior and Senior Students. 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: Enrollment Limited to Junior and Senior Students. Take BI 102 or BI 201/202. Offered: Annual Spring Semester.

HS 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

HS 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.

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.

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 208 - Philosophy and Poetry (4)

An Integrative Learning course where students receive CORE credit in both Arts and Letters: Literature and Faith and Reason: Philosophy. This course brings together pairs of philosophers and poets in conversation on themes common to their works and times, such as the affirmation of life in all its manifestations, the dehumanization of war and oppressive governments, the unexpectedness of events and the unlikeliness of their meanings, and the elemental connectedness between living beings. Although philosophers and poets address the human condition, they have different styles of writing and ways of examining it. By reflecting on the different themes as poets and philosophers write and think about them, students will gain deeper understanding for the human condition and greater appreciation for philosophy and poetry.

Distribution: ILC,LIT,PHL. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Odd Year Fall Semester.

ILC 213 - The Elusive Self (4)

An Integrative Learning course where students receive CORE credit in both Faith Reason-Philosophy and Social Science.

The Elusive Self: On Mind, Brain, and Consciousness.

No concept is more central to our lives than the notion of "I." We could not navigate the world if we lacked a fundamental sense of self-hood. Yet, for philosophers and psychologists alike, this commonplace idea has been the starting point for much

speculation, research, and wonder. This course explores various dimensions of what we call the self from both psychological and philosophical perspectives. We begin with questions on the nature of consciousness, with special emphasis on the relationship between the mind and the brain. We then explore issues related to personal identity, self-awareness, and memory. We next consider the prospects for consciousness and self-hood in non-human animals and machines. Finally, we reckon with the self's ultimate limitation, death.

Distribution: ILC,PHL,SS. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Even Year Spring Semester.

ILC 271 - World Cinema (4)

An Integrative Learning course where students receive CORE credit in both Arts Letters-Literature and Social Science as well as Cultural Diversity.

This course will examine social justice and human rights issues in global and local contexts through critical engagement with world cinema. We will interrogate the relationship between the aesthetics and the politics of world cinema within multiple cinematic traditions (e.g. Neo-Realism, Third Cinema, Indigenous Media, etc.) and genres (narrative cinema, documentary, etc.). We will focus on the intersections between the global and the local, between history and memory, and between the self and the "other." Students will apply their knowledge of the critical frameworks and themes learned through the course to their examination of similar issues in their community.

Distribution: CD,ILC,LIT,. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Annual Spring Semester.

ILC 272 - Depression, Trauma, & Literature (4)

An Integrative Learning Course for which students receive CORE credit in both Arts and Letters: Literature and Social Science.

A Discerning Eye: Depression, Trauma and Madness in Literature.

How do we diagnose a mental illness? How are symptoms of mental illness portrayed in literature? Depression, Trauma and Madness will examine the ways in which psychology and literature both overlap and diverge on the subject of mental illness. The course will consist of a conversation between literary texts that portray mental illnesses and psychologists' current understanding of those illnesses. The course will focus on comparing and contrasting current diagnostics for many common psychological disorders and how certain disorders are reflected in the literature. The course will have distinct units with specific texts used to highlight important aspects of depression, trauma and madness.

Distribution: ILC,LIT,SS. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take 1 PR, philisophical reasoning course previously or concurrently. Offered: Even Year Spring Semester.

ILC 281 - How to Act in the Business World (4)

An Integrative Learning course where students receive CORE credit in Arts Letters-Fine Art.

Roles, Politics and Persuasion: How to Act in the Business World.

In this course, students will work in teams and on individual projects to simulate the business environment and create learning opportunities on how to act in a business setting. Success in the business environment, whether a corporation, start-up, or non-profit, depends on soft skills and communication to a large degree. The Harvard Business School, in fact, defines intelligence as knowing how to act in different situations. The course applies to those in business, the social sciences and the arts and will help them learn the fundamentals of behavior, roles, communication and how to act under different challenging business settings.

Distribution: FAR,ILC. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Odd Year Spring Semester.

ILC 282 - FrançaisFashion (4)

An Integrative Learning course where students receive CORE credit in Arts Letters-Fine Art.

This course introduces students to basic concepts of professional communication and artistic creation in the context of the French fashion industry. Over the semester, students will learn to sketch clothing for both fashion and theatrical contexts, to render the costumes using appropriate scale, to add color using watercolors, and to communicate with a director or editor, and with clients, vendors, and co-workers about their work both in English and in French.

Distribution: FAR,ILC. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take FR-101. Corequisite: Take TH-101 previously or concurrently. Offered: Annual Spring Semester.

ILC 288 - Data in the Arts (4)

An Integrative Learning course where students receive CORE credit in both Arts Letters-Fine Art and Quantitative Analysis.

This course is designed to provide data literacy skills through practical application of data collection, analysis, and dissemination of findings as it relates to research in the arts. Students will perform internet research, analyze their findings in relation to other published studies and prior year's data, and create a presentation suitable for an academic conference. Students will gain valuable knowledge and awareness which they can take into their professional lives and apply as advocates for the underrepresented.

Distribution: FAR,ILC,QA. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Annual Summer Semester.

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.

Distribution: ILC. Prerequisite: Take TH-101. Corequisite: Take one IW, intermediate writing course or one CD, cultural diversity course previously or concurrently. Offered: At the Discretion of the Dept.

ILC 289J - Philosophy & Poetry (4)

An Integrative Learning Course for which students receive CORE credit in both literature and philosophy.

Distribution: ILC. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.

ILC 289K - Depression, Trauma, & Lit (4)

An Integrative Learning Course for which students receive CORE credit in both literature and social sciences (psychology). How do we diagnose a mental illness? How are symptoms of mental illness portrayed in literature? Depression, Trauma and Madness (ILC289-K) will examine the ways in which psychology and literature both overlap and diverge on the subject of mental illness. The course will consist of a conversation between literary texts that portray mental illnesses and psychologists' current understanding of those illnesses. The course will focus on comparing and contrasting current diagnostics for many common psychological disorders and how certain disorders are reflected in literature. The course will have distinct units with specific texts used to highlight important aspects of depression, trauma and madness.

Distribution: ILC. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ILC 289L - Terroir et Patrimoine(GD) (4)

La France: Terroir et Patrimoine(GD)

Distribution: GD,ILC. Corequisite: Take one IW, intermediate writing course or one CD, cultural diversity course previously or concurrently. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ILC 289M - The Chemistry & Culture of Cuisine (4)

This course will provide a basic understanding of the cultural and chemical makeup of food in France. The course is appropriate for students not majoring in science or French, but students in those disciplines are welcome. There is no assumption of any previous high school chemistry, but knowledge of high school algebra will be helpful. The course will satisfy both the science/lab

requirement and global diversity requirement within the current core curriculum. The laboratory portion of the course will reinforce the lecture topics, as well as provide valuable hands-on experience with how science is performed. All laboratory exercises will take place in a common kitchen and in the kitchens of the students' rented apartments. Laboratory activities will involve investigating basic chemical concepts through the experimentation with foods and the preparation of French dishes.

Distribution: GD,ILC. Corequisite: Take one IW, intermediate writing course or one CD, cultural diversity course previously or concurrently. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ILC 356 - Holocaust: Psych & History (4)

An Integrative Learning course where students receive CORE credit in both Arts Letters-History and Social Science.

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. Disciplines: History and Psychology. An Integrative Learning course where students receive CORE credit in two distributions. Distribution 1 Arts and Letters-History. Distribution 2 Social Science.

Distribution: HIS,ILC,SS. Prerequisite: Minimum Jr standing. Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Corequisite: Take TH-101 previously or concurrently. Offered: At the Discretion of the Dept Fall Semester.

ILC 357 - Animal & Human Geography & History (4)

An Integrative Learning course where students receive CORE credit in both Arts Letters-History and Social Science.

A Shared Space - Animal and Human Geography and History.

This course focuses on an examination of how spatially situated human-animal relations have changed through time. Looking critically at the relationships that exist among people, animals, and the landscape this course engages students in the study of the ways in which interrelationshipss between humans and animals have been constructed over time and space. It also illustrates how the study of animals - past, present, even mythical - demands critical analyses of the three main fields it brings together, anthrozoology, history, and geography, enriching all three.

Distribution: HIS,ILC,SS. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Even Year Spring Semester.

ILC 376 - Missouri River Plains: Words&Watersheds (4)

An Integrative Learning Course for which students receive CORE credit in both Arts Letters: Literature and Natural Science with a lab. The Missouri River Plains: Words and Watersheds. This course is a summer, field-intensive course that is centered around multi-day field trips along the Wild and Scenic Upper Missouri River in Montana and the Lower Missouri River in Kansas/Nebraska. The primary focus is the diverse interactions that form the ecosystems of the Missouri River Plains in the central United States. We will explore the interplay between Biology and Literature by experiencing the effect that biological systems have on our culture and society as well as the way literature affects the way we experience nature. Additional emphasis in the course is placed upon the scientific method, the evaluation, analysis, and synthesis of information, and on communicating scientific information and integrating it with cultural, historical, political, economic, and artistic endeavors. This course fulfills the Natural Science and Literature core distribution requirements. Prerequisites: Either (or both?) an Intermediate Writing or Cultural Diversity course must be taken prior to enrolling in this course.

Distribution: ILC,LIT,NS. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Even Year Summer Semester.

ILC 389C - World Cinema (GD) (4)

This course will introduce students to the aesthetics and the politics of world cinema within multiple cinematic traditions (e.g. Neo-Realism, Third Cinema, Indigenous Media, etc.), which have focused on social justice and human rights issues in the world. We will examine the intersections between the global and the local, between history and memory, and between the self and the other in African, Asian, European, and Latin and North American cinemas. The course will foster integrative learning by providing students with the tools and critical lenses that are grounded in both humanities and social science epistemologies. The humanities framework will guide students to consider questions about the politics and aesthetics of representation, the relationship between history and memory, between the self and the other, and cinema as a medium of knowledge-production in

comparative global and local contexts. The social science framework will encourage students to critically examine the multiple aspects of production, distribution, and consumption of cinematic texts and its effects on meaning-making. Students will be required to apply this interdisciplinary approach to the creation of their own film texts on social justice and human rights themes in the local context.

Distribution: GD,ILC. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently. Offered: At the Discretion of the Dept.

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.

Distribution: ILC. Prerequisite: Take TH-101. Offered: At the Discretion of the Dept.

ILC 389F - Exploring Gender Lit & History (4)

Exploring Gender, Literature, and History.

Distribution: ILC. Offered: At the Discretion of the Dept At the Discretion of the Dept.

ILC 389G - Historical Atrocity, Suffering & God (4)

An Integrative Learning course where students receive CORE credit in both History and Philosophy. 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.

Distribution: ILC. Offered: At the Discretion of the Dept.

ILC 485 - Independent Study (4)

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 one (1) independent study in any one term. In all cases, registration for independent study must be approved by the appropriate department chairperson(s) and the Vice President for Academic Affairs.

Distribution: ILC. Offered: At the Discretion of theDept.

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.

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.

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.

IR 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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 At the Discretion of the Dept.

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.

IR 495 - Senior Research Seminar in Intl Rel(WI) (3)

Advanced Writing. 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.

Distribution: AW,CL,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently. Take one IW, intermediate writing course. 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.

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 Physical 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.

Prerequisite: Course limited to freshman and sophomore students. 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.

LAS 201 - Outdoor Emergency Care (4)

Outdoor Emergency Care (OEC) is a HYBRID course and was developed under the guidance of the National Ski Patrol (NSP) to train individuals to provide initial care to skiers who became injured while skiing. The program has since expanded to include not only training for ski patrollers, but for those who wish to provide emergency care to injured persons in a variety of outdoor conditions and recreational activities.

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)

Distribution: PS,SL. Offered: At the Discretion of the Dept.

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.

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.

LAS 425 - Liberal Arts Studies Internship (1.00 - 12.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

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.

Distribution: GD.

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.

Distribution: ND.

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.

Distribution: WI.

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.

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).

Distribution: GD,ND. Offered: Fall Or Spring Semester.

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.

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.

Offered: At the Discretion of the Dept.

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)

Quantitative Analysis. 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.

Distribution: QA. Offered: Annual Fall & Spring Semesters.

MA 121 - Differential Calculus (3)

Quantitative Analysis. 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.

Distribution: QA. 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)

Quantitative Analysis. 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.

Distribution: QA. 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.

Prerequisite: Take MA-121 or MA-131. Offered: Annual Fall & Spring Semesters.

MA 189 - Special Topic (1.00 - 4.00)

Quantitative Analysis. 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: QA.

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)

Quantitative Analysis. 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.

Distribution: QA. Prerequisite: Take MA-201. Offered: Annual Spring Semester.

MA 207 - Introduction to Statistics (3)

Quantitative Analysis. 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.

Distribution: QA. 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)

Quantitative Analysis. 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: QA.

MA 301 - Teaching Math Content & Methds Mdl Grade (3)

Teaching Mathematics Content and Methods for Middle Grades This course is intended to build deep conceptual understanding of mathematics as well as the understanding and implementation of teaching methods for 5th - 8th grade mathematics. Specific topics include the teaching and learning of algebraic reasoning, proportional relationships, and functions. There is a particular focus on current middle grades mathematics curriculum and children's mathematical thinking at the middle grades level (5th through 8th grade). This course is intended for either elementary education majors or secondary mathematics education majors.

Prerequisite: Take MA-201. Corequisite: Take MA-202, or permission of the instructor. Offered: Annual Spring Semester.

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 MA328. Offered: Spring Semester, Odd-year.

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: Minimum sophomore standing. Grades of "C-" or better in MA 141 and MA 131. . Offered: Fall Semester, Odd-year.

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 121-122. . Offered: Annual Fall Semester.

MA 334 - Advanced Differential Equations and Linear Algebra (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.

Distribution: WI. 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)

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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-328. Offered: Spring semester, Even-year.

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: At the discretion of the department.

MA 421 - Math Optimizatn, 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: Fall Semester, Even year.

MA 422 - Senior Project (3)

Advanced Writing.

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.

Distribution: AW. Prerequisite: Minimum senior standing. Take one IW, intermediate writing course. Offered: Annual Fall & Spring Semesters.

MA 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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.

Offered: At the Discretion of the Dept.

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.

MA 499 - Senior Thesis (1.00 - 3.00)

Advanced Writing.

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.

Distribution: AW. Prerequisite: Take one IW, intermediate writing course. Offered: Annual Fall & Spring Semesters.

MLAS - Latin American Studies

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

This course is an intellectual introduction to regional studies using Latin America as a lens to study the world in which we live and interact. We will take an interdisciplinary approach to the region through geography, history, politics, economics, environmental studies and cultural analysis. Students will also gain an understanding for current socio- political and socio-cultural phenomena that drive international relations within Latin America as well as relations with the United States. We will access information through text, film and online sources. Students will build their skills in critical thinking, as well as thoughtfully articulating their views both verbally and in writing. This course fulfills a global diversity requirement.

Distribution: GD. 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.

Offered: At the Discretion of the Dept.

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.

MLAS 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.

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 - Foundations of Leadership (3)

MSL102, Foundations of 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 MS III Cadets, supervised by MS IVs and cadre.

Offered: Annual Spring Semester.

MSL 201 - Leadership and Ethics (3)

MSL201 focuses on leadership and ethics. The course adds depth to the Cadets knowledge of the different leadership styles. Cadets will conduct a leadership analysis of famous leaders and self-assessment of their own leadership style. The Army Profession is also stressed through understanding values, ethics and how to apply both to different situations they may encounter as a leader. Army Values and Ethics and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III Cadets, supervised by MS IV’s and cadre.

Offered: Annual Fall Semester.

MSL 202 - Army Doctrine and Decision Making (3)

MSL202 focuses on Army doctrine and decision making. The course begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions. TLPs and OPORD will lead Cadets to an understanding of Army Doctrine and Symbology. Squad tactics will be covered in classes on Unified Land Operations, Offensive Operations and Defensive Operations. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III Cadets and supervised by cadre.

Offered: Annual Spring Semester.

MSL 206 - A History of the US Military (3)

In Peace and War: A History of the US Military. Beginning just before the Revolutionary War and ending in the present, this course examines the US military experience in times of both peace and conflict. Students will read relevant literature, explore historic approaches to war, US military institutions, military leadership, and civilian-military relations against the backdrop of US history more generally. In addition, this class considers works of military history, theory, and scholarship that long pre-dates the United States as important context for understanding our own military's evolution. Reading ranges across disciplines and genres, including political science, international relations, biography, and war and battle narratives.

Offered: Odd Year Spring Semester.

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 MS 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 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)

Arts Letters-Fine Arts. Introduction to music reading and keyboard playing. Emphasis on the elements of music through the study of piano technique and performance, repertoire, music theory, harmonization, and transposition. No previous musical background is required.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

MUS 129 - Carroll College Choir (1)

Arts Letters-Fine Arts. 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, and performs for special events on and off campus.

Distribution: FAR. Offered: Annual Fall Semester.

MUS 130 - Carroll College Choir (1)

Arts Letters-Fine Arts. 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, and performs for special events on and off campus.

Distribution: FAR. 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 161 - Music Appreciation (3)

Arts & Letters-Fine Arts. An introduction to the fine-art music tradition of Western civilization. Intended to acquaint the listener 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.

Distribution: FAR. Offered: Annual Spring Semester.

MUS 165 - American Popular Music (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Fall 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 229 - Chamber Choir-Audition Only (1)

Arts and Letters-Fine Arts. 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, and performs for special events on and off campus.

Distribution: FAR. Offered: Annual Fall Semester.

MUS 230 - Chamber Choir-Audition Only (1)

Arts and Letters-Fine Arts. 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, and performs for special events on and off campus.

Distribution: FAR. Offered: Annual Spring Semester.

MUS 235 - String Ensemble (1)

Arts Letters-Fine Arts. 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 presents a concert at the end of each semester and performs for special events on and off campus. Prerequisites: Private or high school orchestra experience of at least 3 years. Permission of instructor required.

Distribution: FAR. Offered: Annual Fall Semester.

MUS 236 - String Ensemble (1)

Arts Letters-Fine Arts. 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 presents a concert at the end of each semester and performs for special events on and off campus. Prerequisites: Private or high school orchestra experience of at least 3 years. Permission of instructor required.

Distribution: FAR. Offered: Annual Spring Semester.

MUS 289 - Special Topic (1.00 - 3.00)

Arts Letters-Fine Arts. 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: FAR.

MUS 425 - MUS Internship (1.00 - 3.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in

order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Distribution: FAR. Offered: At the discretion of the department.

MUS 475 - Applied Music (1.00 - 3.00)

Private music study on an instrument or voice with a local private teacher approved by the music faculty. Students must have prior music study on the instrument or 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 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

MUS 495 - Senior Seminar (1)

Offered: Annual Fall Semester.

NU - Nursing

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.

Prerequisite: Take BI-201 BI-202, with minumum grades of C-. . 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 this course is to understand health assessment principles, to apply 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.

Prerequisite: Take BI-201 BI-202, with minumum grades of C-. . 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 and health promotion for select diseases. The focus of this course is to critically apply nutritional knowledge to personal, individual, and population health, including diverse and vulnerable populations 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 228 - Fertility Awareness (1.5)

Fertility Awareness Based Methods for Women's Health and Family Planning focuses on the basic principles of FABMs, their effectiveness for family planning and the supporting science behind their medical applications. This course will explore the global and historical reach and evolution of FABMs. Students will survey current FABMs including the research supporting their use, their effectiveness rates, and their respective pros and cons via online video modules. Teaching is provided through on-line presentation modules and in class discussion that introduce students to each of the methods. Students will also hear from women and couples who use the methods. There will be required readings, on-line quizzes, and the completion of two projects. For the final project, students will interview a woman or couple that uses an FABM and summarize their comments in a brief paper. Students will also have to write a brief synopsis of one of the required research articles as part of their final project.

Prerequisite: Take BI-201. Take CH-101 or CH-111. Take NU-301. Offered: Annual At the Discretion of the Dept.

NU 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.

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. 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)

Sed Vitae. 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 Facilitators. 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)

Advanced Writing. This course is an exploration of the basic processes of theory, research, database evaluation, and evidence-based practice (EBP) in nursing. Students will focus on using EBP to provide the highest quality patient care as both current students and future nurses.

Distribution: AW,WI. Prerequisite: MA 207 must be taken prior or concurrently;. NU 304 must be taken concurrently. Take one IW, intermediate writing course. Offered: Annual Spring Semester.

NU 307L - Evd-Based Practice Rsrch lab (0)

Offered: Annual Spring Semester.

NU 308 - Pathophysiology & Pharmacology (3)

This course focuses on 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 consider 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-112 NU-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.

NU 404 - Illness Across the Lifespan II (4)

This course 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 role of the professional nurse in 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 (4)

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. This course will also offer students the necessary career building skills to effectively identify and compete for professional career opportunities. These skills include but are not limited to job search strategies, resume writing and interviewing. There is an additional fee for this course.

Prerequisite: Completion of 300-level nursing courses: NU-301 NU-302 NU-304 NU-305 NU-307 NU-308. Offered: Annual Spring Semester.

NU 413 - Clinical Nursing Care II (4)

This course is the clinical experience accompanying NU 404: Illness Across the Lifespan II. 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 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. Offered: Annual Fall Semester.

NU 414 - Community & Public Health Nursing (4)

Cultural Diversity.

The student will apply all previously gained knowledge from nursing course work to working with individuals, families, communities, and other aggregates. Public health nursing will be introduced as a blend between health promotion, disease prevention, health education, and population-based initiatives. The epidemiological process is introduced as the unifying concept for the wide range of programs and services found in community health. 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. Themes of social justice and care for vulnerable/marginalized populations will be integrated throughout. The student will also examine the role of the nurse as an advocate for health care policy to ensure the health of populations.

Distribution: CD, ND. Prerequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Completion of 300-level nursing courses. Take NU-404 NU-413 concurrently with NU-414. Corequisite: Take NU-

404 NU-413 concurrently with NU-414. Offered: Annual Fall Semester.

NU 414L - Com& Publichealth Nursing Lab (0)

Prerequisite: Completion of 300-level nursing courses. Take NU-404 NU-413 concurrently with NU-414. Corequisite: Take NU-404 NU-413 concurrently with NU-414. Offered: Annual Fall Semester.

NU 417 - Capstone Clinical (3.5)

The Capstone Clinical and Seminar are 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.

Prerequisite: Take NU-404 NU-413. Offered: Annual Spring Semester.

NU 418 - Applied Pharmacology (1)

Clinical application of pharmacology and pharmacotherapeutics for common acute and chronic disease conditions encountered in primary and acute care settings. This course will build upon the students' understanding of medication use and administration. Drugs will be discussed according to their classification and mechanism of action. The course will focus on the basic drug classification, concepts, and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Nursing implications relative to the utilization of drug therapy are examined. Dosage calculations will also be evaluated for competency. This course is designed to allow the learner to apply pharmacological principles and knowledge using a variety of teaching strategies, including case studies, review questions, and gamification. There is an additional fee for this course.

Prerequisite: Completion of all 200-level & 300-level Nursing Courses; Take NU-414 NU-413 NU-404. Corequisite: Take NU-427 Comprehensive Review. 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-RN 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 online computerized resources, information from multiple published written NCLEX review resources, as well as NCLEX review video resources.

Prerequisite: Take NU-404, NU-413, NU-414 and all 200-level and 300-level nursing courses. . Offered: Annual Spring Semester.

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.

Offered: At the Discretion of the Dept.

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.

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)

Philosophical Reasoning. 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.

Distribution: PR. Offered: Annual Fall & Spring Semesters.

PHIL 113 - Formal Logic (3)

Philosophical Reasoning. 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).

Distribution: PR. Offered: Fall Semester.

PHIL 114 - Critical Thinking (3)

Philosophical Reasoning. 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.

Distribution: PR. Offered: Annual Spring Semester.

PHIL 121 - Philosophy of Human Being (3)

Philosophical Reasoning. 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.

Distribution: PR. Offered: Annual Fall & Spring Semesters.

PHIL 131 - Philosophy & Film (3)

Philosophical Reasoning. 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.

Distribution: PR. Offered: Even Year Fall Semester.

PHIL 150 - Philosophy in Love (3)

Philosophical Reasoning. 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.

Distribution: PR. Offered: Annual Spring Semester.

PHIL 189 - Special Topic (1.00 - 3.00)

Philosophical Reasoning. 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: PR.

PHIL 200 - Ancient Philosophy (3)

Philosophical Reasoning. 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.

Distribution: PR. Offered: Annual Fall & Spring Semesters.

PHIL 202 - Medieval Philosophy (3)

Philosophical Reasoning. 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.

Distribution: PR. Offered: Annual Spring Semester.

PHIL 203 - Islam: Philosophy & Culture (CD)(GD) (3)

Cultural Diversity, Faith Reason-Philospohy. 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.

Distribution: CD,GD,PHL. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall & Spring Semesters.

PHIL 205 - Ethics (3)

Ethical Reasoning, Faith & Reason-Philosophy. This course was formerly offered as PHIL 107; credit will not be allowed for both courses. 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.

Distribution: ER,PHL. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Annual Fall & Spring Semesters.

PHIL 206 - Environmental Ethics (3)

Ethical Reasoning, Faith Reason-Philosophy. 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

Distribution: ER,PHL. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Even Year Spring Semester.

PHIL 207 - Business Ethics (3)

Ethical Reasoning, Faith Reason-Philosophy. 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.

Distribution: ER,PHL. Prerequisite: Take one Philosophy course or one Honors course. Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Annual Fall Semester.

PHIL 208 - Bioethics (3)

Ethical Reasoning, Faith Reason-Philosophy. 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.

Distribution: ER,PHL. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Annual Spring Semester.

PHIL 216 - Philosophy of God & Religion (3)

Faith Reason-Philosophy. 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.

Distribution: PHL. Offered: Even Year Spring Semester.

PHIL 223 - Asian Philosophy (CD)(GD) (3)

Cultural Diversity, Faith Reason-Philospohy. 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.

Distribution: CD,GD,PHL. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Summer Semester.

PHIL 252 - Philosophy & History of Science (3)

Faith Reason-Philosophy. 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.

Distribution: PHL. Offered: Odd Year Spring Semester.

PHIL 255 - Philosophy of Art & Beauty (3)

Philosophical Reasoning. 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.

Distribution: PR. Offered: Odd Year Fall Semester.

PHIL 256 - Social & Political Philosophy(WI) (3)

Ethical Reasoning, Faith Reason-Philosophy. 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.

Distribution: ER,PHL,WI. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Corequisite:

Take 1 Intermediate Writing course previously or concurrently. Offered: Annual Spring Semester.

PHIL 261 - Philosophy & Gender (3)

Faith & Reason-Philosophy. Ethical Reasoning.

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.

Distribution: PHL,ER,CL. Prerequisite: Take one Philosophy course or one Honors course. Take 1 Cultural Diversity course. Take 1 Intermediate Writing course previously or concurrently. Take 1 Integrated Learning, course previously or concurrently. Offered: Odd Year Fall Semester.

PHIL 289 - Special Topic (1.00 - 3.00)

Faith Reason-Philosophy. 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: PHL. Prerequisite: Take one Philosophy course or one Honors course.

PHIL 303 - Modern Philosophy (3)

Faith Reason-Philosophy. Intermediate Writing. 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.

Distribution: IW,PHL. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take one Philosophy course or one Honors course. Corequisite: Take TH-101 previously or concurrently. Offered: Odd Year Fall Semester.

PHIL 304 - Contemporary Philosophy (3)

Faith Reason-Philosophy. 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.

Distribution: PHL. Prerequisite: Previous philosophy course. Offered: Even Year Spring Semester.

PHIL 310 - Metaphysics (3)

Faith Reason-Philosophy. 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.

Distribution: PHL. Prerequisite: Previous philosophy course. Offered: Odd Year Spring Semester.

PHIL 313 - Epistemology (3)

Faith Reason-Philosophy. 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.

Distribution: PHL. Prerequisite: Previous philosophy course. Offered: Even Year Fall Semester.

PHIL 315 - 20th Century European Philosophy (3)

Faith Reason-Philosophy. 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.

Distribution: PHL. Prerequisite: Take 1 course; from subject PHIL. Offered: Even Year Fall Semester.

PHIL 324 - Ethical Theory (WI) (3)

Ethical Reasoning, Faith Reason-Philosophy. 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.

Distribution: ER,PHL,WI. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take a previous philosophy course. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Even Year Spring Semester.

PHIL 389 - Special Topic (1.00 - 3.00)

Faith Reason-Philosophy. 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: PHL. Prerequisite: Take one Philosophy course or one Honors course.

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.

Offered: At the Discretion of the Dept.

PHIL 495 - Philosophy Seminar (3)

Faith and Reason: Philosophy. Advanced Writing. 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.

Distribution: AW,PHL. Prerequisite: Take one IW, intermediate writing course. Take a previous philosophy course. . 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 enroll from the class instructor. . 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.

Prerequisite: Minimum sophomore standing. Offered: Annual Fall & Spring Semesters.

PH 289G - 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.

Distribution: GD.

PH 321 - Gardening & Community Health (3)

This course combines an exploration of urban and community agriculture with practical, hands-on gardening skills specific to Montana. It will begin with a survey of the food and hunger situation in America and continue with an overview of the historical and current development of urban and community agriculture, with an emphasis on the community and health benefits associated with this model of agriculture. Prerequisite: none The educational goals of this course are that students will 1. Understand problems and impacts of community food and nutrition availability 2. Recognize the impact of local agriculture on community health, individual well-being, and economic development 3. Become familiar with strategies for community agriculture 4. Explore the possibilities and limits of local and urban agriculture 5. Develop a conceptual background of and participate in early spring gardening, harvesting, and season extension techniques for Montana (Zone 4), with a goal of providing food to local organizations before the end of the spring semester.

Offered: Annual Spring Semester.

PH 330G - Public Health Methods GD CD SL (3)

Cultural Diversity, Service Learning. 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. Fall semester. Service Learning course. Fulfills either National Diversity or Global Diversity requirement; but cannot be used for both.

Distribution: CD,GD,SL. Prerequisite: Minimum Sophomore standing required to register. 30-59 completed credits. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Have Sophomore class level. Crosslisted as: PH 330N. Offered: Annual Fall Semester.

PH 330N - Public Health Methods ND CD SL (3)

Cultural Diversity, Service Learning. 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.

Distribution: CD,ND,SL. Prerequisite: Min Sophomore standing required to register. 30-59 completed credits. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Have Sophomore class level. 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.

Prerequisite: Minimum sophomore standing. 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.

PH 405 - Senior Seminar (WI) (1)

The purpose of this seminar is to provide senior level public health and health sciences majors information that will assist them in preparing for professional life. Students planning to attend graduate school should take this course during fall semester.

Distribution: CL,WI. Prerequisite: Enrollment Limited to Junior and Senior Students. 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 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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)

Natural Science with Lab. 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.

Distribution: CL,NS. Offered: Annual Spring Semester.

PHYS 155 - Robotics and Experimental Physics (3)

Natural Science with Lab. 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.

Distribution: CL,NS. Corequisite: Required: Students who have taken PHYS 205 or CS 120 must have instructor approval to enroll in PHYS 155/ENGR 155. Recommended: 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 n. Offered: Annual Fall Semester.

PHYS 160 - Einstein's Physics (3)

Natural Science with Lab. 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.

Distribution: NS. 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.

PHYS 201 - Physics I:Mechanics, Wave Motion Sound (4)

Natural Science with Lab. 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.

Distribution: NS. 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. Students who have successfully completed PHYS 205 cannot take PHYS 201. . Offered: Annual Fall Semester.

PHYS 201L - Physics I Lab (0)

Natural Science with Lab. 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.

Distribution: NS. 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. . 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 Physics 201 with a grade of "C-" or better to enroll in PHYS 202. Students who have successfully completed PHYS 206 cannot take PHYS 202. . 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. . Offered: Annual Spring Semester.

PHYS 205 - Physics Using Calculus I: Mechanics (4)

Natural Science with Lab. 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.

Distribution: NS. 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. . Offered: Annual Fall Semester.

PHYS 205L - Physics Using Calculus I Lab (0)

Natural Science with Lab. 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.

Distribution: NS. 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. . 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. . 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. . 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).

Distribution: CL. Prerequisite: Grades of "C-" or better in PHYS 202 or PHYS 206, MA 141, and MA 233. . 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).

Distribution: CL. Prerequisite: Grades of "C-" or better in PHYS 202 or PHYS 206, MA 141, and MA 233. . 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.

Distribution: CL. Prerequisite: Grade of "C-" or better in PHYS 305 / ENGR 305. . Offered: At the Discretion of the Dept Spring Semester.

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.

Distribution: CL. Prerequisite: Grades of "C-" or better in PHYS 206 and MA 233. . 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.

Distribution: WI. 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.

Offered: At the Discretion of the Dept.

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.

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.

Distribution: PS. 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.

Distribution: PS. 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.

Distribution: PS. 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.

Distribution: PS. Offered: Annual Spring Semester.

PM 289 - Special Topic: Pastoral Ministry (3)

Offered: Annual Fall & Spring Semesters.

PO - Political Science

PO 102 - Intro Comparative Politics (CD)(GD) (3)

Cultural Diversity, Social Science. Introduction to Comparative Politics. 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.

Distribution: CD,GD,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall Semester.

PO 104 - American National Government (3)

Social Science. 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.

Distribution: SS. Offered: Annual Fall Semester.

PO 115 - International Relations (CD)(GD) (3)

Cultural Diversity, Social Science. 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.

Distribution: CD,GD,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Spring Semester.

PO 119 - City Politics (ND) (3)

Social Science. Cultural Diversity.

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.

Distribution: CD,ND,SS. Prerequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: At the Discretion of the Dept.

PO 189 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

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.

Prerequisite: Minimum sophomore standing. Offered: Annual Spring Semester.

PO 210 - Intro to Constitutional Law (3)

Social Science. 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.

Distribution: SS. Offered: Even Year Spring Semester.

PO 216 - American Political Thought (3)

Social Science. 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.

Distribution: SS. Offered: Odd Year Spring Semester.

PO 222 - U. S. Foreign Policy (3)

Social Science. 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.

Distribution: SS. Offered: Annual Fall Semester.

PO 230 - Montana State Politics (3)

Social Science. An introductory analysis of Montana state politics and political institutions. The course will explore federalism, Montana political history, and contemporary policy issues.

Distribution: SS. Offered: Odd Year Spring Semester.

PO 241 - Democracy & Autocracy (GD) (3)

Social Science. 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.

Distribution: GD,SS. Offered: At the Discretion of the Dept.

PO 242 - State & Nation in World Politics (3)

Social Science. 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?r.

Distribution: SS. Offered: At the Discretion of the Dept Spring Semester.

PO 243 - Political Economy (3)

Social Science. 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.

Distribution: SS. Offered: Annual Spring Semester.

PO 250 - Topics in American Politics (3)

Social Science. 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.

Distribution: SS. Offered: Annual Spring Semester.

PO 260 - Health Politics & Policy (WI) (3)

Social Science, Intermediate Writing. 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.

Distribution: IW,SS,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Annual Fall & Spring Semesters.

PO 289 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

PO 306 - Political Research Methods (3)

Social Science. 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.

Distribution: SS. Prerequisite: Junior and Senior Students recommended. MA-207 is recommended. Offered: Annual Spring Semester.

PO 310 - Selected Topics in Public Policy (3)

Social Science. 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.

Distribution: SS. Offered: Odd Year Fall Semester.

PO 312 - Elections/Pol Parties/Public Opinion (3)

Social Science. 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.

Distribution: SS. Offered: Even Year Fall Semester.

PO 315 - Congress and the Presidency (3)

Social Science. 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.

Distribution: SS. Offered: Even Year Spring Semester.

PO 321 - Citizenship: Think Global, Act Local-ND (3)

Social Science. 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.

Distribution: ND,SS. Offered: At the Discretion of the Dept Spring Semester.

PO 330 - Topics in Political Theory (3)

Social Science. 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).

Distribution: SS. Prerequisite: Previous lower division study of political ideas is helpful but not required. Offered: At the Discretion of the Dept.

PO 342 - War and Peace (CD)(GD) (3)

Cultural Diversity, Social Science. 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.

Distribution: CD,GD,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall Semester.

PO 344 - Contemporary Global Issues CD (3)

Cultural Diversity, Social Science. 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.

Distribution: CD,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Odd Year Spring Semester.

PO 348 - International Negotiation Simulation-GD (3)

Social Science. 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.

Distribution: GD,SS. Offered: Even Year Spring Semester.

PO 389 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

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.

Prerequisite: Minimum sophomore standing. Take PO-201. Offered: Annual At the Discretion of the Dept.

PO 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

PO 495 - Senior Research Seminar In Pol Sci (WI) (3)

Advanced Writing. 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.

Distribution: AW,CL,WI. Prerequisite: Take PO-306. Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently. Take one IW, intermediate writing course. Minimum SR Standing. 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)

Social Science. An introduction to the principles of behavior through an analysis of the explanatory concepts, research methodologies, and contemporary issues in psychology.

Distribution: SS. 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.

Prerequisite: Take PSY-105. Offered: Annual Spring Semester.

PSY 203 - Developmental Psychology (3)

Social Science. 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.

Distribution: SS. Offered: Annual Fall & Spring Semesters.

PSY 216 - Social Psychology (ND) (3)

Social Science. An introduction to and an analysis of social interaction, including the social aspects of personality, social attitudes, group behavior, and the influences of social institutions on individual behavior.

Distribution: ND,SS. Prerequisite: Take PSY 105 or SO 101. Offered: Annual Fall Semester.

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 & Adolescent Psychology (3)

This course explores the interaction between biological and environmental factors in order to better understand human development from conception through college. Particular emphasis is given to understanding issues related to pathology and resilience - as well as how to effectively understand and support children and adolescents with diverse backgrounds/challenges. This course fulfills the Developmental Psychology requirement for psychology majors, though - due to significant overlap - is likely not a good fit for students who have previously taken PSY 203.

Distribution: SS. 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.

Distribution: CL. Offered: Annual Fall & Summer.

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. 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.

Distribution: CL. Corequisite: Take PSY-240 SO-240 PSY-241 or SO-241. 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/SO 240 or 241 in the same semester. . Crosslisted as: SO 242. Offered: At the Discretion of the Dept At the Discretion of the Dept.

PSY 289 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

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: Must be a Psychlogy major. Minimum Jr standing. Take PSY 105. 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.

Prerequisite: Minimum Jr Standing Must be a Psychology major. 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: Must be a Psychology major. Minimum Jr standing. Take PSY-305. 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.

Prerequisite: Take PSY-105. Offered: Annual Fall Semester.

PSY 308 - Health Psychology (3)

The course will focus on the biological-psychological-social approach to understanding human behavior. Topics will focus on mindfulness and meditative experiences, increasing physical activity, improving sleep quality and managing stress. Students will create projects and explore how certain changes in our health influence our mood and body. It is expected that students will influence the content and material of the course.

Prerequisite: Take PSY-105. Offered: Odd Year Spring Semester.

PSY 309 - Research Methods (WI) (4)

Advanced Writing. 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.

Distribution: AW,WI. Prerequisite: Must be a Psychology major. Minimum Jr standing. Take PSY-105. Offered: Annual Fall Semester.

PSY 310 - Human Sexuality (3)

Social Science. 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.

Distribution: CL,SS. Prerequisite: Enrollment Limited to Junior and Senior Students. Take PSY-105. 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: Enrollment Limited to Junior and Senior Students. 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 Year 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: Take PSY-105 or SO-101. Offered: Annual Spring Semester.

PSY 334 - Experiential/Adventure Therapy (3)

This course will introduce students to adventure and experiential therapies, which incorporate fun and engaging activities (e.g., rock climbing, songwriting, paddleboarding) to facilitate experiences of personal growth, relationship-building, and improved resilience. In this course, students will not only learn about relevant theory and research, but will also directly participate in and facilitate a variety of experiential activities. This is an ideal course for those seeking to learn more about psychology, counseling, and human service via fun and innovative techniques. A significant portion of class will be spent directly engaged in physically-active and socially-demanding tasks, though students of all physical ability levels are welcome and encouraged.

Prerequisite: Take PSY-105 or PSY-203 or PSY-227. 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: Minimun Jr Standing. 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.

PSY 414 - Physiological Psychology (4)

Physiological Psychology focuses on the physiological basis of behavior and cognition. The course discusses the structure of the nervous system and various neuropsychological tests and techniques used to evaluate neurological disorders. Topics include neuroanatomy, sensation and perception, and the neurological correlates of attention, learning, memory, language and decision making. A laboratory section includes in-depth discussions and activities on a variety of topics including case studies of neurological disorders and hands-on experience with sheep brain and cow eye dissections.

Prerequisite: Enrollment Limited to Junior and Senior Students. 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. A focus of the course will be on pharmaceutical treatments for a wide variety of disorders. The laboratory section includes case studies of neurological disorders and journal article discussions on recent advances in pharmacological approaches and treatments.

Prerequisite: Enrollment Limited to Junior and Senior Students. Take PSY-309 (or appropriate writing course for Neuroscience minors; instructor enters prerequisite waiver). Junior or Senior status; Psychology major or Neuroscience minor. Offered: Annual Spring Semester.

PSY 425 - Internship (1.00 - 8.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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.

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 355 - Study Abroad Direct (1.00 - 12.00)

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.

Distribution: GD.

SA 363 - Summer Abroad Galway Ireland (1.00 - 12.00)

Distribution: GD.

SA 364 - Oxford Summer Program (1.00 - 12.00)

SA 366 - Cambridge Summer Program (1.00 - 12.00)

Distribution: GD.

SA 375 - Study Abroad Affiliate Program (1.00 - 12.00)

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.

Distribution: GD.

SA 385 - Study Abroad ISEP 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.

Distribution: GD. Offered: Annual Fall & Spring Semesters.

SA 395 - Study Abroad CC Exchange (1.00 - 19.00)

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.

Distribution: GD. Offered: Annual Fall & Spring Semesters.

SA 489 - Study Abroad Special Topics: (3)

Distribution: PS. Offered: At the Discretion of the Dept At the Discretion of the Dept.

SO - Sociology

SO 101 - Introduction to Sociology (3)

Social Science. 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.

Distribution: SS. Offered: Annual Fall & Spring Semesters.

SO 189 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

SO 200 - Social Problems (3)

Social Science. Cultural Diversity. 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.

Distribution: CD,ND,SS. Prerequisite: Take SO-101. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall Semester.

SO 204 - Cultural Anthropology (3)

Cultural Diversity, Social Science. 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.

Distribution: CD,CL,GD,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Spring Year Fall Semester.

SO 208 - The Family (ND) (3)

Social Science. 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.

Distribution: CL,ND,SS. Prerequisite: Take SO-101. Crosslisted as: AN 208. Offered: Odd Year Spring Semester.

SO 216 - Social Psychology (ND) (3)

Social Science. An introduction to and an analysis of social interaction, including the social aspects of personality, social attitudes, group behavior, and the influences of social institutions on individual behavior.

Prerequisite: PSY 105 or SO 101.

Fall semester.

Distribution: ND,SS. Prerequisite: Take PSY-105 or SO-101. Offered: Annual Fall Semester.

SO 218 - Intro Native Am Studies(CDND) (3)

Cultural Diversity, Social Science. 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.

Distribution: CD,CL,ND,SS. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall & Spring Semesters.

SO 220 - Sociology of Sport (3)

Social Science. This course examines sports in American society. It helps the student to understand the reciprocal influences between sports and our culture, including social values, education, socialization, deviance, minority and female athletes, and the mass media and money. Sports is placed within the context of social institutions including the family, politics, economics, religion, etc.

Distribution: SS. Offered: At the discretion of the department.

SO 225 - Sociology of Gender (3)

Social Science. Cultural Diversity. 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.

Distribution: CD,CL,SS. Prerequisite: Take SO-101 or PSY-105 or CO-101. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Odd Year Fall Semester.

SO 230 - Social Movements & Collective Action (3)

Social Science. 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.

Distribution: ND,SS. Prerequisite: Take SO-101. Offered: At the Discretion of the Dept.

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. 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 PSY 105 or SOC 101. Students who have already taken PSY/SOC 216 cannot take this course. Must be a declared psychology major to register for 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.

Corequisite: Take PSY-240 SO-240 PSY-241 or SO-241. 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/SO 240 or 241 in the same semester. Crosslisted as: PSY 242. Offered: At the Discretion of the Department.

SO 251 - Gender, Health and Medicine (3)

Social Science. 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.

Distribution: SS. Offered: At the Discretion of the Dept.

SO 256 - Gender & Work (3)

Social Science. Cultural Diversity.

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.

Distribution: SS,CD,CL. Prerequisite: Take SO-101. Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Even Year Spring Semester.

SO 262 - Alcohlsm, Drug Abuse, Dependent Behavior (3)

Social Science. 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.

Distribution: SS. Prerequisite: Take SO-101. Offered: Even Year Spring Semester.

SO 289 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

SO 309 - Crime & Criminology (ND) (3)

Social Science. 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.

Distribution: ND,SS. Prerequisite: Take SO-101. Offered: Even Year Fall Semester.

SO 312 - Juvenile Deliquency/Deviant Behavior-ND (3)

Social Science. 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.

Distribution: ND,SS. Prerequisite: Take SO 101. Offered: Odd Year Spring Semester.

SO 314 - Sociology of Law (GD) (3)

Social Science. 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.

Distribution: GD,SS. Prerequisite: SO 101. Offered: Odd Year Spring Semester.

SO 317 - Ethnic and Racial Relations(ND) (3)

Social Science. 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.

Distribution: CL,ND,SS. Prerequisite: Take SO-101. Crosslisted as: AN 317. Offered: Odd Year Spring Semester.

SO 319 - Policing & Violence 21st Century (3)

Social Science. Policing and Violence in the 21st Century. This course is a critical examination of policing and violence in the 21st century. We will begin by studying the origins of policing and the history of violence in the United States. We then will delve into policing and violence today: we will look at the profession of law enforcement and its evolution into the 21st century, including who becomes a law enforcement officer, the power structures within law enforcement organizations, violence within law enforcement agencies and so on. We will also examine how violence is defined, measured, and perceived, examining in which conditions violence is likely to occur. We will explore violence perpetuated by law enforcement as well as violence directed at law enforcement. Throughout, we will consider the policy and practical implications of these matters. Lastly, we will look at recent social movements' call to defund the police and the responding countermovement to defend law enforcement.

Distribution: SS. Prerequisite: Take SO-101. Offered: Odd Year Fall Semester.

SO 331 - Social Science Research Methods (wi) (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.

Distribution: CL,WI. Prerequisite: Enrollment Limited to Junior and Senior Students. Take MA-207. Take SO-200 and SO-392. Offered: Annual Spring Semester.

SO 351 - Medical Sociology (ND) (3)

Social Science. 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.

Distribution: ND,SS. Prerequisite: SO 101. Offered: At the Discretion of the Dept.

SO 355 - Sociology of Emotions (3)

Social Science. 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.

Distribution: SS. Prerequisite: Take SO-101. Offered: At the Discretion of the Dept.

SO 360 - Environmental Sociology (3)

Social Science. 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.

Distribution: SS. Prerequisite: Take SO-101. Offered: At the discretion of the department.

SO 389 - Special Topic (1.00 - 3.00)

Social Science. 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: SS.

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: Minimum Jr standing. Take SO 101. Offered: Annual Fall Semester.

SO 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

SO 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.

Offered: At the Discretion of the Dept.

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.

Distribution: WI. Prerequisite: Minimum senior standing. 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.

SPED 200 - Introduction to Exceptional Children (3)

This course provides a broad overview of the field 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 adaptations are surveyed. Students will examine the nature and needs of students with exceptionalities as well as the educational programming and technology needed to help those students become competent workers and responsible, valued citizens. Collaboration and inclusion are emphasized.

Prerequisite: ED 102. Offered: Annual Spring & Summer.

SPED 206 - Collab & Conf Tech for Educators (3)

Intermediate Writing.

Collaboration and Conferencing Techniques for Educators. This course is designed to develop knowledge, skills and abilities relative to collaboration and teamwork. The course provides teacher candidates 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. The underlying premise of this course is that educators need positive collaborative relationships with parents and school professionals in order to achieve many of their goals. These goals may include helping students to succeed in the least restrictive environment, providing continuity across a variety of instructional programs, or preventing unnecessary referrals to special education. The course is designed to help educators to become aware of their basic communication skills, develop partnership-building skills, and use strategies to manage conflicts/resistance, conduct interviews and team meetings, and problem solve. Students will be required to complete 12 hours of classroom observation and attend two team meetings at your assigned schools.

Distribution: IW. Prerequisite: Take SPED-200. Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently. Offered: Annual Spring and Summer Semesters.

SPED 304 - Students W/ High Incidence Disabilities (3)

Characteristics of Students with High Incidence Disabilities. This course focuses on the physical, sensory, communication, cognitive, and behavioral characteristics of students with high incidence 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.Students will complete 15 hours of observation in a classroom with students who have high incidence disabilities.

Prerequisite: Take SPED-200. Offered: Annual Spring Semester.

SPED 305 - Students With Low Incidence Disabilities (3)

Characteristics of Students With Low Incidence Disabilities. This course will provide a strong foundation for building sound critical-thinking skills based on classic and current empirical-based research byproviding an overview of the best practices for working with persons who have low incidence disabilities. Students will be encouragedto develop their own appreciation for individuals who are the most vulnerable because of their disabilities and demonstrates how to effectively collaborate with educators, families, and professionals in a variety of settings. Students will develop their philosophy for working with persons with low incidence disabilities and the complex issues affecting these individuals' lives. The course provides an overview of low incidence disabilities and appropriate practices for working with persons with low-incidence disabilities, including ethical guidelines for professionals who partner with these diverse individuals Students will complete 15 hours of observation in a classroom with students who have low incidence disabilities.

Prerequisite: SPED 200. Offered: Annual Fall Semester.

SPED 323 - Assmnt & Evaluation in Special Education (3)

Assessment and Evaluation in Special Education. This course provides an introduction to assessment of academic and social-emotional behavior among students in school settings, with a focus on using assessment information to promote academic and social-emotional competence among students with special needs. Students will learn about the use of assessment information within a response-to-intervention/multi-tiered system of support (RTI/MTSS) model. They will learn how to select, administer, interpret, communicate, and use assessment materials in order to promote competence among students with special needs. Class activities will include lecture, discussion of key concepts and practicum experiences, and direct instruction and practice administration of select assessment tools. Students will be assigned to a local classroom where they will practice their developing assessment skills.

Prerequisite: Take SPED-304 and SPED-305. 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.

Distribution: CL. Prerequisite: A grade of "C-" or better in ED 325 or ED 318. . Crosslisted as: ED 324. Offered: Annual Spring Semester.

SPED 408 - Methods for Teaching Stu w/ Disabilities (3)

Methods for Teaching Students with Disabilities. The purpose of this course is to explore and develop skills for effectively teaching students with learning and behavior disorders. The development, implementation, and evaluation of curricula for students with disabilities, through the secondary levels will be covered. The modification of teaching methods and materials appropriate for each of these groups will be emphasized. A 35 hour field experience with students with disabilities is required.

Prerequisite: SPED 304, SPED 305, and SPED 323. Offered: Annual Spring Semester.

SPED 409 - Methods Administering Spec Ed (5)

Methods in the Administration of Special Education. The purpose of this course is to explore and develop skills for effectively organizing programs and teaching students with mild to severe disabilities. Teaching in the special education classroom can present the teacher with unique opportunities, experiences, and challenges. Given that the instruction and management of students with disabilities is so diverse, the pre-service special education teacher must have experiences that will prepare that teacher to be successful not only in the regular education classroom, but also in the special education classroom. A 90 hour field experience performing the duties of a special education teacher is required.

Prerequisite: SPED 408. 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.

Offered: At the Discretion of the Dept.

SP - Spanish

SP 101 - Acquisition of Spanish I (CD)(GD)(ND) (3)

Oral Communications, Cultural Diversity. 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.

Distribution: CD,GD,ND,OC. Offered: Annual Fall Semester.

SP 102 - Acquisition Spanish II (CD)(GD)(ND) (3)

Oral Communications, Cultural Diversity. 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.

Distribution: CD,GD,ND,OC. Prerequisite: Take SP-101 or equivalent. Offered: Annual Spring Semester.

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.

Offered: At the Discretion of the Dept.

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.

SP 203 - Acquisition of Spanish III (CD)(GD)(ND) (3)

Oral Communications, Cultural Diversity. 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.

Distribution: CD,GD,ND,OC. Prerequisite: Take SP-102 or equivalent. Offered: Annual Fall Semester.

SP 204 - Acquisition of Spanish IV (CD)(GD)(ND) (3)

Oral Communications, Cultural Diversity. 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.

Distribution: CD,GD,ND,OC. Prerequisite: Take SP 203 or equivalent. 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. Offered: At the Discretion of the Dept.

SP 301 - Spanish Conversation I (CD)(GD)(ND) (3)

Oral Communications, Cultural Diversity. 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.

Distribution: CD,GD,ND,OC. Prerequisite: Take SP 204 or requiste waiver of the instructor for concurrent enrollment in SP-204. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall Semester.

SP 303 - Intro to Spanish & Lat Am Civ & Culture (3)

Cultural Diversity. Introduction of Spanish Latin American Civilization and Culture. 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.

Distribution: CD,GD. Prerequisite: Take SP-204 or equivalent. Corequisite: Take CORE-110 or HNr-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Spring Semester.

SP 305 - Intro to Spanish & Latin American Lit (3)

Cultural Diversity, Arts Letters-Literature. Spanish and Latin American Civilization and Culture. 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.

Distribution: CD,GD,LIT. Prerequisite: Take SP-303. Corequisite: Take CORE-110 or HNr-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Spring Semester.

SP 306 - Adv Spanish Grammar & Composition CD/WI (3)

Cultural Diversity, Advanced Writing. Advanced Spanish 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 Spanish.

Distribution: AW,CD,WI. Prerequisite: Take one IW, intermediate writing course. Take SP-204 or equivalent. . Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Annual Fall 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.

Distribution: GD,ND. Prerequisite: Take SP-301. Offered: Odd Year Fall Semester.

SP 350 - Intensive Spanish Immersion Abroad (3)

Cultural Diversity. 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.

Distribution: CD. Prerequisite: Take SP-204. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: At the Discretion of the Dept.

SP 401 - Topics in Spanish PeninsularCult/Lit-GD (3)

Arts Letters-Literature. 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.

Distribution: GD,LIT. 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)

Arts Letters-Literature.. 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.

Distribution: GD,LIT. Prerequisite: Completion of SP 303, SP 305 and SP 306. . Offered: Even Year Fall Semester.

SP 410G - Topics in Spanish & Latin American Film (3)

Arts Letters-Literature. 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.

Distribution: GD,LIT. Prerequisite: Take SP-303, SP-305 and SP-306. Offered: Even Year Spring Semester.

SP 410N - Topics in Spanish & Latin American Film (3)

Arts Letters-Literature. 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.

Distribution: LIT,ND. Prerequisite: Take SP-303, SP-305 and SP-306. Offered: Even Year Spring Semester.

SP 415 - Spanish Lab Coordinator (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.

Offered: Fall & Spring Semesters.

SP 425 - Internship (1.00 - 9.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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.

Offered: At the Discretion of the Dept.

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.

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)

Faith Reason-Theology. 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: THE. Prerequisite: Take TH-101.

TH 201 - Church and Worship (3)

Faith & Reason-Theology. An analysis of the Church as a community of believers and a social institution; a study of church liturgy and sacra-ments.

Distribution: THE. 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. Offered: Summer Semester.

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. Offered: At the Discretion of the Dept.

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. Offered: At the Discretion of the Dept.

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. Offered: At the Discretion of the Dept.

TH 211 - Comparative Religion (CD)(GD) (3)

Cultural Diversity, Faith Reason-Theology. A study of the origins and beliefs of major world religions in historical contexts.

Distribution: CD,GD,THE. Prerequisite: Take TH-101. Corequisite: Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Offered: Odd Year Fall Semester.

TH 212 - Women Mystics (3)

Faith Reason-Theology. 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.

Distribution: THE. Prerequisite: TH-101;. Offered: Even Year Fall Semester.

TH 215 - Exploring Christian Spirituality (3)

Faith & Reason-Theology. 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.

Distribution: THE. Prerequisite: Take TH-101. Offered: Odd Year Fall & Spring Semesters.

TH 216 - Violence & Atonement (3)

Ethical Reasoning, Faith Reason-Theology. 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.

Distribution: ER,THE. Prerequisite: Take1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Fall Semester.

TH 217 - Christian Spirituality and Justice (3)

Ethical Reasoning, Faith Reason-Theology. This class explores the much needed yet often ignored relationship between spirituality and justice from the Christian perspective. Students will explore contemporary justice issues that continue to challenge our world today, such as poverty, racism, gender inequality, war and violence, globalization, and ecological degradation. Students will learn how the Christian tradition provides a wealth of spiritual and theological responses to these crises. Students will critically analyze responses to these issues using various understandings of spiritualities of justice found in Sacred Scriptures, patristic writings, Catholic Social Teaching, and various contemporary theological and spiritual texts. Finally, this course is designed to help students learn to develop life-giving, contemporary spiritual practices that help them live just and meaningful lives.

Distribution: ER,THE. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Odd Year Fall Semester.

TH 218 - Spiritual Autobiographies (3)

Faith Reason- Theology. Over the course of Christian history, significant individuals have shared their personal journeys to and with God through the genre of spiritual autobiography. This course will explore this genre by reading such classics as St. Augustine of HIppo's Confessions, St. Teresa of Avila's The Life of Theresa of Avila, Therese of Lisieux's A Story of a Soul, as well as more contemporary texts such as Thomas Merton's Seven Storey Mountain and Howard Thurman's With Hand and Heart.Through rigorous study of these classic and contemporary texts, students will explore and critically engage the theologies,

christologies, ecclesiologies, and spiritualities of these significant individuals in their historical and ecclesial contexts, will develop appreciation for the spiritual journeys of others, and will discern and articulate their own spiritual journeys.

Distribution: THE. Prerequisite: Take TH-101. Offered: Even Year Spring Semester.

TH 220 - Moral Theology (3)

Ethical Reasoning, Faith Reason-Theology. An introduction to moral decision making and moral action in light of biblical principles and changing contexts.

Distribution: ER,THE. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: At the Discretion of the Dept.

TH 222 - Health Care Ethics (3)

Ethical Reasoning, Faith Reason-Theology. 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.

Distribution: ER,THE. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Annual Fall Semester.

TH 231 - Introduction to Old Testament (WI) (3)

Faith Reason-Theology. 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.

Distribution: THE,WI. Prerequisite: Take TH-101. Offered: Annual Fall Semester.

TH 233 - Intro to Old Testament (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. TH 233 is not WI, writing intensive.

Distribution: THE. Offered: At the Discretion of the Dept At the Discretion of the Dept.

TH 236 - Introduction to New Testament (WI) (3)

Faith Reason-Theology. An overview of the origins, themes, and continuing relevance of the books of the Christian Scriptures, with an emphasis on the four Gospels.

Distribution: THE,WI. Prerequisite: TH-101. Offered: Annual Spring Semester.

TH 237 - Intro to New Testament (3)

Faith Reason-Theology. An overview of the origins, themes, and continuing relevance of the books of the Christian Scriptures, with an emphasis on the four Gospels. Course number TH 237 does not fulfill writing intensive requirement.

Distribution: THE. Prerequisite: TH-101. Offered: Annual Fall & Spring Semesters.

TH 251 - The God Question (3)

Faith Reason-Theology. 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.

Distribution: THE. 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. Offered: At the Discretion of the Dept.

TH 254 - Theology and Science (3)

Faith Reason-Theology. 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.

Distribution: THE. Prerequisite: Take TH-101. Offered: Annual Fall Or Spring Semester.

TH 258 - TH & Gender:ImagesTradition & Discourse (3)

Faith Reason-Theology. 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.

Distribution: CL,THE. 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. Offered: At the Discretion of the Dept.

TH 263 - Modern Catholic Social Teaching (WI) (3)

Ethical Reasoning, Faith & Reason-Theology. Intermediate Writing.

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.

Distribution: ER,THE,IW,WI. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Fall Or Spring Semester.

TH 264 - Theologies of Liberation(GD) (3)

Ethical Reasoning, Faith Reason-Theology. This course first examines the beginnings of Liberation Theology in Latin America and critically considers how this has both challenged and nourished the Christian tradition and the 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'.

Distribution: ER,GD,THE. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: At the Discretion of the Dept.

TH 266 - Ecological Theologies (3)

Ethical Reasoning, Faith Reason-Theology. This course addresses a pressing concern of our time, ecological degradation from a theological perspective, which prepares students for a life of thinking critically about real-world problems from the perspective of a faith-commitment. Ecological theology is a major topic of concern (and growing) within academic theology, so this course introduces students to one of the vibrant conversations of the living tradition of Christian theology. No other course within the Theology department's offerings covers this specific focus, so this course adds range and diversity to the department's offerings. Finally, this course dovetails very well with several other academic programs at Carroll, especially Environmental Science and Anthrozoology, by asking students to think critically about the ways in which Christian faith shapes human relationships with nonhuman creatures.

Distribution: ER,THE. Prerequisite: Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101. Corequisite: Take 1 Intermediate Writing course previously or concurrently. Offered: Odd Year Spring Semester.

TH 289 - Special Topic (1.00 - 4.00)

Faith Reason-Theology. 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: THE. Prerequisite: Take TH-101.

TH 289ER - Special Topics (1.00 - 3.00)

Ethical Reasoning. Faith Reason-Theology. 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: ER,THE. Prerequisite: Take TH-101. Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Corequisite: Take 1 Intermediate Writing course previously or concurrently.

TH 289G - Special Topics (1.00 - 3.00)

Distribution: GD,THE. Offered: At the Discretion of the Dept.

TH 289N - TH Special Topics (ND) (1.00 - 3.00)

Distribution: ND,THE. Offered: At the Discretion of the Dept.

TH 341 - History of Christian Thought: Early Church & Partistics (3)

Faith Reason-Theology. A study of major Christian doctrinal developments in their historical contexts, from the New Testament era through the Patristics.

Distribution: THE. Prerequisite: Take any 200-level Theology course. Offered: Odd Year Fall Semester.

TH 342 - HCT: Middle Ages Through Reformation (3)

Faith Reason-Theology. A study of major Christian doctrinal developments in their historical contexts, from the Middle Ages through the Reformation.

Distribution: THE. Prerequisite: Take any 200-level Theology course. 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 Theology 200-level course or by instructor requisite waiver. Offered: Fall Or Spring Semester.

TH 352 - Christology (3)

Faith Reason-Theology. An analysis of interpretations of Jesus Christ's humanity and divinity, from biblical statements to contemporary explorations.

Distribution: THE. Prerequisite: Take any 200-level Theology course. Offered: Even Year Fall Semester.

TH 353 - Trinity in Christian Life and Theology (3)

Faith Reason-Theology. 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.

Distribution: THE. Prerequisite: Take any 200-level Theology course. 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: Take TH-101. Corequisite: Take one 200-level theology course taken prior or concurrent to discernment course. Offered: Annual Spring Semester.

TH 389 - Special Topic (1.00 - 3.00)

Faith Reason-Theology. 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: THE. Prerequisite: Take TH-101.

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. Corequisite: Instructor consent entered in self service under consent and concurrent enrollment in an internship taken in primary discipline. Offered: Annual Fall & Spring Semesters.

TH 425 - Internship (1.00 - 6.00)

Internship Experiences recognize that learning can take place outside the classroom. Carroll College allows its students to participate in opportunities that relate to their area of study. This opportunity must relate directly a student's program of study in order to qualify for an internship. Close cooperation among Carroll and the participating organizations ensures an 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 faculty internship advisor and/or department chair, Career Services, and a site supervisor. 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 (most majors accept 6 hours total). Enrollment in the course must be during the same semester in which the experience takes place. Interested students should contact their academic advisor and Career Services prior to the start of an experience.

Offered: At the discretion of the department.

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.

Offered: At the Discretion of the Dept.

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.

Distribution: WI. Prerequisite: Enrollment Limited to Junior and Senior Students. Take TH-101. Take one additional Theology class. Offered: Fall Or Spring Semester.

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 102 - Theatre Technician Practicum (1)

Arts & Letters-Fine Arts. Students earn one credit by participating in theatre productions as technical personnel under the guidance of qualified theatre artists. A minimum of 42 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.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

THT 103 - Theatre Travel Practicum (1)

Arts & Letters-Fine Arts. Students earn one credit 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.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

THT 110 - Theatre Practicum (1)

Arts & Letters-Fine Arts. Students earn one credit by participating in theatre productions as actors or directors 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.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

THT 111 - Introduction to Acting (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

THT 112 - Movement and Voice for the Actor (3)

Arts Letters-Fine Arts. THT 112 is an experiential course which will explore and sharpen the actor's instrument, the body and voice. Like any instrument, the body and voice must have attention and practice to effectively serve in its intended larger function, performing/acting. This course will familiarize students with the major movement and voice approaches in actor training and offer a safe space in which to explore the actor's instrument through a variety of movement and voice exercises in order to provide a foundation for sustainable character work. Students will be expected to demonstrate skills learned in class.

Distribution: FAR. Offered: Even Year Fall Semester.

THT 118 - Theatre Appreciation (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept At the Discretion of the Dept.

THT 121 - Stagecraft (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

THT 130 - Dance I (1)

Arts Letters-Fine Arts. This course introduces various styles of movement and principles common to ballet and jazz dance. The course will focus on dance technique, alignment, coordination, flexibility, strength, endurance, and rhythm/musicality. Students will learn fundamental dance skills and vocabulary, from which more advanced skills may be developed. This course is designed for students with little or no dance experience.

Distribution: FAR. Offered: Annual Fall Semester.

THT 131 - Dance II (1)

Arts Letters-Fine Arts. This will be a technique-based course that will further the concepts learned in THT 130. This course will challenge students to become well-rounded dancers in numerous dance genres with continued focus on ballet and jazz. Dancers will also be exposed to a wide variety of additional styles through guest instructors and/or attendance at dance performances.

Distribution: FAR. Offered: Annual Spring Semester.

THT 148 - Film Acting (3)

Arts Letters-Fine Arts. This course is designed to provide an introduction into the basics of acting for camera. Through practical experience in front of a camera, students will learn the art of stillness, the importance of truth, and constructive self critique. Over the course of the semester, students will also master the use of a working vocabulary of film terms, develop a personal warm up routine, and learn to use a professional demeanor. Students will gain valuable tools for communicating in any arena and sharpen public speaking skills.

Distribution: FAR. Offered: At the Discretion of the Dept At the Discretion of the Dept.

THT 160 - Improvisation (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 189 - Special Topic (1.00 - 3.00)

Arts Letters-Fine Arts. 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: FAR.

THT 207 - Comedy Acting (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Prerequisite: Take THT-111 or THT-212. Offered: At the Discretion of the Dept.

THT 208 - Stage Combat (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 210 - Creative Drama for Educators (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Spring Semester.

THT 211 - Puppetry (3)

Arts Letters-Fine Arts. 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 Performance.

Distribution: FAR. Offered: Odd Year Spring Semester.

THT 212 - Advanced Acting (3)

Arts Letters-Fine Arts. 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. Recommended for majors and minors, others should consult professor before registration.

Distribution: FAR. Offered: Annual Fall Semester.

THT 220 - Scene Painting and Prop Artistry (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Spring Semester.

THT 221 - Stagecraft II (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Prerequisite: Take THT-121. Offered: At the Discretion of the Dept.

THT 222 - Introduction to Stage Design (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Even Year Fall Semester.

THT 223 - Costuming (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Fall Semester.

THT 224 - Stage Make-Up (3)

Arts & Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Spring Semester.

THT 271 - Stage Management Apprenticeship (1)

Arts Letters-Fine Arts. Weekly meetings will be scheduled with the entire Stage Management track. All students on the track will attend each week and learn/ work under the leadership of the Senior Production Stage Manager with the supervision of an assigned faculty member. Additional assignments in assistant stage management and stage management are included in the hours required to satisfy the requirements of this course.

Distribution: FAR. Offered: Annual Fall Spring Semester.

THT 281 - Electrician Apprenticeship (1)

Arts Letters-Fine Arts. Weekly meetings will be scheduled with the entire Electrician track. All students on the track will attend each week and learn/work under the leadership of the Senior Master Electrician with the supervision of the Technical Director. Additional work days will be scheduled several times each semester as well.

Distribution: FAR. Offered: Annual Fall Spring Semester.

THT 289 - Special Topic (1.00 - 3.00)

Arts Letters-Fine Arts. 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: FAR.

THT 305 - Theatre Intensive (1)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

THT 308 - Period Styles for Acting (3)

Arts Letters-Fine Arts. THT 308 will examine the development of the drama and physical theatre style of the major dramatic movements from the time of Ancient Greece through the 21st century. This course will familiarize students with the major acting styles throughout history, and how to apply them. In addition to the course textbook, scenes from plays that best represent the period will be studied and performed in class. We will review insights into the production of the plays, the theatrical context and conventions of each historical period and culture and how that information influences the acting style. Students will be expected to demonstrate academic writing skills relative to the humanities and theatre. Foundation skills for body and voice learned in THT 112.

Distribution: FAR. Prerequisite: Take THT 112, THT 313, OR permission of the instructor. . Offered: Odd Year Spring Semester.

THT 310 - Women in Theatre (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: Odd Year Fall Semester.

THT 311 - Directing (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Prerequisite: Take THT-212. Offered: Even Year Fall Semester.

THT 312 - Musical Theatre Acting & Auditioning (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept At the Discretion of the Dept.

THT 313 - Stage Dialects (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept At the Discretion of the Dept.

THT 314 - Shakespeare in Performance (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept At the Discretion of the Dept.

THT 318 - History of Theatre I(WI) (3)

Arts Letters-Fine Arts. Intermediate Writing. 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.

Distribution: FAR,IW,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Odd Year Fall Semester.

THT 319 - History of Theatre II(WI) (3)

Arts Letters-Fine Arts. Intermediate Writing. 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.

Distribution: FAR,IW,WI. Prerequisite: Take CORE-110 or HNR-150. Take 1 OC, oral communications course. . Corequisite: Take TH-101 previously or concurrently. Offered: Even Year Spring Semester.

THT 320 - Corsetry (3)

Arts Letters-Fine Arts. This course is designed to explore the history of corsetry and to teach students how to build corsets from different time periods of fashion. Through reading, discussion, experimentation, and production work, students will gain knowledge and practical skills in corset building. Over the course of the semester, students will show mastery of the coursework by successfully building at least two period corsets. No sewing experience is required.

Distribution: FAR. Offered: At the Discretion of the Dept Spring Semester.

THT 322 - Scenic Design (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 323 - Lighting Design (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 324 - Digital Media Design (3)

Arts & Letters-Fine Arts. This course prepares students for the technical process of creating media design for theatrical production. Students will explore the emerging interdisciplinary art of media design, and theatre by the following elements: Learning software that implements sound design, media creation and projection design; Following in-class tutorials, and adjoining modules that develop integrated digital art skills within the context of media design Collaborate in various workshops that expose students to the praxis of media design; Produce six complete projects ranging in size, and complexity that explore different methodologies of practical and conceptual design work; Participate in critical discussions regarding their work. This course will primarily introduce the multi-directional workflow of the Adobe Creative Suite for the nonlinear process of design. Students will develop compositional aptitudes, learn technical skills, and develop a sequence of work that can be critiqued, edited, and synthesized into presentation. The overarching goal for this course is to provide students the technological competences, and artistic forte to work in the digital media design industry.

Offered: At the Discretion of the Dept At the Discretion of the Dept.

THT 389 - Special Topic (1.00 - 3.00)

Arts Letters-Fine Arts. 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: FAR.

THT 403 - Theatre Projects (1.00 - 3.00)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 404 - Theatre Projects (1.00 - 3.00)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 418 - Theatre for Young Audiences (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 422 - Advanced Design (3)

Arts Letters-Fine Arts. 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 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 intership coordinator at the Career Services Office.

Distribution: FAR. Offered: Annual Fall & Spring Semesters.

THT 426 - Dramaturgy (WI) (3)

Arts and Letters-Fine Arts. Advanced Writing. 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. Theatre major or minor or consent of instructor.

Distribution: AW,FAR,WI. Prerequisite: Take one IW, intermediate writing course. . Offered: Odd Year Spring Semester.

THT 471 - Production Stage Mgmt Mentorship (1)

Arts Letters-Fine Arts. Production Stage Management Mentorship. Weekly meetings will be scheduled with the entire Stage Management track. All students on the track will attend each week and learn/ work under the leadership of the Senior Production Stage Manager with the supervision of an assigned faculty member. Additional assignments in assistant stage management and stage management are included in the hours required to satisfy the requirements of this course.

Distribution: FAR. Offered: Annual Fall Spring Semester.

THT 481 - Master Electrician Mentorship Practicum (1)

Arts Letters-Fine Arts. Master Electrician Mentorship Practicum. Weekly meetings will be scheduled with the entire Electrician track. All students on the track will attend each week and learn/work under the leadership of the Senior Master Electrician with the supervision of the Technical Director. Additional work days will be scheduled several times each semester as well.

Distribution: FAR. Offered: Annual Fall 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.

Distribution: FAR. Offered: At the Discretion of the Dept.

THT 489 - Special Topic (1.00 - 3.00)

Arts Letters-Fine Arts. 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: FAR.

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.

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 (3)

Irreconcilable Differences? The Representation of Geopolitical Conflict In Western 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.

Distribution: PS.

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 (1.00 - 6.00)

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 At the Discretion of the Dept.

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 At the Discretion of the Dept.

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.

Payment due dates are listed in the Payment Policy section under Payment Information.

Students unable to meet these obligations may apply for financial assistance through the Financial Aid Office, prior to the first day of classes.

Undergraduate 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 2021-2022 Tuition Rates:

Tuition and fees are adjusted on an annual basis. The following fee schedules are in effect for the 2021-22 academic year:

Undergraduate Full-time Tuition: per semester	$18,453
Undergraduate students registered for 12 through 19 semester credits.	
Undergraduate Part-time Tuition: per semester credit	$1,538
Undergraduate students registered for less than 12 semester credits.	
Undergraduate Overload Tuition: per semester credit	$1,538
Undergraduate students registered for more than 19 credits.	
Accelerated Nursing Program (Cohort 1 - start date Summer 2021): per semester	$15,000
Accelerated Nursing Program (Cohort 2 - start date Summer 2022): per semester	TBD
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 semester credits	$50
4–6 semester credits	$100
7–9 semester credits	$150

Post-Baccalaureate Tuition:

per semester credit	$846

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 $1,538 for each additional credit.

Advanced College Enrollment (ACE) Tuition:

per semester credit	$50
ACE Student Fee per semester	$60
Course and lab fees	Varies by course

Carroll Early Access (CEA) Tuition:

per semester credit	$0
CEA Student Fee per semester	$60
Course and lab fees	Varies by course

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. Students who are registered for part-time credits will be charged tuition at the rates as shown below. In addition, all students will be charged applicable program fees.

Fall or spring faculty led programs

Full-time students	Over 19 credits, Overload Tuition Fees apply
Part-time students: per semester credit	$1,538

Summer faculty led programs

Per semester credit	Varies by program

Summer 2022 Term Tuition:

Undergraduate Tuition per credit	TBD
Post Baccalaureate Tuition per credit	TBD
Audit Tuition per semester credit	$150

Senior Citizen Tuition per credit (audit)

1–3 semester credits:	$50
4–6 semester credits:	$100
7–9 semester credits:	$150

Advanced College Experience (ACE) tuition per semester credit	$50

Academic Year 2021-2022 Fees:

Undergraduate Student Full-time Fee per semester	$600
Undergraduate Part-time students registered for 6 to 11.99 semester credits	$300
Accelerated Nursing Program (Cohort 1 - start date Summer 2021) per semester	$540
Accelerated Nursing Program (Cohort 2 - start date Summer 2022) per semester	TBD

Student Fee supports:

- Technology on campus, including infrastructure, labs, classrooms, and internet access
- Student activities, including lectures, activities, events, etc.
- Wellness center, campus security, and parking.

Undergraduate Programs Enrollment Reservation (advance deposit)	$200
Accelerated Nursing Program Enrollment Reservation (advance deposit)	$400

Candidates who receive offers of admission must indicate their intention to enroll by making an advance deposit. This deposit will be credited to the student's account in the first semester of enrollment.

Room and Board Requirements and Rates

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. 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 graduate from a Helena area high school and will live at home with their parents

or guardians within 30 miles of campus 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 work with the Accessibility Services Coordinator to secure an appropriate accommodation.
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 (2021-2022):

Guadalupe, St. Charles, and Borromeo Halls	
Single-occupancy room	$2,935
Double-occupancy room	$2,556
Triple-occupancy room (Guadalupe/St. Charles)	$2,556
Trinity Hall	
Four-person suite, single bedrooms	$3,094
Four-person suite, double bedrooms	$2,826
Summer 2022 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 are a great addition to Carroll's 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	$1,425 per month (based on unit price)*
2-bedroom	$1,050 per month (based on unit price)*
Deposit	$500 per person

*Monthly rent rates dependent upon apartment occupancy (e.g. 3 students in a 3-bedroom apartment = $475/month; 2 students in a 2-bedroom apartment = $525/month)

Note: Charges listed are subject to change without notice.

Meal Plans

Meal plan selections are for the academic year and are non-transferable. Students are offered the opportunity to change their meal plan selection each semester through Friday of the week school begins. Students must show their ID/meal card to enter the dining hall and when using their Flex Cash.

Carroll College Meal Plan Selection (2021-2022)

Meal Plan	# of Meals	Flex Cash	Available To	Cost Per Semester
All Access	Unlimited: 19 meals/week	$175	All students	$2,652
Block	240 meals/semester	$325	All students	$2,472
Upperclassmen (Juniors/Seniors)	110 meals/semester	$300	Jr, Sr, and Grad students in St. Charles or Trinity; Campus Apartment or Off-Campus only*	$1,501
Commuter	40 meals/semester	$200	Apartment Residents or Off-Campus Students only**	$631

**Junior, Senior, and Graduate students may also choose All Access or Block meal plans.*

***Apartment residents and Off-Campus students may also choose any meal plan.*

All meal plans have access to breakfast, lunch, and dinner. Unused meals are not transferable to future semesters. Unused Flex dollars carry forward from fall semester to spring semester only if a meal plan is purchased spring semester. Unused Flex dollars do no carry forward from spring semester to fall 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.

Undergraduate New Student Orientation Fee

(non-refundable) **$100**

This one-time fee is required of all entering new, full-time students, including transfers for fall semester only.

Nursing Fees

Traditional Undergraduate 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	$350
Clinical Fee for costs of adjunct faculty, per semester	$340

Accelerated Nursing Program Fees (Cohort 1 - start date Summer 2021)

Student Liability Insurance fee mandated by clinical sites, per year	$10
Program Fee for labs and technology requirements, per semester	$650
Clinical Fee for costs of adjunct faculty, per semester	$500

Accelerated Nursing Program Fees (Cohort 2 - start date Summer 2022)

Student Liability Insurance fee mandated by clinical sites, per year	TBD
Program Fee for labs and technology requirements, per semester	TBD
Clinical Fee for costs of adjunct faculty, per semester	TBD

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 have not made payment or enrolled in a payment plan by the semester program due date. See Payment Policy section. Registration or meal and/or room changes made after the semester program due date, that result in additional charges, are 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 suspended 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 Residential Life and Housing. 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 Residential Life and Housing 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.

Undergraduate Graduating Student Fee	$160
Accelerated Nursing Program Graduation Fee	$160

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

Carroll College full-time and part-time students registered for 6 credits or more, receive a parking permit as part of their tuition and fees. For all others that want to park on campus, a permit must be purchased for the academic year (non-refundable).

Student Parking	$100

All students who use campus parking facilities must register their vehicle with the Parking Office and reserve or 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:

- Undergraduate Fall term- August 1
- Undergraduate Spring term- January 1
- Undergraduate Summer term- five days prior to the start of each summer session
- Accelerated Nursing Program Fall term- September 1
- Accelerated Nursing Program Spring term- January 1
- Accelerated Nursing Program Summer term- May 1

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. 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 installment payment plan. 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. 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. Prior to refunding, students will receive a textbook voucher by email explaining how to use it at the Saints' Shoppe virtual bookstore with MBS Direct. Students who choose to have a credit balance remain on their account within the same financial aid award year must sign the Federal Student Aid (Title IV) Authorization 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 to the student or the balance due to 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

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. Program, laboratory, course, workshop, and new student orientation fees are non-refundable.

Undergraduate Withdrawal Date	Refund
Within 1st week of semester	100% refund, less minimum $25 registration fee
Within 2nd week of semester	75% refund, less minimum $25 registration fee
Within 3rd week of semester	50% refund, less minimum $25 registration fee
Beyond the 3rd week of semester	0% refund

Accelerated Nursing Program Withdrawal Date	Refund
10 days prior to beginning of first course each semester	100% refund, less $400 deposit forfeiture
1-9 days prior	50% refund
First day of course in the semester or after	0% refund

Refund Policy for Undergraduate Summer Semester

Students must complete a drop card at the Registrar's Office by the drop date to receive a refund.

Undergraduate 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 an undergraduate 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, administrative withdrawal, or suspension; the student's institutional financial aid will be reduced based on the date of withdrawal during the semester. This follows the program's tuition refund policy.

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 refunds are based on the academic withdraw refund policy. 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 refunds are based on the academic withdraw refund policy.

Withdrawal

If an 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 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. 13)); 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 undergraduate 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.

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.

Payment Return Policy

A charge of $30 will be assessed each time that a payment 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 payment received for 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

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Ms. Lori Peterson, VP for Finance and Administration, Asst. Treasurer

The Presidents of Carroll College

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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, *President Emeritus*
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 E. 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
Erik Rose	Director of Institutional Research & Strategy
Kara Paul	Senior Executive Assistant to the President

Academic Affairs

Dr. Jennifer Glowienka	Senior Vice President for Academic Affairs B.S., 1997, Boise State University Ph.D., 2003, University of Colorado
Amy Honchell	Associate Vice President for Academic Affairs
Dr. Grant Hokit	Senior Research Associate
Dr. John Ries	Faculty Dean
Cassie Hall	Registrar
Dayle Williams	Associate Registrar
Dr. Jennifer Oates	Director of the Library
Dan Case	Academic Technology
Maria Larson	Executive Assistant to Academic Affairs

Advancement

Vacant	Vice President for Advancement
Kathy Ramirez	Sr. Major Gifts Office/Planned Giving
Kellie Dold	Director of Advancement Services and Annual Giving
Renee Wall	Director of Alumni and Family Relations
Vacant	Director of Grants & Contracts

Athletics

Charles Gross	Athletic Director
Daniel Salle	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
Shannon Flynn	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
Troy Purcell	Head Coach, Football
Randy Bandelow	Assistant Coach, Football
Wesley Nurse	Assistant Coach, Football
Alex Pfannenstiel	Assistant Coach, Football
Ryan Springer	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
Vacant	Head Coach, Women's Softball
Maureen Boyle	Head Coach, Women's Volleyball
Kris Ward	Head Athletic Trainer
Maise Walters	Assistant Athletic Trainer

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
Karla Smith	Director of Human Resources and Administrative Services, Title IX Coordinator
Jennifer Bingham	Associate Director of Human Resources
Kari Brustkern, CPA	Controller
KaRena Reighard	Assistant Controller
Maria Rogne	Director, Student Business Services and E-Commerce
Sheri Vukasin	Manager of the Campus Store (Saints Shoppe)

Facilities

Butch Biskupiak	Director of Facilities
Dan Byrd	Assistant Director of Facilities
John Juntunen	Grounds Manager

Student Engagement and Mission Integration

Michael McMahon	Vice President for Student Engagement and Mission Integration B.A., 2004, Carroll College M.S., 2007, Utah State University
Jason Grimmis	Director of Campus Security and Public Safety
Joseph Klobasa	General Manager, Sodexo
Annette Farley	Executive Assistant

Campus Ministry

Fr. Marc Lenneman	College Chaplain/Director of Campus Ministry
Fr. Bart Tolleson	Associate Chaplain and Campus Minister
Deidre Casey	Assistant Director of Campus Ministry
Chris Yakawich	Assistant Director of Campus Ministry

Enrollment Management and Marketing

Richard "Chip" Hinton	Assistant Vice President for Enrollment
Laurie Rodriguez	Director of Enrollment Operations
Janet Riis	Director of Financial Aid
Sarah Lawlor	Director of Public Relations
R. Tyler Eisbach	Sr. Associate Director of Admission, Northwest Regional Office
Vacant	Associate Director of Admission, Special Populations
Jaime Borrego	Associate Director of Financial Aid
Carol Will	Associate Director of Financial Aid (Loans)

Student Life and Saints Success Center

Annette Walstad	Dean of Students, Title IX Coordinator
Zack Eckerdt	Assistant Dean of Students / Director of Residential Life and Housing
Darby Waldbillig	Area Coordinator, Residential Life and Housing
Cameron Ferguson	Area Coordinator, Residential Life and Housing
Patrick Harris	Director of Student Activities and Leadership
Brad Maddock	Director of Campus Recreation
Kerri Rigsby	Director of the Wellness Center
Kelli Kerpa	Associate Director of Counseling Services
Brandy Keely	Director of VA Services and Certifying Official
Shannon Ackeret	Director of Global Education
Wesley Feist	Director of Career Services
Cheri Long	Associate Director of Academic Advising

Department Chairs, 2021-2022 Academic Year

ANTHROZOOLOGY: Dr. Marie Suthers
BIOLOGICAL AND ENVIRONMENTAL SCIENCES: Dr. Stefanie Otto-Hitt
BUSINESS, ACCOUNTING & ECONOMICS: Dr. Belle Marie and Ms. Julia Mull
CHEMISTRY: Dr. David Hitt
COMMUNICATION STUDIES: Prof. Brent Northup
EDUCATION: Dr. Robert Stansberry
FINE ARTS: Prof. Kimberly Shire
HEALTH SCIENCES: Prof. Kelly Parsley
HISTORY: Dr. Jeanette Fregulia
LANGUAGES & LITERATURE: Dr. Loren Graham
MATHEMATICS, ENGINEERING, COMPUTER SCIENCE & PHYSICS: Dr. Theodore Wendt
MASTER OF SOCIAL WORK: Dr. James Petrovich
NURSING: Prof. Lauren Swant
PHILOSOPHY/CATHOLIC STUDIES: Dr. Mark Smillie
POLITICAL SCIENCE & INTERNATIONAL RELATIONS: Dr. Jeremy Johnson
PSYCHOLOGY: Dr. Nikki Honzel
SOCIOLOGY & ANTHROPOLOGY: Dr. Jamie Dolan
THEOLOGY: Dr. John Ries

Program Directors

COMPUTER SCIENCE: Dr. Shaun Scott
CORE CURRICULUM: Dr. Ed Glowienka
CIVIL ENGINEERING: Prof. Gary Fischer
ENGINEERING SCIENCE: Dr. Tony Szpilka
ENVIRONMENTAL SCIENCE: Dr. Patricia Heiser
FRENCH: Dr. Anneliese Renck
GENDER STUDIES: Dr. Jamie Dolan
HONORS SCHOLARS PROGRAM: Dr. Katherine Greiner
INTERNATIONAL RELATIONS: Dr. Alex Street
LIBRARY: Dr. Jennifer Oates
MATHEMATICS: Dr. Jodi Fasteen
MUSIC: Dr. Lynn Petersen
PHYSICS: Dr. Anthony Szpilka
ROTC: CPT Jeffery Whitney
SPANISH: Dr. Ryan Hallows

Carroll College Faculty

TRAVIS ALMQUIST (2016)
Associate Professor of Biology
B.A., 2006, Concordia College
M.S., 2008, North Dakota State University
Ph.D., 2013, Washington State University

AMBER ANDRIOLO (2021)
Instructor of Psychology
B.S., 2005, Montana State University
B.A., 2005, Cello Performance
M.S.W., 2015, University of Southern California

LESLIE A. ANGEL (2009)

Associate Professor of Psychology and Anthrozoology
B.A., 2001, Wright State University
M.A., 2003, University of Dayton
Ph.D., 2010, University of Montana

CHRISTINE M. BANTA (2019)

Associate Professor of Nursing
BSN, 1987, University of Scranton
MSN, 1997, University of Pennsylvania School of Nursing

ASHLEY E. BECK (2020)
Assistant Professor of Genetics
B.A., 2011, Central College
Ph.D., 2018, Montana State University

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

STEPHANIE BURKHOLDER (2016)
Assistant Professor of Nursing
B.S., 2006, University of Pennsylvania School of Nursing
M.N., 2011, Montana State University College of Nursing

ERIN BUTTS (2021)
Assistant Professor of Masters of Social Work
B.A., 2003, Carroll College
M.S.W., 2010, University of Montana

CHRISSIE CARPENTER (2020)

Visiting Associate Professor of Biochemistry

B.A., 2002, Carroll College

Ph.D., 2008, University of Montana

DANE J. CASH (2013)
Associate Professor of History
B.A., 1997, Ithaca College
M.A., 2003, Boston University
Ph.D., 2012, Boston University

LEA CHIAVARAS (2021)
Assistant Professor of Accelerated Nursing
B.A., 2005, Carroll College
M.S., 2010, University of Minnesota – Twin Cities

KELLY CLINE (2003)
Professor of Mathematics, Physics and Astronomy
B.S., 1998, Eastern Oregon University
M.S., 2000, University of Colorado
Ph.D., 2003, University of Colorado at Boulder

REBECCA COATES (2021)
Visiting Assistant Professor of Chemistry
B.A., 2008, Carroll College
Ph.D., 2017, University of Salt Lake

MARGO DEMELLO (2020)

Assistant Professor of Anthrozoology
B.A., 1988, University of California, Berkeley
M.A., 1991, University of California, Davis
Ph.D., 1995, University of California, Davis

ADEL DIMIAN (2018)
Associate Professor of Business
B.S., 1983, University of Minnesota
Ph.D., 1988, North Dakota State University
M.B.A., 1996, University of Minnesota

JAMIE M. DOLAN (2008, 2009)
Associate Professor of Sociology
B.A., 2002, Carroll College
M.A., 2004, University of Arizona
Ph.D., 2009, University of Arizona

JODI FASTEEN (2015)
Associate Professor of Mathematics
B.S., 2003, North Dakota State University
M.S., 2005, University of Oregon
Ph.D., 2015, Portland State University

BARRY J. FERST (1980)
Professor of Philosophy
A.B. (L.A.S.), 1968, University of Illinois
M.A., 1969, Kansas State University
Ph.D., 1976, Tulane University

GARY FISCHER (2006)
Associate Professor of Engineering
B.S., 1978, Montana State University
M.S., 1986, University of California-Davis

JEANETTE FREGULIA (2007)
Associate Professor of History
B.A., 1982, University of the Pacific
M.A., 1987, University of London
Ph.D., 2007, University of Nevada-Reno

KIMBERLY GARRISON (1996, 2021)
A.D., 1978, Northern Montana College
B.S.N., 1980, Montana State University
M.N., 1984, University of Washington

KATHLEEN M. GILBOY (2013)
Assistant Professor of Education
B.A., 1987, Carroll College
M.A., 2002, Montana State University-Northern
Ed.D, 2019, Concordia University-Portland

EDWARD W. GLOWIENKA (2013)
Associate Professor of Philosophy
B.A., 2004, University of Scranton
M.A., 2011, Emory University
Ph.D., 2013, Emory University

JENNIFER GLOWIENKA (2003)
Professor of Biology
B.S., 1997, Boise State University
Ph.D., 2003, University of Colorado

LOREN GRAHAM (2001)
Professor of English and Creative Writing
B.M., 1980, Oklahoma Baptist
B.A., 1981, Oklahoma Baptist

M.A., 1986, Baylor University
M.F.A., 1988, University of Virginia

KATHERINE GREINER (2015)
Associate Professor of Theology
B.A., 2005, Carroll College
M.T.S., 2007, Weston Jesuit School of Theology
Ph.D., 2017, Boston College

SOUMITREE GUPTA (2014)
Associate Professor of English
B.A., 2001, Jadavpur University
M.A., 2003, Jadavpur University
Ph.D., 2013, Syracuse University

ALYSSA HAHN (2018)
Assistant Professor of Biomechanics
B.A., 2014, Carroll College
Ph.D., 2018, Montana State University

ERIC E. HALL (2013)
Associate Professor of Philosophy and Theology
B.A., 2002, Northwest University
M.A., 2005, Loyola Marymount University
Ph.D., 2011, Claremont Graduate University

RYAN HALLOWS (2014)
Associate Professor of Spanish
B.A., 2004, Central Washington University
M.A., 2006, Indiana University
Ph.D., 2013, Indiana University

ALAN D. HANSEN II (2008)
Professor of Communication Studies
B.A., 1996, Boise State University
Ph.D., 2002, University at Albany

R. STEPHEN HARPER (1988)
Professor of Computer Science
B.A., 1973, Rocky Mountain College
M.S., 1988, University of Denver

PATRICIA HEISER (2012)
Associate Professor of Earth Science
B.S., 1990, University of Vermont
Ph.D., 1997, University of Alaska Fairbanks, College of Natural Sciences

JOE HELBLING (2012)
Associate Professor of Education
B.A., 1998, Whitworth College
M.S., 2005, Western Oregon University
Ph.D., 2012, University of Connecticut

HANNAH HEMPHILL (2020)
Assistant Professor of Catholic Studies
B.A., 2001, Taylor University
M.Litt., 2003, University of St. Andrews
M.T.S., 2005 University of Notre Dame
M.St., 2008, University of Oxford
Ph.D., 2019, University of Notre Dame

DAVID HITT (2012)
Associate Professor of Chemistry
B.S., 2005, North Carolina State University
Ph.D., 2011, University of California

D. GRANT HOKIT (1996)

Senior Research Associate Professor of Biology
B.S., 1986, Colorado State University
Ph.D., 1994, Oregon State University

NIKKI HONZEL (2015)
Associate Professor of Psychology
B.A., 2004, Colgate University
M.A., 2005, University of Louisville
Ph.D., 2008, University of Louisville

KERI JAYNES (2021)
Visiting Instructor of Mathematics
B.S., 2001, University of Montana – Western
M.S., 2008, Montana Technological University

JANET JOHNSON (2016)
Instructor of Nursing
B.A., 1998, Carroll College

JEREMY JOHNSON (2011)
Associate Professor of Political Science
B.A., 1997, University of Pennsylvania
M.A., 2000, Villanova University
M.P.A., 2005, Villanova University
A.M., 2007, Brown University
Ph.D., 2010, Brown University

CHARLOTTE M. JONES (1993)
Professor of Communication Studies
B.A., University of Montana
M.A., San Diego State University
Ph.D., University of Texas-Austin

PATRICK JUDGE (2021)
Instructor of Physics
B.A., 1993, Colorado College
M.S., 2000, University of Montana

MARY E. KEEFFE (1997)
Associate Professor of Mathematics, Engineering & Physics
B.S., 1984, University of Notre Dame
M.S., 1987, Cornell University
Ph. D., 1994, Cornell University

MEREDITH KRUTAR (2010)
Associate Professor of Nursing
B.S., 1999, University of Virginia-Charlottesville
M.S., 2005, Johns Hopkins University
APRN-BC, FNP, RN

MELISSA KUKULSKI (2021)
Assistant Professor of Accelerated Nursing
B.A., 2007, Arizona State University
M.S., 2016, University of Phoenix

DOREEN KUTUFAM (2006)
Associate Professor of Communication Studies
H.N.D., 1995, National Film and Television Institute, Accra, Ghana
M.S., 1999, Syracuse University
Ph.D., 2007, Syracuse University

CHRISTOPHER LUSTGRAAF (2021)
Assistant Professor of Psychology
B.S., 2013, Montana State University
M.A., 2015, University of Southern Mississippi
Ph.D., 2017, University of Southern Mississippi

SILVIA MADRID (2021)
Visiting Assistant Professor of Mathematics
B.S., 1999, Universidad Nacional Autonoma de Mexico
M.S., 2002, University of Arizona
Ph.D., 2010, University of Arizona
Ph.D., 2021, Washington State University

BELLE MARIE (1992)
Professor of Business
B.S., 1982, University of Montana
M.B.A., 1988, University of Montana
D.B.A., 2014, George Fox University
C.P.A., C.M.A., C.I.A., C.G.M.A, C.F.E.

THERESA A. MCHUGH (2018)
Associate Professor of Microbiology
B.S., 2001, University of Notre Dame
M.S., 2004, Northern Arizona University
Ph.D., 2013, Northern Arizona University

ERIC MEYER (2017)
Associate Professor of Theology
B.A., 2003, Westmont College
M.A., 2008, Regent College
Ph.D., 2014, Fordham University

SARA MOLLAMOHAMMADA (2020)
Assistant Professor of Engineering
B.S., 2009, Sharif University of Technology
M.Sc., 2015, University of Nebraska

MOLLY MOLLOY (2021)
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B.A., 1998, University of Montana
M.A., 2008, University of Montana

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Professor of English
B.A., 1985, Boise State University
M.A., 1988, Pennsylvania State University
Ph.D., 1993, Pennsylvania State University

JULIA L. MULL (2011)
Associate Professor of Business
B.A, 1984, University of Louisville
M.A., 1990, University of Denver
M.B.A., 2006, Indiana University-Fort Wayne
M.S., 2013, Montana State University

JULIAN NOLEN (2018)
Assistant Professor of Psychology
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

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Professor of Communication Studies\Director of Forensics
B.A., 1968, Whitman College
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B.S., 2001, SUNY at Stony Brook

Ph.D., 2007, SUNY at Stony Brook

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Associate Professor of Health Sciences
B.A., 1998, Pennsylvania State University
M.A., 1990, Pennsylvania State University
M.P.H., 2016, University of Montana

DEAN PAVLAKIS (2014)
Associate Professor of History
B.A., 1980, Harvard College
M.A., 1984, Yale University School of Management
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

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Professor of Masters of Social Work
B.S., 2000, Mississippi College
M.S.W., 2003, New York University
Ph.D., 2009, University of Texas at Arlington

CAROLINE PHARR (2011)
Associate Professor of Chemistry
B.A., 2003, Carroll College
Ph.D., 2008, University of Wisconsin-Madison

ANNELIESE POLLOCK RENCK (2017)
Associate Professor of French
B.A., 2008, University of California–Santa Barbara
M.A., 2010, University of California–Santa Barbara
Ph.D., 2014, University of California–Santa Barbara

JOHN RIES (2004)
Professor of Theology
B.A., 1982, Cardinal Glennon College-St. Louis
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
S.T.L./M.A., 1993, Katholieke Universiteit Leuven-Leuven, Belgium
S.T.D/Ph.D., 2000, Katholieke Universiteit Leuven-Leuven, Belgium

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Assistant Professor of Spanish
B.A., 1981, University of Utah
M.S., 1985, University of Utah

ELVIRA RONCALLI (2005)
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

JOHN ROWLEY (2013)
Associate Professor of Chemistry
B.S., 2005, University of Alaska Fairbanks
M.A., 2008, Johns Hopkins University
Ph.D., 2011, Johns Hopkins University

ANNETTE RYERSON (2011)
Associate Professor of Business
B.A., 1986, Rutgers, The State University

M.B.A., 1988, College of William and Mary
D.B.A., 2003, Nova Southeastern University

KAY A. SATRE (1992)
Professor of English
B.A., 1978, Carroll College
M.A., 1981, Boston College
Ph.D., 1998, University of Massachusetts at Amherst

GERALD SCHAFER (2014)
Assistant Professor of Health Sciences
B.A., 1995, Walla Walla University
B.S., 1995, Walla Walla University
M.S., 2001, Walla Walla University
Ph.D., 2013, University of Pittsburgh

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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

ELIZABETH SHEAFOR (2014)
Instructor of Biology
B.A., 1993, University of California-Santa Cruz
M.A., 1997, University of Colorado-Boulder

BRANDON SHEAFOR (2010)
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B.A., 1988, Colorado College
Ph.D., 1997, University of Colorado-Boulder

KIMBERLY SHIRE (2016)
Associate Professor of Theatre
B.A., 1995, Seattle Pacific University
M.F.A., 2015, University of Hawai'i at Manoa

WILLIAM MARK SMILLIE (1995)
Professor of Philosophy
B.A., 1983, Thomas Aquinas College
Ph.D., 1992, University of Notre Dame

SFC MATTHEW SONSTENG (2020)

Assistant Professor of Military Science

B.A. 2009, Montana State University

ROBERT J. STANSBERRY (2001, 2017)
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., 1987, Bluefield State College
B.A., 1991, Concord University
M.A., 1993, Radford University

M.F.A., 1996, University of Arkansas

ALEX STREET (2014)
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

MOLLY SUMRIDGE (2019)

Instructor of Anthrozoology

B.A., 2004, Drew University

M.S., 2019, Canisius College

MARIE SUTHERS (2012)
Professor of Psychology and Anthrozoology
B.S., 1978, The Ohio State University
D.V.M., 1982, The Ohio State University

LAUREN SWANT (2021)
Associate Professor of Nursing
B.S., 2008, University of Pittsburgh
M.S., 2013, Indiana State University

ANTHONY M. SZPILKA (1993)
Professor of Mathematics, Engineering, and Physics
B.S., 1979, Princeton University
M.S., 1983, Cornell University
Ph.D., 1985, Cornell University

ANDREW THOMAS (2018)
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

NICOLE TODOROVICH (2019)
Assistant Professor of Nursing
B.A., 2005, Carroll College
M.N., 2011, Montana State University

THEODORE J. WENDT (2013)
Associate Professor of Math and Computer Science
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

CPT JEFFERY WHITNEY (2021)
Assistant Professor of Military Science
B.S., 2013, Grantham University

NATHAN WILLIAMS (2021)
Assistant Professor in Computer Science
B.S., 1994, Montana State 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
RALPH ESPOSITO, Fine Arts - Art
KIM GARRISON, Nursing
DONNA GREENWOOD, Nursing
DR. ANNE PERKINS, Anthrozoology
TERRY MULLEN, Engineering and Mathematics
DR. ERIK PRATT, Political Science

Graduate Programs Bulletin 2021-2022

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 graduate 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. 389).
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	3
BA 303	Intermediate Financial Accounting I	3
BA 306	Marketing	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
BA 415	Federal Taxation	3

EC 201	Principles of Microeconomics	3

CRITERIA FOR ADMISSION TO THE MASTER OF SOCIAL WORK PROGRAM

1. Evidence of a bachelor's degree in any field from a U.S. or international regionally accredited post-secondary institution. For unconditional admission, an applicant's cumulative GPA over the last two years of undergraduate education should be no less than 3.00. We will, however, consider applicants with less than a 3.00 GPA for conditional admission. If your GPA is less than a 3.00, submit a brief letter explaining your undergraduate performance and how you will maintain a 3.00 in Carroll's MSW program.
2. Evidence of completion of the Background Curriculum for Master of Social Work (p. 390). See below for a description of this curriculum.
3. Graduate application and official transcripts per Carroll College Graduate Admissions.
4. A professional essay that adequately responds to prompts provided in the application system.
5. References supporting the applicant's potential to a complete a graduate-level academic program.
6. 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.
7. Students may enroll either full-time or part-time in the Master of Social Work program.

Background Curriculum for Master of Social Work

Applicants to the Master of Social Work program need to have completed 18 semester credits in humanities, social sciences, and natural sciences. These courses can be taken in disciplines such as anthropology, biology, general studies, history, liberal studies, psychology, or sociology. *Note – these courses do not need to be completed when you apply, but must be finished prior to starting the program.*

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.

Currently, Carroll College is accepting two recipients of the Yellow Ribbon Program in the Masters of Social Work Program (MSW) per academic year. More detailed information about this program can be found in the VA/DoD Educational Programs (p. 172) section of the catalog.

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.

Payment due dates are listed within Payment Information.

Student tuition, room and board, and applicable course fees are due by the semester due date. Students unable to meet these obligations may apply for financial assistance through the Financial Aid Office, prior to the first day of classes.

Tuition and Fees

Academic Year 2021-2022 Tuition Rates:

Tuition and fees are adjusted on an annual basis. The following fee schedules for graduate programs are in effect for the 2021-2022 academic year:

Master of Accountancy Tuition: per semester credit	$584
Master of Social Work Tuition: per semester credit	$850

Academic Year 2021-2022 Fees:

Master of Accountancy Graduate Fee: per semester	$110
Master of Social Work Full-time Master Fee: per semester	$600
Master of Social Work students registered for 8 or more credits.	
Master of Social Work Part-time Master Fee: per semester	$300
Master of Social Work students registered for 1 to 7 semester credits.	
Master of Social Work Liability Fee: per year	$100
Master of Social Work Program Fee: per semester	$150
Master of Social Work Clinical Fee: per semester	$300
Master Graduation Fee (one-time fee during the final semester)	$160

Graduate Fee & Master Fee supports technology, student services, use of Hunthausen Activity Center and access to campus events.

Master of Accountancy Enrollment Reservation (Tuition Deposit):	$200
Master of Social Work Enrollment Reservation (Tuition Deposit):	$400

Candidates who receive offers of admission must indicate their intention to enroll by making an advance deposit.

This deposit will be credited to the student's account in the first semester of enrollment. The deposits are non-refundable.

Payment Information

All registration charges must be paid by:

- Master of Accountancy Fall term- August 1
- Master of Accountancy Spring term- January 1
- Master of Accountancy Summer term- five days prior to the start of each summer session
- Master of Social Work Fall term- August 1
- Master of Social Work Spring term- January 1
- Master of Social Work- 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. 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.

Refund Policy

Should a student withdraw from the College, the following policies apply in computing the refund due to the student or the balance due to 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.

Refund and Full Withdrawal from the College

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. Program, laboratory, course, workshop, and new student orientation fees are non-refundable.

Master of Social Work Withdrawal Date	Refund
10 days prior to beginning of first course each semester	100% refund, less $400 deposit forfeiture
1-9 days prior	50% refund
First day of course in the semester or after	0% refund

Master of Accountancy Withdrawal Policy

The Master of Accountancy withdrawal policy is determined by the number of weeks of each scheduled module. The course must be dropped prior to start date to receive 100% refund for the course. If the course is 8 weeks (for example), the student has 8 days to drop and receive a 50% refund. On or after the 9th day, 0% 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.

The Master of Accountancy drop policy is determined by the number of weeks of each scheduled module. The course must be dropped prior to start date to receive 100% refund for the course. If the course is 8 weeks (for example), the student has 8 days to drop and receive a 50% refund. On or after the 9th day, 0% refund.

Refund Policy for Graduate Summer Semester

Students must complete a drop card at the Registrar's Office by the drop date.

Master of of Accountancy Drop Date	Refund
5 days prior to session start date	100% refund
4 days prior to through 1st day of session	50% refund
After 1st day of session	0% refund

Withdrawal

If an 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.

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 are a great 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 (2021-2022):

3-bedroom	$1,425 per month (based on unit price)*
2-bedroom	$1,050 per month (based on unit price)*

Monthly rent rates dependent upon apartment occupancy (e.g., 3 students in a 3-bedroom apartment=$475/month per student; 2 students in a 2-bedroom apartment=$525/month per student).

Note: Charges listed are subject to change without notice.

Meal Plans

Meal plan selections are for the academic year and are non-transferable. Students are offered the opportunity to change their meal plan selection each semester through Friday of the week school begins. Students must show their ID/meal card to enter the dining hall and when using their Flex Cash.

Carroll College Meal Plan Selection (2021-2022)

Meal Plan	# of Meals	Flex Cash	Available To	Cost Per Semester
All Access	Unlimited: 19 meals/week	$175	All students	$2,652
Block	240 meals/semester	$325	All students	$2,472
Upperclassmen (Juniors/Seniors)	110 meals/semester	$300	Jr, Sr, and Grad students in St. Charles or Trinity; Campus Apartment or Off-Campus only*	$1,501
Commuter	40 meals/semester	$200	Apartment Residents or Off-Campus Students only**	$631

**Junior, Senior, and Graduate students may also choose All Access or Block meal plans.*

***Apartment residents and Off-Campus students may also choose any meal plan.*

All meal plans have access to breakfast, lunch, and dinner. Unused meals are not transferable to future semesters. Unused Flex dollars carry forward from fall semester to spring semester only if a meal plan is purchased spring semester. Unused Flex dollars do no carry forward from spring semester to fall 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. The policies detailed below are only those that differ from the respective undergraduate level policies.

Graduate Level Study Load

Students must be registered for 8 graduate level semester credits to be considered full-time, and 4 graduate level semester credits to be considered half-time. The normal full-time study load can vary between 8-15 graduate credits per semester, depending on the graduate program. 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 8 graduate credits and may be required to enroll in more for eligibility reasons.

Graduate Level 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 for Graduate Students

Full-time graduate students (8 graduate semester credits or more at Carroll) 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 8 graduate 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 for Graduate Students

Graduate level courses (500-600) may not be taken for elected pass/fail grading; some courses may automatically be graded on a pass/fail basis per departmental policy.

Repeating a Course for Graduate Students

Graduate 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 Graduate Level Credits

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 20% of a program's overall graduate semester credits will be allowed to transfer (e.g. 6 graduate credits for a 30-credit program). Clinical experience and practicum credits are not included in the calculation of allowable transfer credits and they are not eligible for transfer without special approval from the program director.
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 for Graduate Students

A degree-seeking graduate student enrolled at Carroll College may pursue a one-year program leading to the Master of Accountancy (MACC) (p. 396) degree, or a two-year program leading to the Master of Social Work (MSW) (p. 396) degree. All degree and program requirements as described in this catalog must be completed.

Catalog Year and Aging of Credits for Graduate Students

Graduate 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.

Application for Degree and Commencement for Graduate Students

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 degree requirements. Graduating students, including graduate level students, are expected to be present at the annual Commencement exercises; graduate students whose graduation applications have been approved for the Fall, Spring, or Summer term of the current academic year are eligible to participate in the annual Commencement ceremony in May.

Graduate Programs

MASTER OF ACCOUNTANCY, MACC

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. Analyze technical accounting problems and formulate solutions using theories, concepts, and practice of professional accountancy.
2. Apply standards of legal and/or ethical behavior in accounting decision-making.
3. Participate as a team member to solve accounting challenges.
4. Demonstrate research, analysis, writing, and presentation of complex accounting issues appropriate to a variety of audiences.

Degree Requirements

To earn the Master of Accountancy degree from Carroll College, the following requirements must be met:

1. *Completion of 30 graduate semester hours.*
2. *Completion of all program requirements.*
3. *Achievement of a minimum 3.0 cumulative grade point average.*

BA501	Professional Ethics & Legal Issues	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 Accounting & Data Analytics	3
BA536	Sustainability Acct & Integrated Reports	3
BA575	Managerial Acct& Contemporary Bus Issues	3

Notes:

1. *All Master of Accountancy students must earn a grade of "B-" or better in all required courses.*
2. *In addition to the courses listed above, all Master of Accountancy students are required to complete a residency weekend, as well as to take a comprehensive exam at the end of their curriculum.*

MASTER OF SOCIAL WORK, MSW

JAMES PETROVICH, PH.D., LMSW (TX)
ERIN BUTTS, MSW
MOLLY MOLLOY, LCSW

MSW Mission Statement

The mission of Carroll College's MSW Program is to educate clinical social workers who prevent and solve complex social problems negatively affecting vulnerable and underserved individuals, families, groups, organizations, and communities in Montana, across the nation, and throughout the world. Our program is rooted in the principles and methods of culturally competent trauma-informed care, integrated care, and evidence-based practice; preparing ethical and competent social work leaders who elevate community health and functioning and promote social and economic justice through a focus on strengths, resilience, and empowerment.

MSW Program Goals

1. Educate students about foundational social work perspectives, such as person-in-environment, as well as core curricular components of trauma-informed care; integrated care; the selection, use, and evaluation of evidence-based practices;

interdisciplinary practice; and organizational and professional leadership.

2. The program will teach students to understand how their personal values and spiritual beliefs intertwine with the profession's code of ethics and how both can impact professional decision-making and clinical practice.
3. Provide students with the skills needed to accurately assess client problems and to use a comprehensive array of clinical skills to formulate interventions that account for cultural differences, limited resources, and other complex factors.
4. Train students to accurately integrate and apply research and evaluation methods into treatment planning and community programming.
5. Provide students with the skills to maximize the use of current technologies to address the needs of vulnerable and underserved client groups.

Student Learning Outcomes

Student learning objectives are based on competencies identified by the Council on Social Work Education (CSWE). In the first, generalist year of the two-year traditional program, the program uses competencies and associated descriptions and practice behaviors as defined by CSWE. In the second year of the traditional program, or the one-year advanced standing tract, the program evaluates student learning based on extended and enhanced CSWE competencies. The program also evaluates student learning based on a tenth competency: Demonstrates professional leadership. The competencies are identified below:

Competency 1 – Demonstrate Ethical and Professional Behavior
Competency 2 – Engage Diversity and Difference in Practice
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 – Engage In Practice-informed Research and Research-informed Practice
Competency 5 – Engage in Policy Practice
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 10 – Practice Professional Leadership (specialized year or advanced standing tract only)

Program performance on each competency is assessed using the following benchmarks:

Year 1 (Generalist year): 80% of students will average 3.0 or higher
Year 2 (Specialized year or advanced standing tract): 80% of students will average 4.0 or higher

Degree Requirements

To earn the Master of Social Work degree from Carroll College, the following requirements must be met:

1. *Completion of 60 graduate semester hours (generalist and specialized curriculum) and 900 field practicum hours for students enrolled in the traditional program. Students meeting criteria for advanced standing complete 30 graduate semester hours (specialized curriculum) and 500 field practicum hours.*
2. *Completion of all program curriculum requirements.*
3. *Achievement of a minimum 3.0 cumulative grade point average.*

Curriculum Requirements

Generalist Curriculum

SW502	Human Behavior in the Social Environment	3
SW503	Clinical Methods I	3
SW505	Diversity & Social Justice	3
SW515	Practicum I	3
SW516	Field Seminar I	3
SW504	Research for Social Work Practice	3
SW506	Clinical Methods II	3
SW507	Policy and Advocacy in Social Work	3
SW525	Practicum II	3
SW526	Field Seminar II	3

Specialized Curriculum

SW510	Clinical Assessment and Diagnosis	3
SW511	Clinical Methods III	2

SW513	Substance Use and Dual Diagnosis	3
SW535	Practicum III	3
SW536	Field Seminar III	2
SW512	Clinical Methods IV	3
SW514	Leadership and Administration	2
SW545	Practicum IV	3
SW546	Field Seminar IV	3

Plus six (6) credits of Social Work electives

SW589	Special Topic Elective	1.00 - 3.00

Notes:

1. *All Master of Social Work students must earn a grade of "B-" or better in all required courses.*
2. *The program requires students to attend on campus, in-person residencies scheduled each semester. The fall semester typically includes residencies at the beginning, middle, and end of the semester, generally from Friday at 1:00pm to Sunday at 12:00pm. The spring semester typically includes two residencies scheduled at the middle and end of the semester, generally scheduled from Friday at 1:00pm to Sunday at 12:00pm.*

Graduate Level Course Descriptions

Please refer to the full Carroll College Catalog for Common Terms and Course Numbers and Class Cancellation policies. (p. 177)

BA - Business and Accounting GR Level

BA 501 - Professional Ethics & Legal Issues (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 Spring 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 Spring 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 Summer 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 Spring 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 Accounting & 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 Summer Semester.

BA 536 - Sustainability Acct & Integrated Reports (3)

Sustainability Accounting and Integrated Reporting 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 Fall Semester.

BA 575 - Managerial Acct& Contemporary Bus Issues (3)

Managerial Accounting and Contemporary Business Issues. Contemporary issues such as governance, globalization, economic concerns, information systems, financial and operational management, managerial accounting, and strategic planning are among the topics covered in this course. Prerequisites: Admission to the Master of Accountancy. Prerequisites: Admission to the Master of Accountancy.

Offered: Annual Fall Semester.

SW - Social Work GR Level

SW 502 - Human Behavior in the Social Environment (3)

Human Behavior and the Social Environment presents students with principles and theories related to human development and human behavior, with an emphasis on introducing students to basic concepts related to psychological trauma and adverse childhood experiences as well as the biopsychosocial framework that supports integrated care. Content introduced in HBSE provides a critical foundation for students as they leverage this knowledge to identify and implement clinical interventions with diverse client groups in a variety of practice settings. For example, HBSE course content is integral to helping young clients develop social and emotional skills, or assisting young adult clients with the development of cognitive-behavioral skills to manage their thoughts and emotions. In terms of the application of evidence-based practices such as Motivational Interviewing, Solution-Focused Brief Therapy, and other client-centered approaches, it is critical that social workers possess a comprehensive understanding of human behavior and the manner in which biological and social factors contribute to emotional and cognitive functioning and how the same biological and social factors can positively or negatively influence client health, well-being, and functioning.

Offered: Annual Fall Semester.

SW 503 - Clinical Methods I (3)

Social Work Clinical Methods I overviews skills commonly used in generalist social work to engage with clients, conduct an assessment, identify the problem's source, match an intervention to the problem, implement a change strategy, evaluate the success of the intervention and make adjustments as needed, and positively terminate with a client. The course strengthens students' engagement and assessment skills by requiring them to conduct interviews and assessments with individuals. By videotaping these sessions and providing students with faculty and peer feedback, students master new skills to develop a strong foundation of generalist knowledge and skills designed to build versatility and confidence when serving diverse client groups in a variety of practice settings.

Offered: Annual Fall Semester.

SW 504 - Research for Social Work Practice (3)

Research for Social Work Practice is designed to further student's understanding of and ability to apply quantitative and qualitative research methods for the purposes of understanding social problems and examining the effectiveness of social work interventions. This course is the first of two research courses included in the curriculum and it provides foundational knowledge about research design, sampling, measures and data collection techniques, data analysis, and the development of data-driven implications for social work policy, practice, and future research. The course also provides students with an overview of ethical research, presenting historical examples of research misconduct while presenting ethical principles and guidelines for conducting human subjects research, including the role of an institutional review board in conducting research. In this course, students learn beginning data analysis skills using such statistical analytical software as Statistical Package for Social Sciences (SPSS) and Excel. Students will also be introduced to data visualization software (Tableau) to better understand how data can be effectively disseminated to various community stakeholders. A special focus of the course will be to understanding the differences between evidence-based, evidence-informed, and promising practices so students are ably to critically consume empirical research as they attempt to identify culturally competent and efficacious interventions appropriate for specific client populations, social problems, and settings.

Offered: Annual Spring Semester.

SW 505 - Diversity & Social Justice (3)

Diversity and Social Justice introduces students to principles and skills of culturally competent social work practice, characterized by an appreciation for diverse groups and cultures and a sophisticated understanding of the influence of the dominant culture on the health and well-being of diverse and marginalized groups and their ability to access resources and secure human rights. Fundamental to this course is an examination of the inequities, oppression, and disparities experienced differently by groups based on their race, ethnicity, gender, gender identity, sexual orientation, and other social locations. Further, the concept of intersectionality will serve as a guiding conceptual framework as the course examines the relationships between power and oppression intrinsic to societal practices and structures that contribute to health disparities and social and economic injustice. Given this course's focus on issues of diversity and social justice, it is also where students are introduced to the history, core values, ethical principles, and practice standards of the social work profession. Integrating foundational professional content into this course helps students understand how the social work profession confronts inequity and oppression, leveraging its distinct knowledge base, values, and skills, but also framing the need for social workers to practice engage with other disciplines.

Offered: Annual Fall Semester.

SW 506 - Clinical Methods II (3)

Clinical Methods II - Families and Groups specifically builds on assessment, treatment planning, intervention, and evaluation skills acquired in Clinical Methods I (SW 503), A focus of this course is to introduce students to concepts, theories and models of practice specific to social work with families and groups while also continuing to hone skills that support effective engagement, assessment, planning, intervention, evaluation and termination activities with clients. Students will be also be introduced to structural and strategic family therapy as two techniques commonly used to guide family counseling. Students will also be provided opportunities to improve their skills in applying the skills they have learned in motivational interviewing, problem-solving, and cognitive behavioral approaches through role-playing, actor simulations, peer feedback, and videotaped sessions. Finally, students will be encouraged to continually identify and the strengths and assets of individuals who play a role in families and groups.

Offered: Annual Spring Semester.

SW 507 - Policy and Advocacy in Social Work (3)

Policy and Advocacy in Social Work Practice is designed to teach students about social work policy practice, identifying how policies developed at the local, state, and national levels and how social welfare programs and other initiatives emanating from these policies attempt to resolve serious social problems affecting diverse client groups. In this class, students will learn ways to effectively and diplomatically work with political leaders and how policy practice has the potential to improve how services and resources are delivered to vulnerable and underserved clients and communities. Students will also learn about the important roles that non-elected state officials play in developing policy and delivering resources and services. Carroll College is located two miles from Montana's state capitol and the state has an open meeting law which allows students to attend any meeting that is being held. With this level of access, students will have many opportunities to meet with and engage with elected and nonelected officials.

Offered: Annual Spring Semester.

SW 510 - Clinical Assessment and Diagnosis (3)

Clinical Assessment and Diagnosis specifically focuses on the assessment and diagnosis of mental health, substance use, and co-occurring disorders. The course builds on foundational knowledge, skills, and values for engaging with client groups and conducting comprehensive assessments that inform effective treatment / service plans and the appropriate selection of culturally competent evidence-based practices. Given the prominent use of the Diagnostic Statistical Manual of Mental Disorders (DSWM-5) in clinical environments, students will be provided with an overview of this resource and its role in how mental health challenges are understood and classified. Consistent with the program's focus on culturally competent and ethical practice, students will critically evaluate the role of the DSM-5 in comprehensively assessing clients and its sufficiency is supporting a holistic assessment of health and well-being that includes environmental factors.

Offered: Annual Fall Semester.

SW 511 - Clinical Methods III (2)

Clinical Methods III: Integrated and Interdisciplinary Care continues the program's focus on clinical methods, exploring the need for integrated care that fully or partially blends social and behavioral health services with general or specialty medical services. This course extends the program's focus on person-centered care and the promotion of social and economic justice by emphasizing the unique role of social workers in diverse interdisciplinary health care settings, including in rural and frontier geographic areas, given their person-inenvironment perspective and understanding that individual health and well-being are intimately affected by mezzo and macro-level factors that transcend the immediate environment of care. To support the development of knowledge and skills that facilitate integrated care, students will participate in a number of interprofessional education activities, where they will learn with, from, and about other disciplines social workers may encounter in clinical settings such as nurses, public health professionals, addiction counselors, etc.

Offered: Annual Fall Semester.

SW 512 - Clinical Methods IV (3)

Clinical Methods IV - Evaluation of Practice supports the program's emphasis on ethical and competent social work practice and the appropriate use of evidence-based practices, providing students with knowledge and skills needed to plan and implement evaluations that assess the fidelity, efficiency, and effectiveness of social work services and interventions. Topics covered the course include the role of evaluation research in social work practice, the role of the evaluator, ethical in evaluation research, use of needs assessments, development and use of logic models, measuring and assessing evidence, cost-benefit analyses, and translational research. The course will also introduce students to basic statistical procedures and other data analysis approaches commonly used in the evaluation of social work interventions and human service programs. An applied course, the main assignment will be the development of an evaluation plan for a community-based agency. The program evaluation plan will be developed incrementally over the course of the semester with students initially examining the history of the program, the role of the program in the larger agency and community service ecosystem, and any existing program evaluation activities. Students will then develop a logic model for the program, identifying short, medium, and long-term client-level outcomes and longer-term community impacts. Based on this logic model, students will then identify measures and data collection and data analysis strategies that will support the assessment of outcomes and, if possible, community-level program impacts.

Offered: Annual Spring Semester.

SW 513 - Substance Use and Dual Diagnosis (3)

Substance Use and Dual Diagnosis supports the development of specialized knowledge and skills related to the identification, treatment, and prevention of substance use disorders and co-occurring mental and substance use disorders. The course will also explore the intersectionality between substance use disorders and dual diagnoses with other serious social issues and the need for social workers in all practice settings to be attentive and responsive to client needs in this area. Examples of course focus areas include neuroscience of addiction, stages of change and motivational enhancement, medication assisted therapy, the 12-step model, physical health concerns related to addiction, family and natural supports, and more. In addition to the direct practice context, students will examine research and policy contexts to identify opportunities to enhance prevention and treatment interventions. Elective Courses (SW 589) are included in the specialized curriculum to provide students with opportunities to further explore specific social problems, treatment modalities, practice settings and client groups. Given the programs specialization in clinical practice, electives will be design to supplement and further extend knowledge, skills, and values developed in other courses. Examples of potential electives include Social Work in Health Care, Crisis Intervention, Grief and Bereavement, Clinical Practice with Older Adults, Homelessness, Interpersonal Violence, Social Work Practice with LGBTQIA2S+ Populations, Clinical Practice with Youth, Play therapy, Animal Assisted Therapy Interventions, and more.

Offered: Annual Fall Semester.

SW 514 - Leadership and Administration (2)

Leadership and Management prepares students to assume leadership roles in human service organizations and social change systems. Framed within the context of today's challenges confronting social work managers, supervisors, community practitioners and administrators, students will develop organizational knowledge and leadership skills required in the development and management of agency structure, resources, workforce, and cultures of human services. The course will cover topics related to program and service planning, supervision, performance appraisal, budgeting, and leadership and organizational theory. The course also will examine ethical dilemmas inherent to administering social programs and managing human service agencies in the context of a market economy where federal and state budget cuts have created competition for scarce resources.

Offered: Annual Spring Semester.

SW 515 - Practicum I (3)

Field Practicum I provides an intensive, experiential opportunity for students to integrate coursework with practice, developing their understanding and application of the generalist person-in-environment framework while also establishing a solid generalist skill base that will be further developed as the progress through the program's specialized curriculum. In this course, students are assigned practicum placements to ensure that they are provided challenging learning opportunities and receive high-quality supervision from an on-site, program approved field instructor. Students are also provided with a faculty advisor to assure that placement-based learning objectives are aligned with the nine CSWE generalist core competencies. Prior to visiting their field placement, students receive training to support meaningful engagement, assessment, planning, and intervention activities with clients. To further bolster this initial toolkit, students are also exposed to basic principles and skills associated with Motivational Interviewing, Solution-Focused Brief Therapy, and StrengthsBased Social Work Practice. Ultimately, the goal of this initial education and training is to ensure students enter their field placement with generalist knowledge and skills they can readily apply with beginning confidence as they work directly with clients. This generalist knowledge and skills also services as the foundation for more-specialized knowledge and skills students included in subsequent courses.

Offered: Annual Fall Semester.

SW 516 - Field Seminar I (3)

Field Seminar I provides students with an intentionally designed peer-learning community where they can critically evaluate the integration of generalist knowledge, skills, and values learned in courses with their field education experience. Through active reflection, that includes constructive feedback from peers and faculty, students reflect on their application of course-related knowledge and skills, identifying areas of strength and areas for improvement. Additionally, students will examine how personal values and spiritual beliefs impact practice decisions and ethical decision-making, assessing how those values and beliefs align with the profession's mission, ethical principles, and practice standards. Finally, a core activity in this and other seminary courses discussed later are regularly scheduled seminars where students will meet virtually with all faculty to critically reflect on and dialogue about how content presented in different courses integrates with their field experience, and evaluate how classroom and field experiences are shaping their identity as a professional social worker.

Offered: Annual Fall Semester.

SW 525 - Practicum II (3)

Field Practicum II is a continuation of Field Practicum I, continuing to provide opportunities for students to apply the knowledge and skills gained in the first semester of the program and new knowledge, skills, and values learning during the second semester. Through weekly supervision with their field supervisor, students continue to assess their progress with learning objectives aligned with the nine CSWE generalist practice competencies.

Prerequisite: Take SW-515. Students must successfully complete Practicum I before proceeding to Practicum II. Offered: Annual Spring Semester.

SW 526 - Field Seminar II (3)

Field Seminar II continues to leverage the intentionally designed peer-learning community, providing students with a supportive environment where they can dialogue with other students and faculty about their experiences in field education. In this class, students are encouraged to analyze how knowledge, skills, and values learned in classes apply to field work and how their personal values and beliefs are impacting practice and contributing to ethical decision-making and the provision of culturally responsive social work services. Additionally, students will explore their developing professional social work identity, identifying how they are assimilating the profession's mission statement, core values, and practice standards into their day-to-day understanding of what it is to be a professional social worker and how this alignment is demonstrated in actual practice. Finally, this course will continue to include regularly scheduled seminars where students will meet virtually with all faculty to critically reflect on and dialogue about how content presented in different courses integrates with their field experience, and evaluate how classroom and field experiences continue to shape their identity as a professional social worker.

Prerequisite: Take SW-516. Students must successfully complete Field Seminar I before proceeding to Field Seminar II. Offered: Annual Spring Semester.

SW 535 - Practicum III (3)

Field Practicum III builds on generalist field education experiences by providing students with supervised clinical field experiences where they are able to apply specialized knowledge and skills and evidence-based interventions. In this course, students will further knowledge and skills related to ethical and culturally competent practice at all levels of the social work change process (engagement, assessment, planning, intervention, evaluation, and termination) with a variety of client groups. Consistent with the advanced nature of this placement students will demonstrate a higher level of proficiency with tasks and assignments and they will be expected to work more independently as they demonstrate competency with specialized program competencies.

Prerequisite: Take SW-525. Students must successfully complete Practicum II before proceeding to Practicum III. Offered: Annual Fall Semester.

SW 536 - Field Seminar III (2)

Field Seminar III supports the integration of specialized social work knowledge, skills, and values with practice and the continued development of a professional social work identity. In this course, students will present their clinical work, exploring their application of specialized knowledge, skills, and values to the therapeutic process. Consistent with the program's emphasis on culturally competent practice and a focus on strengths, resilience, and empowerment, students will assess the treatment process to assess their application of these principles and methods. Additionally, as with field seminar courses included in the generalist curriculum, this course will include regularly scheduled seminars where students will meet virtually with all faculty to integrate course content with their field experience, and evaluate how classroom and field experiences are shaping their identity as a professional social worker.

Prerequisite: Take SW-526. Students must successfully complete Field Seminar II before proceeding to Field Seminar III. Offered: Annual Fall Semester.

SW 545 - Practicum IV (3)

Field Practicum IV continues the placement developed for Field Practicum III, providing students with additional opportunities to further refine the application of specialized knowledge, skills, and values related to clinical social work practice. Given that this is the final practicum course for the program, students will be expected to competently demonstrate all specialized competencies

as they intentionally integrate coursework into their field education experience. Students will also be expected to effectively utilize field supervision to further refine and develop their application of knowledge, skills, and values to practice.

Prerequisite: Take SW-535. Students must successfully complete Practicum III before proceeding to Practicum IV. Offered: Annual Spring Semester.

SW 546 - Field Seminar IV (3)

Field Seminar IV continues to support the integration of specialized social work knowledge, skills, and values developed in the classroom with practice and the continued development of a professional social work identity. As in Field Seminar III, this course will include regularly scheduled seminars where students meet virtually with all faculty to synthesize course content presented in different classes and integrate knowledge, skills, and values with their field experience. This course also serves as the forum where students will develop and present their capstone project, an agency-based project that provides students with the opportunity to demonstrate mastery of the knowledge, skills, ethics and values necessary for evidence-based advanced generalist social work practice. An additional aspect of the capstone project is that students will identify core attributes of their professional social work identity in terms of beliefs, values, motives, and experiences. Consistent with the program's emphasis on life-long learning and professional development as a component of ethical social work practice, students will also identify opportunities for additional education and development, as well as self-care strategies they will integrate into their practice.

Prerequisite: Take SW-536. Students must successfully complete Field Seminar III before proceeding to Field Seminar IV. Offered: Annual Spring Semester.

SW 589 - Special Topic Elective (1.00 - 3.00)

Two additional Elective Courses (SW 589), for a total of three across in the specialized curriculum, are offered to provide students with additional opportunities to further explore specific social problems, treatment modalities, practice settings and client groups. Given the programs specialization in clinical practice, electives will be design to supplement and further extend knowledge, skills, and values developed in other courses. Examples of potential electives include Social Work in Health Care, Wilderness / Experiential Therapy, Crisis Intervention, Grief and Bereavement, Clinical Practice with Older Adults, Homelessness, Interpersonal Violence, Social Work Practice with LGBTQIA2S+ Populations, Clinical Practice with Youth, Play therapy, Animal Assisted Therapy Interventions, and more.

Offered: Annual Fall & Spring Semesters.

Index

2021-2022 Academic Calendar 5
2021-2022 Academic Catalog 1
3-2 Engineering, Major in Engineering Mathematics, B.A. 94
A. Initial Procedure 20
A000 196
Academic Advising and Support 55
Academic Affairs 10, 374
Academic Computing 53
Academic Grievance Policy 18
Academic Integrity Policy 18
Academic Internship Experience 166
Academic Policies 10
Academic Policies for Graduate Students 392
Acceptance into the Teacher Education Program 90
Acceptance to Student Teaching 91
Accepting Financial Aid 43
Accessibility Services 56
Accounting and Strategic Finance 63
Accounting Minor 64
Accreditation 3
ACNU - Accelerated Nursing 175
Admission 31
Admission into a Major Program of Study 34
Admission to Public Health and Health Sciences Internship Program 114, 137
Admissions Deadlines and Notifications 33
Advanced Placement 32
Advanced Placement Program 11
Advancement 374
Alpha Kappa Delta 27
AN - Anthropology 178
Anthrozoology 64
Anthrozoology Minor 66
Anthrozoology Program Fee 369
Anthrozoology, B.A. 65
ANZ - Anthrozoology 180
Appeals 372
Application Deadlines 387
Application for Degree 30
Application for Degree and Commencement for Graduate Students 393
AR - Arabic 185, 359
Army Reserve Officers' Training Corps (ROTC) Military Science and Leadership Program 166
ART - Art
Visual Arts & Theory 187
AS - Astronomy 189
Athletic Facilities 37
Athletics 37, 57, 374
Attendance Policies 13
Attendance Policy Addressing Absences due to College Sanctioned Activities 13
Auditors 35
B. Appeal Procedure 21
B000 196
BA - Business and Accounting 189
BA - Business and Accounting GR Level 396
Bachelor's Degree 59
Bankruptcy 372
BI - Biology 197
Biochemistry/ Molecular Biology 67
Biochemistry/ Molecular Biology, B.A. 67
Biology 68
Biology Labs 23
Biology Minor 70
Biology, B.A. 68
Bishop Gilmore Memorial Award 27
BMB - Biochemistry Molecular Biology 206
Borromeo Award 27
Burden of Proof 22
Business
Accounting and Strategic Finance, B.A. 63
Financial Planning, B.A. 104
Management and Marketing 71
Management and Marketing, B.A. 71
Business Administration Minor 73
C00 205
C0000 208
Campus Apartments 391
Campus Events and Conference Services 57
Campus Ministry 57, 375
Campus Recreation and Hunthausen Activity Center 54
Campus Safety and Security 57
Campus Visit 35
Career Enhancement Certificate 164
Career Services 56
Carroll Code of Student Conduct 58
Carroll College Core Curriculum 29
Carroll College Faculty 377
Carroll College Mission Statement 4
Carroll Early Access and Advanced College Experience 35, 170
Carroll Scholarships and Awards for Transfer Students ... 45
Catalog Disclaimer 5
Catalog Year and Aging of Credits for Graduate Students 393
CATH - Catholic Studies 206
Catholic Studies 74
Catholic Studies Minor 75
Catholic Studies, B.A. 74
CE - Continuing Education 208
CH - Chemistry 209
Change of Address and/or Name 23
Chemistry 76
Chemistry Labs 23
Chemistry Minor 77
Chemistry, B.A. 76
Civil Engineering Lab 23
Civil Engineering, B.S. 93
Class Attendance 13
Classification 10
CO - Communication Studies 214

Code of Conduct and Classroom Deportment 22
College Level Examination Program 12
College-Related Federal Tax Provisions 46
Commencement 30
Communication Studies 77
Communication Studies Minor 79
Communication Studies, B.A. 78
Competency Requirement
All Education Options 92
Comprehensive Examinations 30
Computer Information Systems Minor 83
Computer Information Systems, B.A. 81
Computer Science 79
Computer Science Minor 81
Computer Science, B.A. 80
Confidentiality 22
CONS - Consortium 222
Constitutional Studies Minor 132
Continuing Education Certificates 165
Conversion to Degree Candidacy 35
CORE 222
CORE - CORE 222
Core Curriculum 59
Correction of Education Records 40
Counseling Services 54
Course Changes After Registration/Add–Drop 10
Course Descriptions 175
Course Policies 15
Credit and Grade System 15
Credit and Placement Policies 11
Credit by Challenge Examination 12
Credit for Military Experience 12
Criteria for Admission to the Master of Accountancy Program 387
Criteria for Admission to the Master of Social Work Program 388
CS - Computer Science 223
Data Science 83
Data Science Minor 85
Data Science, B.A. 84
Dean of Students, Student Life, and Saints Success Center 54
Dean's Honor List 26
Default/Collection 371
Definitions of Terms 38
Degree Candidates 31
Degree Requirements 59
Delta Epsilon Sigma 27
Department Chairs, 2021-2022 Academic Year 376
Digital Copyright Restrictions 53
Dining Services/Sodexo 58
Directory Information 40
Disclosure of Education Records 39
DS - Data Science 227
Duration of Eligibility (Pace progression) 48
Early College Program 32
EC - Economics 228
ED - Education 230
Education 85
Education Advisory Panel 92
Education Lab 23
Education Records 39
Educational Facilities 23
Elementary Education K-8 and Special Education P-12, B.A. 88
Elementary Education K-8, B.A. 86
Eligibility Requirements for Carroll Aid 42
Eligibility Requirements for Federal Aid 43
Engineering 92
Engineering Program Fee 368
English 97
English Education (5-12), B.A. 97
English Literature, B.A. 99
English Minor 100
English Writing Minor 100
English Writing, B.A. 99
ENGR - Engineering 234
ENLE - English Lang, Criticism & Educ 242
ENLT - English Literature 243
Enrollment and Registration 10
Enrollment Management and Marketing 375
Enrollment Procedure 35
Enrollment Reservation (Tuition Deposit) 34
Enrollment, Registration, and Withdrawal Policies 10
Entrepreneurship Certificate 73
Environmental Science 100
Environmental Science, B.A. 101
ENWR - English Writing 250
ES - Environmental Studies 253
Ethics and Value Studies 103
Ethics and Value Studies Minor 103
Examinations 15
Exceptions/Warnings/Appeals 48
Extensions of time 22
External Research with Carroll College Community Members 25
F000 197
Facilities 375
Family Educational Rights and Privacy Act of 1974 as Amended 38
Federal Financial Aid 45
Fees for Copies of Records 39
Final Examinations 15
Finance and Administration 375
Finance Charge 370
Financial Aid 42
Financial Aid Notification 43
Financial Aid Satisfactory Academic Progress Policy 47
Financial Planning 104
Financial Planning Certificate 105
Fine Arts 106
Fine Arts Minor 108
FL - Foreign Language 257
Formal Appeal Resolution 22
FR - French 258
FR French 360

French and Francophone Studies 109
French Minor 110
French, B.A. 110
Freshman Admission..... 31
Freshmen students entering in academic year 2021-202244 G 290
Gender Studies 111
Gender Studies Minor 111
General Financial Information 372
General Requirements 31
GIS - Geographic Information Systems..... 264
Global Learning and International Student Support 56
Global Learning Programs 166
GNDR - Gender Studies..... 265
Good Standing and Academic Probation 16
Grade and Academic Standing Policies 15
Grade Change Policy 18
Grade Points and Academic Average 16
Grade Reports..... 17
Graduate Level Admission 387
Graduate Level Course Descriptions..... 396
Graduate Level Financial Aid 388
Graduate Level Good Standing and Academic Probation 392
Graduate Level Study Load..... 392
Graduate Level Tuition, Fees and Payment 388
Graduate Programs..... 394
Graduate Programs Bulletin 2021-2022..... 387
Graduation with Distinction Policy 26
Graduation with Honors Policy 26
Grievance Policies..... 18
Grievance Policy to Appeal a Final Grade..... 18
H0..... 208
Health Sciences 111
Health Sciences, B.A..... 112
Health Services 55
Healthcare Leadership Certificate 165
HI - History 268, 361
History 114
History Minor 115
History of Carroll College 3
History, B.A. 115
HNR - Honor Scholars Program Courses..... 277
Home School Applicants 32
Honorary Societies 27, 393
Honors and Awards..... 26
Honors Scholars Program 169
Housing and Meal Requirement 58
HS - Health Sciences 279
ILC - Integrative Learning Course 282
Independent Study 15
Indicators of Progress 47
Information Technology..... 53
Institutional Animal Care and Use Committee 26
Institutional Review Board..... 24
International Baccalaureate..... 32
International Baccalaureate Program..... 12
International Leaving Exams 12, 32
International Relations..... 115
International Relations Minor..... 117
International Relations, B.A. 116
International Student Admission 33
Interpretation of Letter Grades 16
Introduction..... 3
Involuntary Withdrawal from the College 11
IR - International Relations 286, 361
ISA Internships 364
ISA Meknes, Morocco Study Site 359
ISA Service-Learning..... 364
Lambda Pi Eta..... 28
Language Placement..... 12
LAS - Liberal Arts Studies 288, 362
Leadership Studies..... 117
Leadership Studies Minor..... 118
Learning Research Laboratory 23
Library and Learning Commons 23
LL - Linguistics 290
M000 197
M00000 197
MA - Mathematics..... 291
Majors, Minors and Certificate Programs 63
Marketing Minor..... 73
Master of Accountancy, MACC 394
Master of Social Work, MSW..... 394
Mathematics 118
Mathematics Education (5-12), B.A. 121
Mathematics Minor 120
Mathematics with a Cognate Concentration, Minor, or Second Major, B.A. 118
Meal Plans..... 367, 391
Measurement Standards of SAP 47
Michael W. Murphy Award For Outstanding Collegiate Citizenship 27
Middle School Area of Concentration 90
MLAS - Latin American Studies..... 297
MSL - Military Science..... 298
MUS - Music..... 301
N 290
Neuroscience 122
Neuroscience Minor..... 122
New Student Orientation 58
Non-Degree Students..... 35
Notice of Nondiscrimination..... 4
NU - Nursing..... 303
Nursing 123
Nursing Fees 368
Nursing Labs 24
Nursing Major Activities 128
Nursing Program Admission and Progression 124
Nursing, B.S. 126
Office of the President 374
Online Consortium of Independent Colleges and Universities (OCICU) 170
Other Carroll Scholarships and Grants..... 44
Other Fees 369
Payment Information 369, 389

Payment Plans 370
Payment Policy 369
Payment Return Policy 372
PH - Public Health 313
Phi Alpha Theta 28
Phi Sigma Iota 28
Phi Sigma Tau 28
Phi Theta Kappa Scholarship for Transfer Students 45
PHIL - Philosophy 308
Philosophy 128
Philosophy Minor 129
Philosophy, B.A. 129
Photograph, Video and Audio Recordings of Students 5
PHYS - Physics 315
Physics 129
Physics Minor 131
Physics, B.A. 130
PM - Pastoral Ministry 319
PO - Political Science 320, 363
Political Science 131
Political Science Minor 133
Political Science, B.A. 132
Pre-Accelerated Nursing Pathway 151
Pre-Athletic Training Pathway 151
Pre-Chiropractic Pathway 152
Pre-Dental Pathway 153
Pre-Law Pathway 154
Pre-Medical Pathway 155
Pre-Occupational Therapy Pathway 156
Pre-Optometry Pathway 157
Pre-Pharmacy Pathway 158
Pre-Physical Therapy Pathway 159
Pre-Physician Assistant Pathway 160
Pre-Professional Pathways 151
Pre-Registered Dietitian Pathway 161
Pre-Veterinary Pathway 162
Private Scholarships 46
Procedure 387
Procedure to Inspect Education Records 38
Procedures for Adjudicating Violations of the Code of Academic Integrity 20
Professional Certificates 164
Professional Licensure Disclosure 3
Professors Emeriti 385
Program Directors 376
Program, Laboratory, Course, and Workshop Fees 369
Psi Chi 28
PSY - Psychology 325
Psychology 133
Psychology Minor 134
Psychology, B.A. 134
Public Health 134
Public Health Minor 136
Public Health, B.A. 135
Public Relations and Social Media Minor 79
Purpose 49
Raymond G. Hunthausen Outstanding Collegiate Citizenship Award 27
Reading 137
Reading (K-12) Minor 138
Readmission 34
Record of Requests for Disclosure 40
Records 22
Refund and Full Withdrawal from the College 370, 390
Refund of Board 371
Refund of Carroll College Scholarships and Grants 371
Refund of Room 371
Refund Policy 370, 390
Refusal to Provide Copies 39
Repeating a Course 11
Repeating a Course for Graduate Students 393
Requalification for Federal Student Financial Assistance and Carroll Need-Based Assistance Programs After Failing to Meet SAP Standards. 49
Requirement and Purpose 47
Requirements For Graduation 29
Requirements for Graduation for Graduate Students 393
Residence Requirements 29
Residential Life and Housing 55
Restoration of Good Standing 17
Restoration of Good Standing for Graduate Students 392
Return of Credit Balances 370
Return of Federal Funds Policy 371
Return of Federal Title IV Funds Policy 49
Right of Carroll College to Refuse Access 38
Room and Board (Optional) 390
Room and Board Requirements and Rates 366
SA - Study Abroad 330
Saints Success Center 55
SAP Measurement Date 47
Scholarships and Awards 44
School of Record Courses 359
Science Education (5-12) 139
Science Education (5-12), B.A. 139
Secondary Education Requirements 89
Self-Designed 141
Self-Designed Major, B.A. 141
Senior Thesis Policy 27
Sigma Beta Delta 28
Sigma Tau Delta 28
Sigma Theta Tau 28
SO - Sociology 331, 363
Social Studies Education (5-12) 141
Social Studies Education (5-12), B.A. 141
Sociology 143
Sociology Minor 144
Sociology, B.A. 143
SP - Spanish 339
Spanish 145
Spanish Minor 146
Spanish, B.A. 146
Special Education 147
Special Education (P-12) Minor 147
Special Programs 166
SPED - Special Education 337
Student Activities and Leadership 55

Student Engagement 54
Student Engagement and Mission Integration 375
Student Engagement Departments and Partners 57
Student Life and Saints Success Center 376
Student Life Departments 54
Student Life Expectations 58
Student Notification of SAP Decisions 48
Student Qualification for Student Offices and Honors 58
Student Responsibilities 43
Student Responsibility 23
Student Responsibility Policies 22
Student Right to Know 38
Student Teaching Placement 91
Students Subject to SAP Measurement 47
Study Load 10
SW - Social Work GR Level 397
Teacher Education Policies 90
TH - Theology 343, 363
The Board of Trustees 373
The College Administration 374
The Details 50
The Major 29
The Minor 29
The Pass/Fail Grade 17
The Pass/Fail Grade for Graduate Students 392
The People of Carroll College 373
The Presidents of Carroll College 373
The Process—General 49
Theatre Minor 108
Theatre, B.A. 106
Theology 148
Theology Minor 150
Theology, B.A. 149
Theta Alpha Kappa 29
THT - Theatre 351
Transcript of Credit and Record 18
Transfer Admission 32
Transfer of Credit 13
Transfer of Credit Policies 33
Transfer of Graduate Level Credits 393
Transportation 92, 138, 148
Tuition and Fees 365, 388
Tuition, Fees and Payment 365
Undergraduate New Student Orientation Fee 368
VA/DoD Educational Programs 170
Veteran Services 57
W290
Waivers 22
Withdrawal 371, 390
Withdrawal from the College 11