

2025–2026 GRADUATE CATALOG

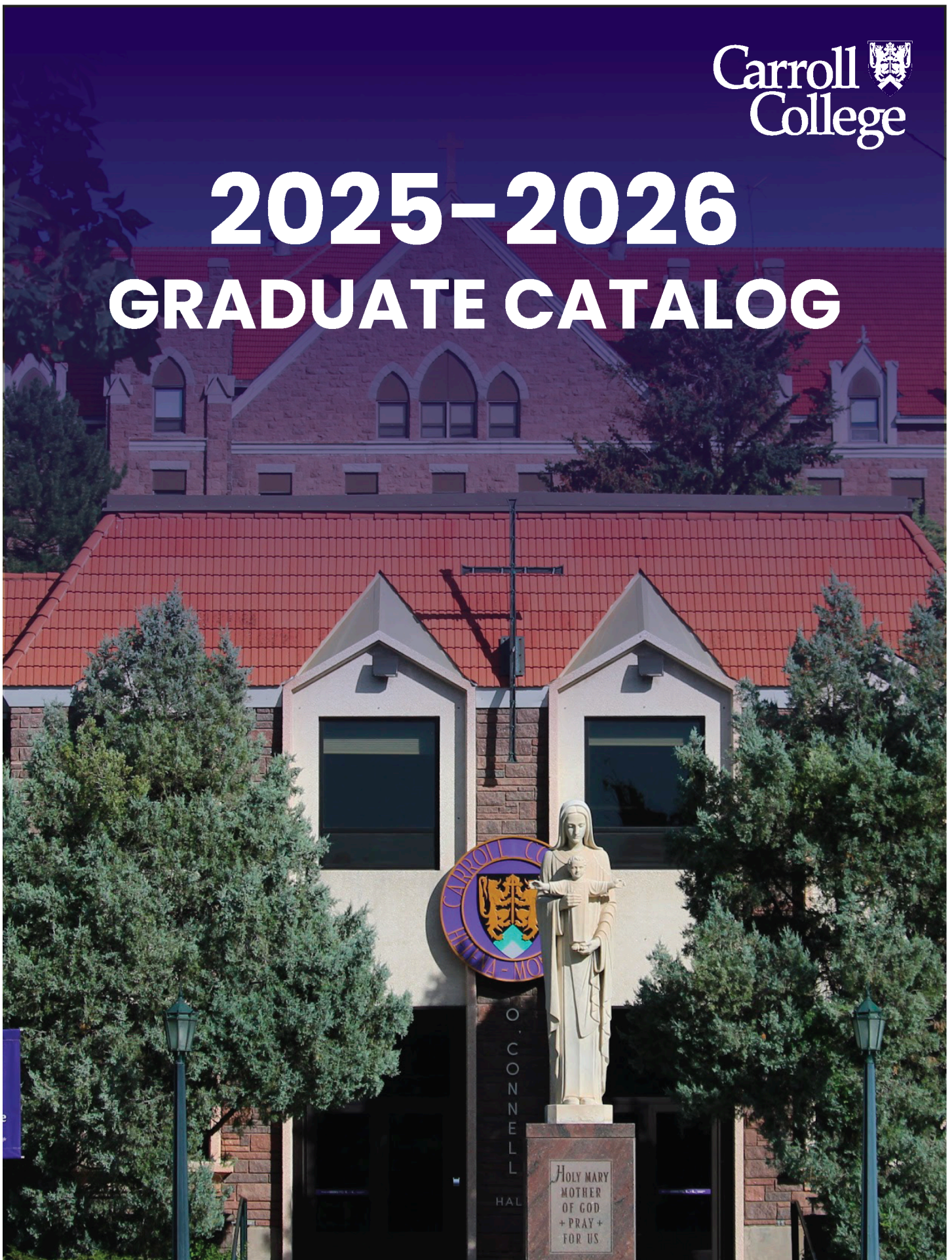


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The Carroll College Graduate Bulletin refers to graduate-specific academic policies, program information, and tuition and fees information. Please refer to the full Carroll College Catalog and the Student Handbook for additional college policies and 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.

Admissions Information

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

Semester	Deadline
Fall Semester	July 1
Spring Semester	December 1
Summer Semester	April 1

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 in the last two years of undergraduate education should be no less than 3.00. The program will, however, consider applicants with less than a 3.00 GPA for conditional admission. If an applicant's GPA is less than a 3.00, the applicant should submit a brief letter explaining their undergraduate performance and how they will maintain a 3.00 in Carroll's MSW program.

2. Evidence of completion of 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 completed before starting the program).
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 complete graduate-level academic program. References must be provided using the online form found in the College's electronic application system.
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.
8. The program offers an advanced standing option for applicants who possess an undergraduate degree in Social Work (BSW or BSSW) typically obtained from a program accredited by the Council on Social Work Education (CSWE). This option is consistent with the CSWE requirement that students should not repeat generalist content that had been achieved at the baccalaureate level when enrolling in a Master of Social Work program.

Financial Information

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](#) 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 2025–2026 Tuition Rates

Tuition and fees are adjusted on an annual basis. The following fee schedules for graduate programs are in effect for the 2025-2026 academic year:

Program	Tuition
Master of Social Work Tuition: per semester credit	\$750

Academic Year 2025–2026 Fees

Fee	Amount
Master of Social Work Full-time Master Fee: per semester <i>Master of Social Work students registered for 8 or more credits.</i>	\$700
Master of Social Work Part-time Master Fee: per semester <i>Master of Social Work students registered for 1 to 7 semester credits.</i>	\$350
Master of Social Work Liability Fee: per enrolled practicum course	\$50
Master of Social Work Program Fee: per semester	\$150
Master of Social Work Clinical Fee: per enrolled practicum course	\$150
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.

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 Social Work Fall term- August 1
- Master of Social Work Spring term- January 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.

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 (2025–2026):

Size	Cost
3-bedroom	\$2,050 per month (based on unit price)*
2-bedroom	\$1,550 per month (based on unit price)*

Monthly rent rates dependent upon apartment occupancy (e.g., 3 students in a 3-bedroom apartment=\$683.33/month per student; 2 students in a 2-bedroom apartment=\$775/month per student).

Note: Charges listed are subject to change without notice.

Meal Plans

The dining program at Carroll College is fashioned to build community and simultaneously increase food security for our students. While many colleges promote three meals a day in narrow meal windows, Carroll's dining program operates a continuous service dining commons, and on-campus meal plans provide unlimited access during operating hours. Thus, students can step in for a full meal, a quick snack, or an extended study session, utilizing the St. Thomas Aquinas Commons [STAC] as they would a kitchen and dining room at home.

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.

For the 2025-26 academic year, students living in the Residence Halls may choose between the three Anytime Dining Plans.

Anytime Dining Plan: (Per Semester)

Plan Information	Platinum	Gold	Silver
Semester Meal Plan Rate	\$3,296	\$3,184	\$3,075
Available to:	All Students	All Students	All Students
Meals (Day or night, in Campus Restaurant)	Unlimited	Unlimited	Unlimited
Coffee (Brewed and specialty "to stay" in Campus Restaurant & Corette Library)	Unlimited	Unlimited	Unlimited
Flex Dollars	\$200	\$100	\$0
Guest Passes	6	3	0
Parents Eat Free	Yes	Not Included	Not Included
Monthly "Gift from Home"	Yes	Yes	Not Included
Birthday (or designated day) Gift	Yes	Not Included	Not Included

Plan Information	Platinum	Gold	Silver
15% discount on Square Tomato student catering menu	Yes	Not Included	Not Included

Anytime Dining meal plans have unlimited access to the STAC during operating hours. Unused Flex dollars carry forward from fall semester to spring semester only if a meal plan is purchased spring semester. Unused Flex dollars do not carry forward from spring semester to fall semester.

Students may also take advantage of an “add-on” to their meal plan, the “golden ticket”. Only students enrolled in a meal plan can participate in the golden ticket program.
Golden Ticket:

Golden Ticket Program – For \$400 per semester, any student who has an Anytime Dining meal plan can enroll in the Golden Ticket program. This program includes:

- To-Go bottomless mug refills for unlimited coffee and specialty drinks from the STAC and the Corette Library and up to four specialty drinks per day from Holy Grounds
- Takeout container that provides unlimited takeout for the meal plan
- A free concession stand combo at every home sports game

For the 2025-26 academic year, students living in the apartments, commuters or graduate students may choose between Anytime Dining or Block meal plans. *These options are available for faculty and staff as well.*

Flex dollars can be added to any block plan through the [Sodexo My Way Website](#).

Block Plan: (Per Semester)

Plan Information	Block 150	Block 75	Block 50
Semester Meal Plan Rate	\$1,616	\$841	\$590
Available to:	Commuters, Graduate students, faculty, staff	Commuters, Graduate students, faculty, staff	Commuters, Graduate students, faculty, staff
Meals (STAC Dining Facility)	150	75	50
Coffee (Brewed and specialty "to stay" in STAC Dining Facility & Corette Library)	Unlimited	Unlimited	Unlimited
Parents Eat Free	Not Included	Not Included	Not Included
Monthly "Gift from Home"	Not Included	Not Included	Not Included
15% discount on Square Tomato student catering menu	Not Included	Not Include	Not Included

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.

For dining hours and further information, please check the website <https://carroll.sodexomyway.com/> or contact the general manager of Sodexo at (406) 447-5194.

Academic Policies

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.

Summer and Winter Study Loads

Graduate Students in the Masters of Accountancy (MACC) program who are required to take classes during the summer term may enroll in up to 6 credits in a summer term.

Graduate students in the Masters of Social Work (MSW) program must seek written permission from the program director before enrolling in any summer or winter courses.

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 maintain a 3.00 grade point average for both the semester and cumulative work. The Master of Social Work (MSW) program further specifies in order to pass a class, that students must earn a grade of "C" or better; any course in which an MSW student earns lower than a C must be repeated. MSW students may

not earn more than two grades of "C" over the entire course of the program. After earning two "C" grades, students must repeat any additional course where a "C" grade is earned.

When semester grade reports indicate that a student has failed to meet a 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-", or "B" for the MSW students, may repeat the course at Carroll. Only grades below a "B-", or "B" for MSW students, 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, for three total attempts. 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 two-year (four semester) program leading to the **Master of Social Work (MSW)** degree. Individuals with an undergraduate degree in social work (BSW or BSSW) may be eligible for a one-year (two semester) advanced standing **Master of Social Work (MSW)** program option. 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 satisfy 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.

Degrees

Social Work

Faculty

JAMES PETROVICH, PH.D., LMSW (TX)

ERIN BUTTS, MSW

MOLLY MOLLOY, LCSW

JEAN OLLIS, LISW-S, MSW, DMIN

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

Master of Social Work

Degree Type

Master of Social Work

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 that includes no more than two C's and no grade lower than a C.

Curriculum Requirements

Specialized Curriculum

Course Code	Name	Credits
SW-509	Mindfulness and Wellbeing	2
SW-510	Clinical Assessment and Diagnosis	3
SW-511	Integrated & Interprofessional Practice	2
SW-512	Evaluation of Practice	3
SW-513	Substance Use & Co-Curring Disorders	3
SW-514	Leadership and Administration	2
SW-535	Practicum III	3
SW-536	Field Seminar III	2
SW-545	Practicum IV	3
SW-546	Field Seminar IV	3
Sub-Total Credits		26

Four Credits of Social Work Electives

Course Code	Name	Credits
SW-508	Pathway to Private Practice	2
SW-517	Practice With Children & Youth	2
SW-585	Independent Study	1-4
SW-589	Special Topic Elective	1-2
Sub-Total Credits		4

Generalist Curriculum

Course Code	Name	Credits
SW-502	Human Behavior in the Social Environment	3
SW-503	Generalist Practice I	3
SW-504	Research for Social Work Practice	3
SW-505	Diversity & Social Justice	3
SW-506	Generalist Practice II	3
SW-507	Policy and Advocacy in Social Work	3
SW-515	Practicum I	3
SW-516	Field Seminar I	3
SW-525	Practicum II	3
SW-526	Field Seminar II	3
Sub-Total Credits		30

Notes

- 1. Master of Social Work students may not earn more than two C's while completing the MSW program.
- 2. If a student earns more than two C's, or for any course grade lower than a C, the student must repeat the course.
- 3. The program requires students to attend weekend intensives scheduled each semester. Intensives are connected to program courses so course-specific participation and attendance policies are applied during intensives. The fall semester typically includes intensives at the beginning, middle, and end of the semester, the first intensive is scheduled from Friday at 1:00pm to Sunday at 12:00pm. The second and third fall intensives are scheduled from Friday at 1:00pm to Saturday at 5:00pm. The spring semester typically includes two intensives scheduled at the middle and end of the semester, generally scheduled from Friday at 1:00pm to Saturday at 5pm.

	Total Credits	60
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Courses

Social Work

Faculty

JAMES PETROVICH, PH.D., LMSW (TX)

ERIN BUTTS, MSW

MOLLY MOLLOY, LCSW

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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

SW-502: Human Behavior in the Social Environment

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.

Credits	3
Semester Offered	Annual Fall Semester

SW-503: Generalist Practice I

Generalist Practice 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 and families. 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.

Credits	3
Semester Offered	Annual Fall Semester

SW-504: Research for Social Work Practice

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 able to critically consume empirical research as they attempt to identify culturally competent and efficacious interventions appropriate for specific client populations, social problems, and settings.

Credits	3
Semester Offered	Annual Spring Semester

SW-505: Diversity & Social Justice

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.

Credits	3
Semester Offered	Annual Fall Semester

SW-506: Generalist Practice II

Generalist Practice II specifically builds on assessment, treatment planning, intervention, and evaluation skills acquired in Generalist Practice I (SW 503). A focus of this course is to introduce students to concepts, theories and models of practice specific to social work with groups, organizations, and communities 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.

Credits	3
Semester Offered	Annual Spring Semester

SW-507: Policy and Advocacy in Social Work

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.

Credits	3
Semester Offered	Annual Spring Semester

SW-508: Pathway to Private Practice

Pathway to Private Practice supports the development of specialized knowledge, skills, values and cognitive and affective processes to function effectively as a private practice clinician. This course explores federal and state statutes and regulations which govern clinical social work psychotherapy practice. Consistent with the program's focus on culturally competent and ethical practice, students will learn how to design an effective framework for a trauma informed business including: NASW guidance, qualifications; setting up the practice; models of private practice; NPI; tax ID; professional liability; forms; supervision; provider panels; marketing; and fees.

Credits	2
Semester Offered	Annual Spring Semester

SW-509: Mindfulness and Wellbeing

Mindfulness and Wellbeing explores the scientific knowledge base related to mindfulness and wellbeing. In this course, we explore practice research-based interventions focusing on attention, self-compassion, gratitude, social connection, body-mind awareness, and more. This class is intended to support the development of research-based skills for self-exploration in personal life satisfaction and tools for professional social work practice, especially when working with vulnerable and underserved populations.

Credits	2
Semester Offered	Annual Fall Semester

SW-510: Clinical Assessment and Diagnosis

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.

Credits	3
Semester Offered	Annual Fall Semester

SW-511: Integrated & Interprofessional Practice

Integrated & Interprofessional Practice continues the program's focus on clinical practice 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-in-environment 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.

Credits	2
Semester Offered	Annual Fall Semester

SW-512: Evaluation of Practice

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 a if possible, community-level program impacts.

Credits	3
Semester Offered	Annual Spring Semester

SW-513: Substance Use & Co-Curring Disorders

Substance Use & Co-Curring Disorders 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.

Credits	3
Semester Offered	Annual Fall Semester

SW-514: Leadership and Administration

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.

Credits	2
Semester Offered	Annual Spring Semester

SW-515: Practicum I

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.

Credits	3
Semester Offered	Annual Fall Semester

SW-516: Field Seminar I

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.

Credits	3
Semester Offered	Annual Fall Semester

SW-517: Practice With Children & Youth

Working with children and youth is exciting and rewarding, and comes with challenges. Direct Practice with Children and Youth will explore several evidence-based practices, including Trauma Focused CBT, Parent Child Interaction Therapy (PCIT), Play Therapy and working with grief in childhood/adolescence. The course will be focused on practical skills that will enhance practice with this population as well as consider the developmental phases and neurobiology of childhood and adolescents. This class is intended to support the development of research-based skills tools for professional social work practice.

Credits	2
Semester Offered	Annual Spring Semester

SW-525: Practicum II

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.

Credits	3
Prerequisites	Take SW-515. Students must successfully complete Practicum I before proceeding to Practicum II.
Semester Offered	Annual Spring Semester

SW-526: Field Seminar II

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.

Credits	3
Prerequisites	Take SW-516. Students must successfully complete Field Seminar I before proceeding to Field Seminar II.
Semester Offered	Annual Spring Semester

SW-535: Practicum III

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.

Credits	3
Prerequisites	Take SW-525. Students must successfully complete Practicum II before proceeding to Practicum III or have advanced standing in Social Work.
Semester Offered	Annual Fall Semester

SW-536: Field Seminar III

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.

Credits	2
Prerequisites	Take SW-526. Students must successfully complete Field Seminar II before proceeding to Field Seminar III or have advanced standing in Social Work.
Semester Offered	Annual Fall Semester

SW-545: Practicum IV

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.

Credits	3
Prerequisites	Take SW-535. Students must successfully complete Practicum III before proceeding to Practicum IV or have advanced standing in Social Work.
Semester Offered	Annual Spring Semester

SW-546: Field Seminar IV

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.

Credits	3
Prerequisites	Take SW-536. Students must successfully complete Field Seminar III before proceeding to Field Seminar IV or have advanced standing in Social Work.
Semester Offered	Annual Spring Semester

SW-585: 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. It may include laboratory/library research, extensive reading, and reports. Only junior and senior undergraduate students and graduate students may enroll in an independent study. At the time of application, a student must have earned a 3.0 cumulative grade point average. An undergraduate student may register for no more than three (3) semester hours of independent study in any one term, under the direction of a faculty member from the appropriate department. Graduate students may register for no more than four (4) semester hours of independent study, which would be applied towards the program's elective requirement. In all cases, registration for independent study must be approved by the appropriate department chairperson and submitted to the Office of the Registrar. Credits are arranged.

Credits	1-4
Semester Offered	Annual Spring Semester

SW-589: Special Topic Elective

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.

Credits	1-2
Semester Offered	Annual Fall & Spring Semesters

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Senior Vice President for Academic Affairs
Dean of the College

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1989–2000, President

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Interim, 2000–2001, President

Rev. Stephen C. Rowan

Interim, 2017–2018, President

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1910–1912, President

Rev. John J. Tracy

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Ph.D., 2023, Kansas State University

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Department Chair:
History
Program Director:
Gender Studies
Professor of History

B.A., 1982, University of the Pacific
M.A., 1987, University of London, School of Oriental and African Studies
Ph.D., 2007, University of Nevada-Reno

Dr. Katherine Greiner, (2015)

Program Director:
Honors Scholars Program
Associate Professor of Theology

B.A., 2005, Carroll College
M.T.S., 2007, Weston Jesuit School of Theology
Ph.D., 2017, Boston College

Dr. Soumitree Gupta, (2014)

Program Director:
English
Associate Professor of English

B.A., 2001, Jadavpur University
M.A., 2003, Jadavpur University
Ph.D., 2013, Syracuse University

Dr. Ryan Hallows, (2014)

Department Chair:
Language & Literature
Program Director:
Spanish
Associate Professor of Hispanic Studies and Languages

B.A., 2004, Central Washington University
M.A., 2006, Indiana University
Ph.D., 2013, Indiana University

Dr. Patricia Heiser, (2012)

Program Director:
Environmental Science
Associate Professor of Earth Science

B.S., 1990, University of Vermont
Ph.D., 1997, University of Alaska Fairbanks, College of Natural Sciences

Dr. Mary E. Keefe, (1997)

Program Director:
Civil Engineering
Associate Professor of Mathematics, Engineering & Physics

B.S., 1984, University of Notre Dame
M.S., 1987, Cornell University
Ph. D., 1994, Cornell University

Dr. Jennifer Oates

Director of the Library
Program Director:
Library

Dr. Shaun Scott, (2016)

Program Director:
Computer Science
Associate Professor of Computer Science

B.S., 1990, University of Montana Western
M.Ed., 2004, University of Montana
Ed.D., 2008, University of Montana

CPT Wyatt Smith, (2024)

Program Director:
ROTC
Assistant Professor of Military Science

B.S., 2017, Carroll College

Dr. Anthony M. Szpilka, (1993)

Program Director:
Physics
Professor of Mathematics, Engineering and Physics

B.S., 1979, Princeton University
M.S., 1983, Cornell University
Ph.D., 1985, Cornell University

Faculty

Dr. Kelly Agrimson, (2025)

Assistant Professor of Biology

B.A., 2012, Carroll College

Ph.D., 2016, Washington State University

Dr. Travis Almquist, (2016)

Associate Professor of Biology

Dr. Ashley E. Beck, (2020)

Associate Professor of Genetics

B.A., 2011, Central College

Ph.D., 2018, Montana State University

Dr. Recep Birgul, (2022)

Professor of Civil Engineering

B.S., 1988, Gazi University, College of Technical Education, Ankara, Turkey

M.S., 1996, Wayne State University

Ph.D., 2001, Wayne State University

Dr. Shaye P Bodine, (2022)

Assistant Professor of Engineering

B.S., 2015, University of Colorado Boulder

M.S., 2017, University of Colorado Boulder

Ph.D., 2020, University of Colorado Boulder

Dr. April Boitano, (2022)

Associate Professor of Nursing

B.S., 1999, California State University Sacramento

M.S., 2011, University of Cincinnati

DNP., 2020, Frontier Nursing University

Dr. Kaylin Bourdon, (2024)

Assistant Professor of Sociology

B.A., 2017, University of San Diego

M.A., 2019, University of California Irvine

Ph.D., 2024, University of California Irvine

Dr. Ron Breitmeyer, (2023)

Associate Professor of Engineering

B.S., 2004, University of Nevada

M.S., 2006, University of Nevada

Ph.D., 2011, 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

Madelyn Brustkern, (2023)

Instructor of Anthrozoology

B.A., 2019, Carroll College

M.S., 2021, Texas Tech University

Dianne Burke, (2025)

Associate Professor of Computer Science

B.A., 1980, Rice University

M.S., 1984, University of Houston

M.Ed., 2019, University of Montana

Erin Butts, (2021)

Assistant Professor of Social Work

B.A., 2003, Carroll College

M.S.W., 2010, University of Montana

Dr. Chrissie Carpenter, (2020)

Associate Professor of Biochemistry

B.A., 2002, Carroll College

Ph.D., 2008, University of Montana

Dr. Dane J. Cash, (2013)

Program Director:

Core Curriculum

Associate Professor of History

B.A., 1997, Ithaca College

M.A., 2003, Boston University

Ph.D., 2012, Boston University

Dr. 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

Dr. Rebecca Coates, (2021)

Assistant Professor of Chemistry

B.A., 2008, Carroll College

Ph.D., 2017, University of Salt Lake

Dr. Karen Cody, (2024)

Instructor of Physician Assistant Studies

B.S., 1993, Butler University

M.D., 1997, Loyola University Stritch School of Medicine

Dr. Julie Crohas, (2022)

Program Director:

French

Visiting Assistant Professor of French

M.A., 2008, Université Blaise Pascal, France

Ph.D., 2017, Université de Lausanne, Switzerland

Université Clermont-Auvergne, France

Dr. 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

Dr. Diana Devine, (2023)

Assistant Professor of Psychology

B.S., 2016, College of Charleston

M.S., 2018, Virginia Tech

Ph.D, 2023, Virginia Tech

Dr. 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

Dr. Jamie M. Dolan, (2008, 2009)

Department Chair:

Sociology & Anthropology

Professor of Sociology

B.A., 2002, Carroll College

M.A., 2004, University of Arizona

Ph.D., 2009, University of Arizona

Amanda Evans, (2024)

Assistant Professor of Nursing

B.S., 2016, Carroll College

M.S.N., 2022, University of Cincinnati

Dr. Jodi Fasteen, (2015)

Program Director:

Mathematics

Associate Professor of Mathematics

B.S., 2003, North Dakota State University

M.S., 2005, University of Oregon

Ph.D., 2015, Portland State University

Dr. Jeanette M. Fregulia, (2007)

Department Chair:

History

Program Director:

Gender Studies

Professor of History

B.A., 1982, University of the Pacific

M.A., 1987, University of London, School of Oriental and African Studies

Ph.D., 2007, University of Nevada-Reno

Dr. 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

Dr. Edward W. Glowienka, (2013)

Associate Professor of Philosophy

B.A., 2004, University of Scranton

M.A., 2011, Emory University

Ph.D., 2013, Emory University

Dr. Calvin Goemann, (2023)

Assistant Professor of Biology

B.A., 2017, University of Minnesota-Morris

Ph.D., 2023, Montana State University

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

Dr. Katherine Greiner, (2015)

Program Director:
Honors Scholars Program
Associate Professor of Theology

B.A., 2005, Carroll College
M.T.S., 2007, Weston Jesuit School of Theology
Ph.D., 2017, Boston College

Dr. Soumitree Gupta, (2014)

Program Director:
English
Associate Professor of English

B.A., 2001, Jadavpur University
M.A., 2003, Jadavpur University
Ph.D., 2013, Syracuse University

Dr. 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

Dr. Ryan Hallows, (2014)

Department Chair:
Language & Literature
Program Director:
Spanish
Associate Professor of Hispanic Studies and Languages

B.A., 2004, Central Washington University
M.A., 2006, Indiana University
Ph.D., 2013, Indiana University

Dr. Alan D. Hansen II

(2008) Professor of Communication Studies

B.A., 1996, Boise State University
Ph.D., 2002, University at Albany

Dr. Patricia Heiser, (2012)

Program Director:
Environmental Science
Associate Professor of Earth Science

B.S., 1990, University of Vermont
Ph.D., 1997, University of Alaska Fairbanks, College of Natural Sciences

Dr. Joe Helbling, (2012)

Department Chair:
Education
Associate Professor of Education

B.A., 1998, Whitworth College
M.S., 2005, Western Oregon University
Ph.D., 2012, University of Connecticut

Dr. David Hitt , (2012)

Associate Professor of Chemistry

B.S., 2005, North Carolina State University
Ph.D., 2011, University of California

Dr. Nikki Honzel, (2015)

Associate Professor of Psychology

B.A., 2004, Colgate University
M.A., 2005, University of Louisville
Ph.D., 2008, University of Louisville

Dr. Zuleyha Inceoz, (2024)

Associate Professor of Nursing

B.S., 2007, Sakarya University, Sakarya, Türkiye
M.A. & M.B.A., 2014, University of Wales, UK
Ph.D., 2024, Swansea University, UK

Dr. Jeremy Johnson, (2011)

Faculty Dean
Department Chair:
Political Science & International Relations
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

Janet Johnson, (2016)

Assistant Professor of Nursing

B.A., 1998, Carroll College
MSN, 2019, Benedictine University

Dr. 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

Dr. Mary E. Keeffe, (1997)

Program Director:
Civil Engineering
Associate Professor of Mathematics, Engineering & Physics

B.S., 1984, University of Notre Dame
M.S., 1987, Cornell University
Ph. D., 1994, Cornell University

Dr. Ronald Lamothe, (2024)

Associate Professor of History

B.A., 1990, Tufts University
M.A., 2000, University of Massachusetts
Ph.D., 2010, Boston University

Melissa Lewis , (2021)

Assistant Professor of Accelerated Nursing

B.A., 2007, Arizona State University
M.S., 2016, University of Phoenix

Dr. Mandy Lipinski , (2025)

Assistant Professor of Environmental Sciences

B.S., 2012, University of Wisconsin-Madison
M.S., 2015, North Dakota State University
Ph.D., 2019, University of Nebraska-Lincoln

Dr. 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.

Rachel Mattern, (2024)

Instructor of Physician Assistant Studies
B.A., 2000, Carroll College
B.S., 2004, Rocky Mountain College
MSPAS, 2024, Pace

Dr. Eric Meyer, (2017)

Associate Professor of Theology

B.A., 2003, Westmont College
M.A., 2008, Regent College
Ph.D., 2014, Fordham University

Dr. Molly Molloy, (2021)

Associate Professor of Social Work
B.A., 1998, University of Montana
M.A., 2008, University of Montana
DSW, 2025, Barry University

Dr. Jeffrey B. Morris , (1994)

Professor of English

B.A., 1985, Boise State University
M.A., 1988, Pennsylvania State University
Ph.D., 1993, Pennsylvania State University

Dr. Julia L. Mull, (2011)

Department Chair:
Business, Accounting & Economics
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
Ph.D., 2023, Kansas State University

Dr. Julian Nolen , (2018)

Department Chair:
Psychology
Associate 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

Prof. Brent Northup, (1989)

Department Chair:
Communication Studies
Professor of Communication Studies/Director of Forensics

B.A., 1968, Whitman College
M.A., 1976, University of Missouri-Columbia

Dr. Jean Ollis, (2022)

Associate Professor of Social Work

B.S., 1992, Ohio State University
M.S., 2009, Ohio State University
DMIN., 2020, George Fox University

Dr. Stefanie Otto-Hitt, (2011)

Department Chair:
Biomedical and Environmental Sciences
Associate Professor of Biology

B.S., 2001, SUNY at StonyBrook
Ph.D., 2007, SUNY at StonyBrook

Prof. Kelly Parsley, (2012)

Department Chair:
Health Sciences
Associate Professor of Health Sciences

B.A., 1998, Pennsylvania State University
M.A., 1990, Pennsylvania State University
M.P.H., 2016, University of Montana

Dr. James C. Petrovich, (2021)

Department Chair:
Social Work
Professor of Social Work

B.S., 2000, Mississippi College
M.S.W., 2003, New York University
Ph.D., 2009, University of Texas at Arlington

Dr. Caroline Pharr, (2011)

Department Chair:
Chemistry
Professor of Chemistry

B.A., 2003, Carroll College
Ph.D., 2008, University of Wisconsin-Madison

Katherine Pieper, (2021)

Instructor of Nursing

B.S., 2019, Washington State University

Dr. Casey Pinckney, (2024)

Assistant Professor of Mathematics

A.S., 2012, Bellevue College
B.S., 2014, Seattle University
M.S., 2016, Colorado State University
Ph.D., 2021, Colorado State University

Dr. Sergio Restrepo-Mesa, (2022)

Assistant Professor of Hispanic Studies and Languages

B.A., 1997, Pontificia Universidad Javeriana, Bogotá, Colombia
Ph.D., 2022, The Catholic University of America

Dr. John Ries , (2004)

Department Chair:
Theology
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
Licentiate, 1989, Katholieke Universiteit Leuven-Leuven, Belgium
S.T.L./M.A., 1993, Katholieke Universiteit Leuven-Leuven, Belgium
S.T.D/Ph.D., 2000, Katholieke Universiteit Leuven-Leuven, Belgium

Dr. 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

Dr. 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

Dr. 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

Dr. 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

Dr. Shaun Scott, (2016)

Program Director:
Computer Science
Associate Professor of Computer Science

B.S., 1990, University of Montana Western
M.Ed., 2004, University of Montana
Ed.D., 2008, University of Montana

Dr. Brandon Sheafor, (2010)

Professor of Biology

B.A., 1988, Colorado College
Ph.D., 1997, University of Colorado-Boulder

Elizabeth Sheafor, (2014)

Instructor of Biology

B.A., 1993, University of California-Santa Cruz
M.A., 1997, University of Colorado-Boulder

Prof. Kimberly Shire, (2016)

Department Chair:
Fine Arts
Associate Professor of Theatre

B.A., 1995, Seattle Pacific University
M.F.A., 2015, University of Hawai'i at Manoa

Dr. William Mark Smillie, (1995)

Department Chair:
Philosophy/Catholic Studies
Professor of Philosophy

B.A., 1983, Thomas Aquinas College
Ph.D., 1992, University of Notre Dame

CPT Wyatt Smith, (2024)

Program Director:
ROTC
Assistant Professor of Military Science

B.S., 2017, Carroll College

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

Dr. 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

Dr. Kyle S. Strode, (2000)

Professor of Chemistry

B.A., 1986, Manchester College
Ph.D., 1993, Montana State University

Dr. Marie Suthers, (2012)

Department Chair:
Anthrozoology
Professor of Psychology and Anthrozoology

B.S., 1978, The Ohio State University
D.V.M., 1982, The Ohio State University

Dr. Lauren Swant, (2021)

Department Chair:
Nursing
Associate Professor of Nursing

B.S., 2008, University of Pittsburgh
M.S., 2013, Indiana State University
DNP, 2023, University of Pittsburgh

Dr. Anthony M. Szpilka, (1993)

Program Director:
Physics
Professor of Mathematics, Engineering and Physics

B.S., 1979, Princeton University
M.S., 1983, Cornell University
Ph.D., 1985, Cornell University

Dr. Andrew Thomas, (2018)

Assistant Professor of Business

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

DBA, 2023, University of Missouri-St. Louis

Mike Trudnowski, (2023)

Visiting Assistant Professor of Mathematics

B.A., 1979, Carroll College

M.Ed., 1989, University of Montana

Dr. Mary Twis, (2025)

Visiting Associate Professor of Social Work

B.S., 2007, Texas State University

MSSW, 2010, University of Texas at Arlington

Ph.D., 2018, University of Texas at Arlington

Dr. Sam Walker, (2025)

Assistant Professor of English

B.A., 2014, University of Michigan

Ph.D., 2024, University of Virginia

Dr. Alexandria Weisberg, (2023)

Assistant Professor of Psychology

B.S., 2007, University of Colorado

Psy.D., 2019, University of Colorado

Dr. Theodore J. Wendt, (2013)

Department Chair:

Mathematics, Engineering, Computer Science & Physics

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

Nathan Williams, (2021)

Assistant Professor in Computer Science

B.S., 1994, Montana State University

Professors Emeriti

John Addis

English

Dr. Debra Bernardi

English

Guido Bugni

Natural Sciences

Nathalie Caulliez

French

Dr. John Christenson

Biology

Ralph Esposito

Fine Arts - Art

Lois A. Fitzpatrick

Director of Corette Library

Eugene C. Franks

Business

Kim Garrison

Nursing

Dr. Thomas L. Graman

Spanish

Donna Greenwood

Nursing

Thomas W. Hamilton

Psychology

Prof. Steve Harper

Computer Science

Msgr. Joseph Harrington

Natural Sciences

Dr. David Grant Hokit

Biology and Environmental Science

Dr. Richard Lambert

| Philosophy

Terry Mullen

| Engineering and Mathematics

Joseup W. Munzenrider

| Music

Jack E. Oberweiser, JR.

| Mathematics

Dr. Dean Pavlakis

| History

Dr. Anne Perkins

| Anthrozoology

Dr. Lynn Peterson

| Music

Dr. Erik Pratt

| Political Science

Alexis Rincón

| Spanish

Phillip B. Rose

| Computer Science and Mathematics

Dr. Kay Satre

| English

Dr. John Scarf

| Engineering and Mathematics

Dr. Marilyn S. Schendel

| Biology and Chemistry

Bethalee J. Schoyen

| Business

Rev. Daniel B. Shea

| Classics

Dr. Robert Stansberry

| Education

Dr. Ronald S. Stottlemeyer

| English

Dr. Eric Sullivan

| Mathematics and Data Science

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