

2025–2026

UNDERGRADUATE CATALOG

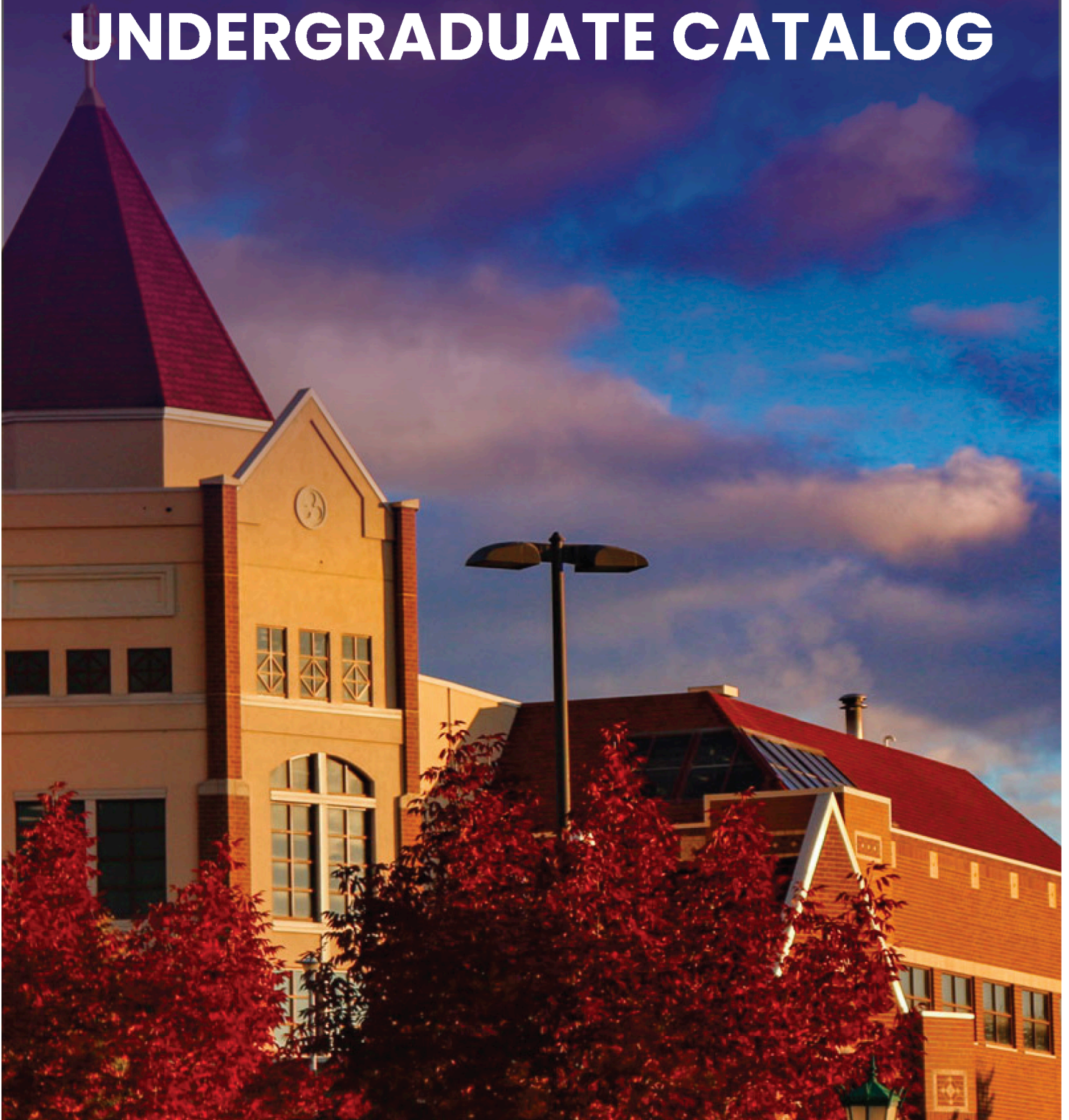


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Welcome to the 2025-2026 Carroll College Academic Catalog!

The catalog lists all of our:

- Undergraduate and Graduate Degrees and program requirements
- Majors
- Minors
- Certificate programs
- Course descriptions
- Other important academic policies, procedures, and 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).

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.ccnaccreditation.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) (<https://iacbe.org>).

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.

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 2025 for one academic 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.

2025–2026 Academic Calendar

The official academic calendar for the 2025–2026 school year can be found online at <https://www.carroll.edu/academics/academic-calendar>



Admission Information

Admission

Carroll College is committed to ensuring equal opportunity for all persons and does not discriminate on the basis of sex, race, religion, sexual orientation, marital status, veteran status, national origin, or ethnic origin. No qualified individual is excluded from admission or participation in any educational program, activity, or facility by reason of disability, providing the individual can properly perform with reasonable accommodation.

Degree Candidates

Degree candidates are those who have made application, through the Office of Admission, for a course of study leading to the Bachelor of Arts, Bachelor of Science, or Master of Social Work degree (for information about graduate level admission, please refer to the [Graduate Programs Bulletin](#) 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, demonstrated commitment to intellectual achievement, and at the student's discretion can include performance on standardized college entrance examinations and/or a secondary school report or letter of recommendation . In the case of transfer applicants, the college work already completed is considered.

All offers of admission are contingent upon the successful completion of ongoing course work, and the College reserves the right to revoke admission if current coursework is not satisfactorily completed.

First-Year Admission

A complete admission file includes:

1. Completed application form
2. Official transcripts from high school, any college(s) concurrently attended during high school, or GED/HiSet Exam scores (if applicable)
3. Official ACT, CLT, or SAT scores (at the student's discretion; please refer to the test optional link on the web: <https://www.carroll.edu/admission-aid/apply/application-requirements/credit-awards-testing>)
4. Secondary school report or letter of recommendation (encouraged but not required)
5. If in the judgment of the Admission Committee a student's academic records do not provide sufficient information to make an admission decision, additional documents may be required. In such instances, an additional semester of academic performance, a written essay/statement, a letter of recommendation, and/or a standardized test score (ACT, SAT, or CLT) may be 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, CLT 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, CLT, or the College Board (SAT). The Carroll ACT identifying number is 2408 and the SAT identifying number is 4041. Traditional first- year 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®	CLT®	The SAT®
act.org	cltexam.com	sat.collegeboard.org

The offer of admission is contingent upon the successful completion of the senior year of high school and graduation with submission of official transcripts required. To receive full consideration for scholarships and financial aid opportunities, applicants must have a complete admission file by the regular consideration admission deadline.

First-year 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, theater)—2 years
- Technology—1 year

High School Diploma/GED Validation Policy

In the event Carroll College has reason to believe that a high school diploma is not valid or was not obtained from an entity that provides secondary school education, Carroll College will conduct additional research to determine if the diploma is in fact valid. Red flags that will prompt additional research are:

- No apparent state legal authority for high school or G.E.D.
- Limited curriculum/instructors
- High school diploma given for a fee within a short period of time
- High school diploma date/place not consistent
- High school diplomas/transcripts/GED's that were issued by a school that bears a non-traditional name that does not end in "high school", such as "academy", or "center"
- High school diplomas/transcripts/GED's that were purchased and/or completed online
- High school diplomas/GED's that have names and/or dates that have been written on the diploma, and those where "white out" type corrections have been made

Should any of the above red flags exist, Carroll College will conduct additional research to include:

- Checking the National Center for Education Statistics (NCES) website for information relative to the validity of the school, and if the school in fact provides secondary school education. If Carroll College is unable to obtain the required information, Carroll College will contact the state the school is located in an attempt to obtain the appropriate documentation.
- Determining if the school has previously been identified as a high school diploma mill, via internet research and existing lists the school maintains.
- Determining if the diploma or transcript was purchased online with little work expected by the student, or if it was earned via brick and mortar traditional high school.

Ultimately, if Carroll College is not reasonably certain a high school diploma or G.E.D. is valid, the student will not be admitted. Carroll College's decision relative to the validity of a particular high school diploma or G.E.D. is final, and not subject to appeal.

Advanced College Experience (ACE) Program

Local area high school students have the opportunity to engage in Carroll courses. Students may enroll in up to 2 100-level courses (no more than 8 credits) or applicable 200-level courses with available seats after current student registration. Students will be responsible for a \$50 per credit ACE tuition charge, plus a \$60 semester fee to cover technology and parking, plus any course fees.

Eligible local area high school students must meet the following qualifications:

1. Junior or senior level in high school
2. Minimum 3.25 high school cumulative GPA
3. Approval of parent and high school counselor

A complete application file includes:

1. Completed ACE application signed by a parent/guardian and counselor/principal
2. Official transcripts from high school that show all completed coursework up to the point of application
3. Copy of immunization records

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 timely 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/admission-aid/apply/application-requirements/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/admission-aid/apply/application-requirements/ap-ib-policy>.

Home School Applicants

Carroll College warmly 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 [APPLY](#))
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, CLT, 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 Carroll College or Common Application
2. Official transcripts from all college(s) previously attended and official transcripts from high school if fewer than 19 semester credits of college level work was attempted

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

Transfer of Credit Policies

The policy governing the undergraduate [Transfer of Credit](#) is found in the Academic Policies section of this Catalog.

The policy regarding [Transfer of Graduate Level Credits](#) is found 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:

Degree Seeking Applicants:

1. Apply online at [APPLY](#) or complete the Common App.
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, Duolingo, ELS, PTE, Columbia West College, and New England School of English.
 - 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).
 - ELS: A grade of 11 or higher is required.
 - Duolingo: 110 or higher overall score with a 90 or higher in each section.
 - PTE: a score of 53 or higher.
 - Columbia West College: Level VI
 - New England School of English: Level 10
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.

Non Degree Seeking Applicants:

Apply using the non-degree seeking application found at [International Student Non-Degree Application](#).

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, Duolingo, ELS, PTE, Columbia West College, and New England School of English. .

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Admissions Deadlines and Notifications

All offers of admission are contingent upon the documentation of 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

First Year Applicants	Deadline	Notification Period
Early Action	November 1	December 31
Regular Decision	February 28	Rolling Notification
Rolling Consideration	May 1*	Rolling Notification
Direct Entry First Year Applicants	November 1	Rolling Notification
*After May 1 applicants are considered on a space available basis.		

First Year Applicants	Deadline	Notification Period
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

First Year 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](#) program or the [Teacher Education](#) 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 degree-seeking international students) to confirm their intent to enroll at the College. Students admitted for the Fall semester must submit the enrollment reservation fee and reply to the offer of admission by May 1. Students admitted after May 1 are required to submit their enrollment reservation fee 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 the Spring semester, to confirm intent to enroll, admitted students must submit the enrollment reservation fee and reply to the offer of admission 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 [APPLY](#).
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 Advanced College Experience

A special arrangement with Helena-area/local 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. On a space-available basis, Carroll Advanced College Experience students can enroll in up to two 100-level courses (no more than 8 credits). Students may be approved for 200-level courses with demonstration of appropriate preparation. 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 Advanced College Experience program is open to students with a minimum high school cumulative GPA of 3.25 and approval from both a parent/guardian and a high school counselor or teacher. Application forms and further information are available through the Office of Admission.

Campus Visit

Carroll encourages interested students to [visit the campus](#). Students have the option to participate in a student guided campus tour, attend

classes, meet with an admission and/or financial aid counselor, and meet with a professor. Please contact the Office of Admission two weeks prior to the date of your intended visit. Information regarding campus visits or any matters regarding admission should be directed to:

Carroll College, Office of Admission

1601 North Benton Avenue

Helena, MT 59625-0002

406-447-4384 or 1-800-992-3648

visit@carroll.edu

www.carroll.edu



Tuition, Fees, and Payment

Academic Year 2025–2026 Tuition Rates

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

Student Status	Tuition
Undergraduate Full-time Tuition: per semester <i>Undergraduate students registered for 12 through 19 semester credits.</i>	\$20,835
Undergraduate Part-time Tuition: per semester credit <i>Undergraduate students registered for less than 12 semester credits.</i>	\$1,736
Post-Baccalaureate Tuition: per semester credit	\$956
Undergraduate & Post-Baccalaureate Overload Tuition: per semester credit <i>Undergraduate & Post-Baccalaureate students registered for more than 19 credits.</i>	\$1,736
Accelerated Nursing Program (Cohort 4 - start date Summer 2024): per semester	\$17,370
Accelerated Nursing Program (Cohort 5 - start date Summer 2025): per semester	\$17,992

Advanced College Enrollment (ACE) Tuition & Fees:

Item	Cost
Per semester credit	\$50
Technology Fee per semester	\$60
Course and lab fees	Varies by course

Auditors' Tuition & Fees

Students enrolled without credit

Item	Cost
Per semester credit	\$150
Technology Fee per semester	\$60
Course and lab fees	Varies by course

Senior Citizen Tuition & Fees

Students 60 years and over at the time of registration, enrolled for audit only.

Item	Cost
1–3 semester credits	\$50
4–6 semester credits	\$100
7–9 semester credits	\$150
10–12 semester credits	\$200
Technology Fee per semester	\$60
Course and lab fees	Varies by course

Study Abroad Faculty Led Tuition & Fee

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

Student Status	Tuition
Full-time students	19+ credits- Overload tuition cost
Part-time students: per semester credit	\$1,736
Technology Fee per semester	\$60

Summer Faculty Led Programs

Item	Cost
Per semester credit	Varies by program
Technology Fee per semester	\$60

Summer 2026 Term Tuition & Fees

Undergraduate Student Tuition

Item	Cost
Undergraduate Tuition per credit	\$796
Post Baccalaureate Tuition per credit	\$796
Advanced College Experience (ACE) tuition per semester credit	\$50
Audit Tuition per semester credit	\$150
Technology Fee (charged to each summer enrollee)	\$60
Course and lab fees	Varies by course

Senior Citizen Tuition

Number of Credits	Cost
1–3 semester credits:	\$50
4–6 semester credits:	\$100

Number of Credits	Cost
7–9 semester credits:	\$150
10–12 semester credits:	\$200

Academic Year 2025–2026 Fees

Student Status	Fee
Undergraduate & Post Baccalaureate Full-time Student Fee per semester	\$700
Undergraduate & Post Baccalaureate Part-time Student Fee- registered for 6 to 11.99 semester credits per semester	\$350
Undergraduate & Post Baccalaureate Technology Fee- registered for less than 6 semester credits per semester	\$60
Audit, Advanced College Experience & Senior Citizen Technology Fee per semester	\$60
Accelerated Nursing Program (Cohort 4 - start date Summer 2024) Student Fee per semester	\$676
Accelerated Nursing Program (Cohort 5 - start date Summer 2025) Student Fee per semester	\$700
Accelerated Nursing Program (Cohort 4 & 5) Clinical Readiness Fee- charged first summer semester	Cohort 4 - \$127 Cohort 5 - \$127

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.

Student Status	Fee
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 three years (six semesters) 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 20 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 submit a request to the [Food Allergy, Special Diet, and Nutrition Accommodation Form](#) for review by the Accessibility Services Coordinator and a Nutrition Specialist 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. Items not removed within 30 days will result in additional fees, and possible donation of abandoned items.
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 (2025–2026):

Dorm	Cost
Guadalupe and Borromeo Halls	
Single	\$3,394
Double as a Single	\$3,602
Deluxe Double	\$3,269
Double	\$2,955
Triple/Quad	\$2,955
St. Charles	
Single	\$3,394
Double as a Single	\$3,594
Economy as a Single	\$3,394
Deluxe Double	\$3,269
Double	\$2,955
Economy Double	\$2,750
Trinity Hall	
Quad/Deluxe Single	\$3,778
Quad/Single Bedroom	\$3,578

Dorm	Cost
Quad/Shared Bedroom	\$3,269
Per week Single	\$134
Per week Double	\$98

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 Juniors and Seniors 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

Size	Cost
3-bedroom	\$1,950 per month (based on unit price)*
3-bedroom deposit	\$650 per person
2-bedroom	\$1,400 per month (based on unit price)*
2-bedroom deposit	\$700 per person

*Monthly rent rates dependent upon apartment occupancy (e.g. 3 students in a 3-bedroom apartment = \$650/month; 2 students in a 2-bedroom apartment = \$700/month)

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
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

Plan Information	Block 150	Block 75	Block 50
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

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.

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

Fee	Cost
Orientation Fee (non-refundable)	\$125

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

Fee	Cost
Student Liability Insurance Fee	\$20
Program Fee	\$405
Clinical Fee	\$386

Engineering Program Fee

Charged to all students in the program except 1st year students

Frequency	Fee
per semester	\$100

Anthrozoology Program Fee

Charged to all students in ANZ classes 108 and above.

Frequency	Fee
per semester	\$350

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

Fee	Cost
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:

- Beginning June 1, a cancellation fee of \$600 will be posted to the student's account (except in the case of a full withdrawal from the college).
- Exceptions granted from Residential Life and Housing after August 4 will result in a cancellation fee of \$600 posted to the student's account
- 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.
- After the first day of occupancy, residents are responsible for the full length of their Housing Agreement. Residents. Students who want to be released from this contract for any reason before the end of the contract period must file a Request for Residence Hall

Housing Agreement Release with the Residential Life and Housing Office. If approved for release from the Housing Agreement, the resident will be charged a \$600 breach of contract fee, or will be responsible for the cost of housing based on the tuition refund dates; whichever is more.

- If this contract is terminated, the Student agrees to vacate the residence hall within 72 hours, unless the student requests and is granted an extension by the Director of Residential Life and Housing

No refunds will be issued after the last three weeks of any semester.'

Graduation

Student Status	Cost
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.

Fee	Cost
Late Graduation Application Fee	\$25
Transcript Fee: per copy	\$10

Parking Permit

Permit	Student Status	Fee
Student Parking Permit	6 or more credits	\$25
Student Parking Permit	fewer than 6 credits	\$125

All students who use campus parking facilities must register their vehicle with the Parking Office and purchase a parking permit. Fines are charged to any student who does not have a current decal properly exhibited on the vehicle while on campus or for failure to comply with parking regulations. To encourage compliance and reduce repeat violations, parking fines will increase effective July 1, 2025. In addition to fines, repeated and flagrant offenses will be processed through the Code of Conduct procedures. Details on specific violations and updated fine amounts can be found on our website:

<https://www.carroll.edu/about-carroll/carroll-campus/parking>

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 six 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. Refer to Section "Tuition and Fees: Other Fees" for more information.

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](#)); 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.

- 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 on 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.

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.

Financial Aid

Financial Aid Overview

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 and Graduate degrees do not qualify for Carroll gift aid with the exception of donor specific scholarships for special programs.
- 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 with the exception of donor specific scholarships for special programs.
- 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 2025 is as follows:

Item	Cost
Tuition	\$41,670
Housing & Meals Allowance	\$12,060
Fixed Fees	\$1,400
Personal Expense* Allowance	\$4,172
Total Cost of Attendance	\$59,302

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

If the student has applied for federal financial aid, Carroll accesses the Student Aid Index (SAI) information electronically from the federal processor. If Carroll is not indicated on the FAFSA as a school that should receive the FAFSA Submission Summary (FSS), 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 SAI from the cost of attendance. The resulting amount is financial need as per federal eligibility guidelines.

The calculation is as follows:

Item	Cost
Financial Aid Cost of Attendance	\$59,302
Less: Calculated SAI (assume \$8,000)	\$8,000
Calculated Financial Need	\$51,302

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

Eligibility

Eligibility Requirements for Carroll Aid

Academic year 2025-2026:

- Possess a high school diploma or equivalent
- Priority given to students with FAFSA results submitted to Carroll by February 1. Deadline to submit FAFSA and receive Carroll need-based aid is May 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 undergraduate students. 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 2025-2026:

- 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 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 FAFSA Submission Summary (FSS) sent by the processing center and submit necessary corrections.

Financial Aid Notification

Academic year 2025-2026:

Students who have been accepted for admission and for whom Carroll received results of the FAFSA on or before February 1 will receive a need-based financial aid offer in February. The aid offers will contain all financial aid offered by and through Carroll College with directions as to how to accept and receive the aid. After February 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 to verify this information before disbursing 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 the first day of class, for the 2025-26 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/or e-mailed to accepted students beginning in February 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-study 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.

As prescribed by the Department of Education, current and prospective students of Carroll College are encouraged to first address complaints through the applicable institution's complaint or review procedures.

At Carroll College, the following procedures are in place:

- *For general complaints, course complaints, or assignment grade disputes, refer to the Student Complaint Procedures in the student handbook.*
- *For concerns about safety, report an incident or concern.*
- *For concerns about discrimination or protected-class harassment, report an incident or concern.*
- *For concerns about privacy of student records, refer to the FERPA policy in the catalog.*

Complaints that remain unresolved after engaging in the above-referenced processes may be further pursued in the following manners:

- *Complaints concerning consumer protection violations should be directed to the [Montana Department of Justice Office of Consumer Protection](#).*
- *Complaints concerning proper licensure under Montana law (see [Board of Regents' Policy 221](#)), including, if applicable, complaints related to State Authorization Reciprocity Agreement standards, may be directed to the Montana University System Office of the Commissioner of Higher Education, 560 N. Park Avenue, PO Box 203201, Helena, Montana 59620-3201, 406-449-9124.*
- *Complaints concerning broad institutional academic practices, such as those that raise issues regarding an institution's ability to meet accreditation standards, may be filed with the [Northwest Commission on Colleges and Universities](#).*
- *Individuals enrolled in an online or distance course with Carroll College and residing outside of the State of Montana may utilize the [student complaint process](#).*
- *Carroll College students residing outside of the State of Montana may also have an opportunity to utilize the complaint processes in their state of residence. [A list of information regarding the complaint processes of other states can be found here: https://www.mus.edu/OnlineStudents-StateContactInfo.html](#)*

Scholarships and Awards

Freshmen Students Entering in Academic Year 2025-2026

- Bishop Carroll Level: \$26,000
- Presidential Level: \$24,000
- Trustee Level: \$22,000
- All Saints Level: \$20,000
- Founders Level: \$18,000

All full-time students pursuing their first baccalaureate degree, who have applied and been accepted to Carroll in the 2025-2026 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 meals. 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. Appeals may be submitted in writing to the Financial Aid Office.

Carroll institutional grants/scholarships will not exceed:

- On-campus students = Total of tuition/fixed fees/housing/meal
- 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 housing and meal 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 Borromeo Guild Grant (need-based)

Borromeo Guild Grants are need-based scholarships and grants for students not eligible for Advantage Awards (see below). Priority consideration is given to students who are admitted to Carroll and have submitted their FAFSA by February 1st. Carroll College need-based grants are funded through the generosity of alumni and friends of the college.

Montana & Northwest Advantage Award

New First Year students accepted for admission who have graduated from a Montana, Idaho, Oregon or Washington high school and have filed a Free Application for Federal Student Aid (FAFSA) by June 1, may be eligible for an additional \$1,000 to \$12,000 Advantage Award. Amounts are based on your FAFSA results with an SAI below our cost of attendance. Receipt of athletic scholarships will reduce or may cancel this award.

Other Carroll Scholarships

Incoming freshmen accepted for admission and enrolled full-time (pursuing their first baccalaureate degree) may be eligible to apply for additional Carroll College scholarship opportunities listed on our new student webpage.

Activity Scholarships and Grants

Activity scholarships and grants are offered to students (pursuing 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, Professor Brent Northup
- Theatre: Contact the Theatre Department, Professor Kim Shire
- Choir: Contact the Choir Director, Dr. Michael Gray & Ms. Tasha Anderson
- Liturgical Choir: Mrs. Deidre Casey
- Pep Band: Contact the Pep Band Coordinator, Ms. Rebecca Kagerer
- Music Ensemble: Contact the Director, Ms. Rebecca Kagerer
- Men’s Basketball: Contact the Head Coach, Mr. Dan Pearson
- 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. Austin Shick
- Women’s Soccer: Contact the Head Coach, Mr. David Thorvilson
- Women’s Softball: Contact the Head Coach, Ms. Shawna Juarez
- Men & Women’s Track & Field: Contact the Head Coach, Mr. Harry Clark
- Women’s Volleyball: Contact the Head Coach, Ms. Maureen Boyle
- Cheer: Contact the Head Coach, Ms. Brooklyn Purcell
- Dance: Contact the Head Coach, Ms. Faith Edminster
- ROTC: Contact the ROTC office, Sgt. First Class Matthew Sonsteng

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.

Carroll Scholarships and Awards for Transfer Students

Scholarships for students entering in academic year 2025-2026:

Scholarship	Amount
Presidential Scholarship	\$20,000
Trustee Scholarship	\$18,000
All Saints Award	\$16,000

All full-time transfer students pursuing their first baccalaureate degree, who have applied and been accepted to Carroll in the

2025-2026 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 four years of full-time study. Other Carroll College institutional aid is generally awarded for up to four 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. Appeals may be submitted in writing to the Financial Aid Office.

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.

Transfer Award

Beginning Spring 2025, new transfer students qualify for a \$2,000 per year Transfer Award. Students must be in good academic standing and enrolled full-time to retain the award. The award is offered for up to 4 consecutive full-time years. Receipt of athletic scholarships will reduce or may cancel this award.

Federal Financial Aid

Complete the FAFSA as soon as possible. Request that your FAFSA Submission Summary (FSS) be sent to Carroll College, Title IV Code 002526. (www.studentaid.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 February 1. ROTC students must submit a FAFSA prior to February 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 FAFSA Submission Summary (FSS), resulting from the FAFSA, provides an Student Aid Index (SAI), 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 a 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 SAI, 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 SAI and continues to be an eligible student. All Title IV aid awarded to such eligible students must be based on an SAI of zero without regard to the student's calculated SAI. 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 SAI 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 up to 10 hours per week. For most jobs, the hourly pay rate is around \$11–\$13 an hour.
- Loans 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.
 - 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. Unsubsidized loans require payment or capitalization of interest upon disbursement. Interest rates are set annually in accordance with federal regulations.
 - 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.
 - Federal Direct GRAD PLUS (Graduate) Loan—for graduate students who want to borrow to help pay for their graduate education. Interest rates are set annually in accordance with federal regulations.

Private Scholarships

Many private organizations provide financial assistance to Carroll College students. Scholarship information may be obtained by contacting civic, professional, religious or other community organizations in addition to high school guidance offices and the Internet. 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 which may be stricter than federal 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), based on a 4-point scale, 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

Undergraduate students 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 programs 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 financial aid or graduation requirements. 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 when considering maximum timeframe. 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 which must be no later than the end of the following semester. 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 prior to the start of the term. Students with multiple majors or who change majors who exceed the timeframe must appeal in writing and be approved 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 in writing 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, or other unexpected mitigating circumstances). 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 student's 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 decide 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 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 but the student may submit a new appeal explaining the new circumstances.

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 and is approved for degree-seeking status by the Academic Dean, 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. Any existing credit balance on a student's account will not be disbursed until after the R2T4 calculation is performed. The result of the R2T4 calculation may result in payment to Carroll College for unpaid institutional charges after the R2T4 or other refund calculations are performed. A student may receive a credit balance within 14 days of the R2T4 calculation.
5. The Financial Aid Office within 30 days, notifies the student and the Business Office in writing (letter/email) of funds that the College must return, and the amount that the student must return.

6. The Business Office returns its share of unearned Federal Title IV funds within 45 days after it determines that the student's 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 within 14 days 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 the 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" and/or "W" grades followed by attempts to determine if the student withdrew from all classes. If so, the last date of academically related attendance is obtained and the later of an "F" or "W" is used. To facilitate the process, faculty instructors are required to indicate the 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 disbursement aid for that period that the student earned. A student who remains enrolled and attending 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 “disbursement” if the student could have received it at the point of withdrawal.

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

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

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

The institution’s share is the lesser of:

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

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

The student’s share is the difference between the total unearned amount and the institution’s share. 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 and/or adjusted based upon attendance.

- If a Federal Pell Grant recipient's projected enrollment status changes during a payment period before the student begins attendance in all of his or her classes for that payment period, the institution shall recalculate the student's enrollment status to reflect only those classes for which the student actually began attendance.
- 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 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).

Credit Balances & 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 45 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 within 14 days 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 notify borrowers within 30 days and give borrowers 14 days to provide confirmation from a student for Subsidized or Unsubsidized Stafford Loans, 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 advice, 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.

Academic Policies

Academic Policies Overview

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 tuition 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.

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. If a student drops a course within the add/drop period of a term, the course will not appear on the permanent academic record. If a student withdraws from a course after the drop period, a 'W' will appear on the permanent academic record. Students are not allowed to withdraw from individual courses after the first 12 weeks of the semester have passed.

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, Bachelor of Science or graduate 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 (fall/spring), 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.

Summer and Winter Study Loads

Undergraduate students in good standing may choose to enroll in up to two summer courses and one winter course per year without seeking prior permission. To enroll in more than two courses in summer or one course in winter, students must first meet with their academic advisor and receive written permission. Please note that summer courses are not included in the regular tuition for undergraduate programs; Accelerated Nursing program is the only exception. Winter courses are not included in the regular tuition for any of the college's programs.

Accelerated Nursing Students who are required to take classes during the summer term may enroll in up to 15.5 credits. Students who wish to enroll in more than 15.5 summer credits must seek written permission from the program director. ACNU students are limited to one course per winter term for an additional cost.

[The policy for graduate program study loads can be found here.](#)

Repeating a Course for Undergraduate Students

Undergraduate 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 currently enrolled student may request a full withdrawal from the college, and if granted, a grade of W will be posted on the transcript for all courses on the student's class schedule. Withdrawal from the College requires appropriate signatures, releases, and verifications. Please contact the Registrar's Office for assistance. Failure to comply with this procedure may result in failing grades in current registered courses.

A student who withdraws from the College and then wishes to re-enter must complete the [readmission process](#).

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;

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. 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.
2. The Vice President for Student Engagement may uphold, modify or overturn the Notice of Withdrawal. If the Notice of Withdrawal is overturned, the Vice President for Student Engagement 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](#). 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](#).

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 [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 [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 Registrar's Office at registrar@carroll.edu.

Credit for Military Experience

Credit for experience in the armed forces of the United States may be allowed for 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*:
 - a. Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges
 - b. Higher Learning Commission (HLC)
 - c. Middle States Commission on Higher Education (MSCHE)
 - d. New England Commission of Higher Education (NECHE)
 - e. Northwest Commission on Colleges and Universities (NWCCU)
 - f. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 - g. 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 semester credits (100-200 level) towards the academic program may be transferred into Carroll College.
4. At least one-half of the credits required in the major and minor must be taken at Carroll College.

5. Of the final 45 semester credits earned toward the degree, a minimum of 30 semester credits must be earned at Carroll College. See [requirements for graduation](#) as described in this Catalog.
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. The only exception to this rule are classes that were taken in spring 2020.
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](#) 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.

Credit and Contact Hours

At Carroll College, one credit hour equals 45 hours of student time that includes work in and out of class. For courses within the standard 16 week term, the following list defines the contact hours for each instructional method.

- **Lecture, Seminar, and Online Synchronous Courses** require one contact hour per week for each credit with two hours of outside work implied. One 50 minute period equals one hour of contact time.
- **Laboratory Courses** require a minimum of 2 contact hours per credit with a one hour of outside work implied.
- **Field Based Courses** or other courses without structured meeting times including practicum, clinical, field experience, research, independent study, and thesis require three hours of work per week for each credit.
- **Internships** must be a minimum of 8 weeks in duration and require 42 contact hours per credit with an implied minimum of 3 hours of work outside the internship experience. The specific content of these additional hours is determined by a Carroll College Faculty Internship Supervisor.
- **Hybrid Asynchronous Courses** combine asynchronous online and traditional in-person classroom instruction. In-person contact hours are reduced from the standard lecture/seminar/

online-synchronous model while the asynchronous online engagement is increased as appropriate to the instructional method. Between 40-75% of the scheduled meeting times may be replaced with online/out-of-classroom components. For the online/out-of-classroom components, the Carroll College policy for Regular and Substantive Interaction applies.

- **Online Asynchronous Courses** require 45 hours of student engagement including instruction and activity per credit. Instruction and activities must comply with the Regular and Substantive Interaction Policy.

Non-Traditional Courses

This policy applies to all Carroll College courses including the small range of non-traditional courses that fall outside of the standard 16 week term. Non-traditional courses require the same amount of student work per credit hour as traditional courses and follow the same instructional methods listed above. The number of contact hours and outside of class work is adjusted for the number of weeks for each non-standard course. For example, an 8 week course requires 2 hours of contact per week for each credit with 4 hours of implied outside work.

Non-Traditional Field Based Courses that are predominantly field trip based are required to complete 45 hours of student academic engagement per credit. This should count only the hours when students are actively engaged in learning and should not include the travel time to and from the field trip site. For field trip courses where the primary engagement happens over consecutive days such as study abroad intensives or week-long field excursions, the course requires engagement throughout the length of the term for student financial aid purposes. This can be accomplished via, but not limited to, pre- and post- field trip activities at the start and end of the term.

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

Carroll College's Independent Study process offers students a flexible opportunity for pursuing research or other academic experience with the guidance of a faculty member. Advanced students who wish to undertake an Independent Study will work closely with a faculty member to initiate, design, and execute a credit-bearing learning experience. The topic of an Independent Study is generally not offered in the established curriculum.

Independent studies are offered as a service by the college to those students who have demonstrated a clear ability to pursue a subject in a creative and independent fashion. Independent studies are offered only as faculty time permits.

Policy, Procedure, and Eligibility Requirements for Independent Studies

- Students who are juniors or seniors may enroll in an independent study. Graduate and Post-Baccalaureate students may be eligible and must meet with the program director before initiating the process.
- At the time of application, a student must have earned at least a 3.00 cumulative grade point average.

- Arrangements for an independent study must be finalized no later than the first week of the term in which the student plans to do and receive credit for the work.
- A maximum of three (3) semester hours of independent study can be completed in any one term.
- Students may not take a course offered in the College's regular curriculum by independent study unless there are extenuating circumstances.
- The Independent Study Request form can be found in MyCarroll. To complete the form, a student must meet with the supervising faculty member to plan out the Independent Study objectives, learning activities, and method for evaluating outcomes, all of which must be submitted as part of the application.
- A complete Independent Study Request form must be submitted via MyCarroll and approved by the student's faculty Advisor, the Instructor overseeing the Independent Study, the appropriate Department Chair, Associate VP for Academic Affairs, and Registrar's Office before a student will be allowed to register.

Regular and Substantive Interaction

The U.S. Department of Education regulations for distance (online) education require regular and substantive interaction between students and their instructors. The phrase "regular and substantive interaction" comes from the federal definition of distance education. The requirement for regular and substantive interaction applies to both synchronous and asynchronous instructional modalities.

Regular and Substantive Interaction has three elements. It must be:

- initiated by the instructor;
- frequent and consistent;
- focused on the course subject.

Definitions of Key Terms:

Substantive Interaction is defined as engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction. Examples include:
 - Actively facilitating an online discussion.
 - Participation in regularly scheduled learning sessions where there is an opportunity for direct interaction between the student and the qualified instructor. (Note: merely logging into class is insufficient without further participation.)
 - Providing an overview video to accompany pre-recorded lectures that are not generated by the Carroll faculty member.
2. Assessing or providing feedback on a student's coursework. Examples include:
 - Providing personalized comments (in any medium) for an individual student's assignment or exam

- Providing post-assessment debriefings based upon class performance.
- 3. Providing information or responding to questions about the content of a course or competency;
- 4. Facilitating a group discussion regarding the content of a course or competency;
- 5. Other instructional activities approved by NWCCU and/or any relevant specialized accrediting agency/ies.

Regular Interaction requires the opportunity for substantive interactions with the student on a predictable and recurring basis commensurate with the length of time and the amount of content in the course or competency. The instructor is responsible for promptly and proactively engaging in substantive interaction with the student, as well as monitoring students' academic engagement and success.

Monitoring Academic Engagement can include:

1. Evaluating a student's level of participation in synchronous class sessions;
2. Monitoring the student's activity on course websites or materials;
3. Considering the quality of the student's assignments or responses to questions about course materials;
4. Evaluating the level of the student's understanding of course materials during conversations with instructors or performance on exams; and
5. Other forms of monitoring the student's engagement and success in the course or competency.

Direct Instruction occurs in a synchronous environment where both the instructor and student are present at the same time and are both engaged.

Distance Education is a means of delivering educational programming to students physically separated from the instructor using technology. Distance delivery courses may be synchronous or asynchronous and must meet the same academic standards as all other Carroll College courses.

All faculty are responsible for complying with this policy and its associated federal regulations. Faculty teaching distance education (online) courses are responsible for ensuring their courses are designed to facilitate regular and substantive interaction between instructors and students. Each department or academic program is responsible for ensuring instructors who teach online courses in their department comply with this policy.

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:

Letter Grade	GPA Points
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

Letter Grade	GPA Points
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.

Academic Standing

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. In general, the following rules will apply:

- A student with a term GPA below 1.0 will be suspended (with the ability to appeal)
- A student with a term GPA below a 2.0 but previously in good academic standing will be put on academic probation
- A student with a term GPA below a 2.0 who was previously on academic probation will be suspended (with the ability to appeal)
- A student with a term GPA above 2.0 but with a cumulative GPA below a 2.0 will remain on academic probation

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 theater productions, choir tour commitments, the Gold Team Ambassadors, Community Advisors, Peer Ministers, or Carroll sponsored education or service abroad. Upon **restoration of good standing**, students may resume participation as long as all other eligibility requirements are also met.

Suspension

Suspension may result after one semester of unsatisfactory work should very poor performance warrant such action. 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 academically suspended is not eligible to apply for readmission for at least one academic year.

For most students, academic suspension provides time needed to address issues that are interfering with academic progress. In rare cases, students may be able to demonstrate that those issues have been resolved. If a student's circumstances meet the following criteria, they are eligible to appeal:

A student may apply for immediate readmission (or "appeal") if they can:

1. Describe the circumstances that interfered with their studies,
2. Document that they have already taken steps to change their situation, and
3. Show that these circumstances have been resolved.

Some situations that might lead to a successful appeal:

- Sustained illness that has now been cured and/or treated;
- Sustained financial problems that have now been resolved;
- Personal trauma for which a student is now being treated and will continue treatment.

The appeal is not a good option for students who need time to figure out what challenges have affected their studies, who still need time to resolve those challenges, or have been granted an appeal at the end of the previous term.

Guidelines for Appealing Academic Suspension

A student who is notified that they are suspended or dismissed from Carroll College for poor academic performance has the right to appeal.

1. A suspension appeal must be submitted on or before the suspension appeal deadline; late appeals will not be considered. The appeal deadline and instructions for appeal can be found in the Academic Suspension Notice sent to the student by the Registrar.
2. Suspensions that are appealed will not take effect until the associate vice president for academic affairs, in consultation with appropriate faculty and staff, has evaluated the appeal and made an official determination. If necessary, the associate vice president for academic affairs may ask the student to schedule a time to discuss the situation.
3. After a student's appeal materials have been reviewed, they will be informed of the College's decision and any required conditions regarding their future enrollment via an email from the associate vice president for academic affairs.
4. If an appeal is approved, the student's academic standing will be changed from Academic Suspension to Conditional Academic Probation, and specific terms will be outlined regarding the student's ability to immediately return to the College.
5. If the appeal is denied, the student will not be eligible to return until after remaining out of school for a year. Upon return, the student's academic status will be changed to Academic Probation.
6. All academic appeal decisions are final.

Appeals must contain the following:

1. Letter of Appeal (required; up to 750 words): An appeal is a request for a review. Make your appeal clearly but succinctly. Focus your attention on your actions and the facts of the situation. This is your main opportunity to help the appeal reviewers understand what specific and concrete changes you have made to resolve the issues or circumstances that have affected your studies. Focus on specific examples and describe changes and plans that are already in place. Explain why you believe you have a realistic chance at academic success in the upcoming term, if immediately readmitted.
2. Plan for Success(required): This document helps the appeal reviewers understand your future plans regardless of whether you will be immediately readmitted or your suspension is upheld. Clearly identify your plans to achieve good academic performance if permitted to return. Be specific.

Questions to consider addressing in your appeal include:

- What will be different from previous semester?
- Do you need to change majors? If so, why?
- Do you need to take different courses? If so, why?
- What strategies do you have to ensure your academic success?
- What campus and other services will you use to improve your academic performance?
- Do you need to find consistent medical resources?
- Do you want to get a job to gain some work experience?

- Do you need to stabilize your financial situation?
- 3. Supporting documents (optional): Depending on your circumstances, you may include other materials with your appeal statement. If your appeal involves a documented on-going health-related issue, you may include medical documentation. This must be received on official letterhead with original signatures. Official verification from a qualified health professional (physician, psychiatrist, or psychologist) should list the date(s) of diagnosis or assessment and provide a detailed description of treatment plan, patient response, and prognosis. The qualified health professional must not be a relative.

A note on AI: Like other information content and sources, generative AI can be used to organize or support original ideas but not used to write essays and not presented as your own original work. If you choose to use AI to assist you in generating these documents, you are expected to adhere to Carroll College conduct standards of honesty and integrity. Falsification is a violation of the Academic Integrity Policy. As such, you must properly credit any sources used in your written submission.

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).

Academic Grievance Policy and Procedure

Policy

The purpose of Carroll College's Academic Grievance Policy is to resolve academic grievances of students regarding actions of the faculty, or other college employee/s, that may have bearing on a student's academic record. For purposes of this policy the term "faculty member" will refer to the person(s) the complaint is against (be they faculty or other college employee).

An Academic Grievance is a complaint by a student alleging that a faculty member has caused the student to suffer some specific harm related to the academic matter within the authority of the Senior Vice President for Academic Affairs Office. Carroll College's Academic Grievance Procedure applies to all undergraduate and graduate degree programs, certificate programs, and all courses offered by Carroll College, regardless of the delivery method (i.e. face-to-face instruction, hybrid, or fully online).

Grounds for academic grievance relating to a student's academic record may include one or more of the following:

- The absence of documented course requirements and expectations (e.g. syllabus);
- Assigning a course grade through a substantial, unreasonable, and unannounced departure from the instructor's previously articulated standards (e.g. syllabus);
- Miscalculation of the final grade or miscalculation of grade(s) for underlying course components that impact the final grade;
- Grading a student on some basis other than performance in the course (i.e. absence of justification);
- Grading a student by resorting to unreasonable standards different from those which were applied by the same instructor to other students in that same course;
- Other matters concerning an academic record or progress

However, complaints that concern the following are not covered by this policy:

- Matters of academic judgment (see below);
- Appealing an alleged academic integrity violation (see [Academic Integrity Policy](#));
- Matters that fall under policies in Faculty and Employee Handbooks or other college-wide policies;
- Appealing academic standing (i.e. suspension);
- Appealing the content of a policy or regulation of the College or a department

The evaluation of a student's academic performance and/or the assignment of a grade as a result of that evaluation shall be considered a matter of *academic judgment*, and therefore not subject to the Academic Grievance Policy except where the grade has been determined in an arbitrary and capricious manner or where the procedure used in the evaluation is found to be in violation of College or departmental policy. Course grades are determined by faculty in accordance with information found in the course syllabus. Faculty are expected to include in the course syllabus the basis for determining final grades, including if plus/minus grading will be used and the impact of in-class participation, attendance, and/or other related expectations on the final course grade.

Confidentiality:

The proceedings of the academic grievance process are to be kept confidential from anyone not directly involved in the academic grievance process, except as permitted by FERPA, or as necessary to conduct the academic grievance process.

Waivers and Extensions of Time:

On written application, and for good cause shown, the Office of Academic Affairs may grant a waiver of any step or an extension of any deadline contained in this policy. The decision to grant such a waiver or extension shall be in writing and shall be provided to the parties involved. The written decision shall become a permanent part of the grievance file.

Burden of Proof:

The burden of proof is on the student, unless the decision is one being appealed by the faculty member, in which case the burden of proof is on the party who filed the appeal.

Sequential Courses:

If a student is grieving a failing grade in a sequential (i.e. pre-requisite) course, the student will be allowed to sit in the next course in the sequence during the following semester during the time the grievance is pending.

Procedure

Step 1: Attempting Informal Resolution Prior to Instituting a Formal Grievance

When a student believes an academic grievance has occurred, the student must first attempt an informal resolution by communicating with the involved faculty member. A formal academic grievance will not be reviewed unless this step has been completed.

Final grade appeals must be submitted before the end of the add/drop period of the following required term (e.g. if an undergraduate received a final grade in the fall semester, the student has until the end of the add/drop period of the spring semester to file an appeal; for undergraduates, spring and summer semester appeals must be received by the end of add/drop in fall. For post-baccalaureate or

graduate students, the following required term may include summer or winter, depending on the program.)

Through their appeal, the student must demonstrate that despite their instructor's evaluation of their performance as below the objective standard to earn a grade, they did in fact meet the standard for that grade, as set forth in the documented course requirements (e.g. syllabus).

For other types of academic appeals the student must contact the faculty member as soon as possible after the alleged action but no more than fifteen (15) weekdays (excluding school breaks or holidays) after the alleged grievance has occurred.

The faculty member has five (5) weekdays (excluding school breaks or holidays) to respond to the student's grievance.

The faculty member and student may agree on an informal means of resolving the matter.

Should the instructor fail to respond in five (5) weekdays (excluding school breaks or holidays), the student should communicate with the department head or designee for assistance in resolving the matter.

In the event that the faculty member has left the College permanently or is on a temporary leave such as a sabbatical, the student should communicate with the department head or designee for assistance in resolving the matter.

Following the informal process above, a student may decide to file a formal grievance and has fifteen (15) weekdays (excluding school breaks or holidays) following final communication with the faculty member or department head as described above to do so.

Step 2: Formal Academic Grievance Procedure (optional)

If the issue is not able to be resolved informally as described above, the student may file a formal academic grievance in writing. The following information must be submitted to the appropriate department head or chairperson of the faculty member or, if the respondent is a chairperson, to the Associate Vice President for Academic Affairs (AVPAA). All documentation submitted by the student will also be made available to the faculty member.

The written formal academic grievance shall be signed and dated by the student and must include all of the following:

- the nature of the grievance and the rule, procedure, or policy violated;
- the date(s) when the alleged violation occurred;
- all steps that have been taken to try to resolve it informally;
- the name(s) of the person(s) who have knowledge of the subject matter of the grievance;

- copies of any supporting documents which the student believes to be relevant to the grievance;
- and a statement describing the desired outcome of the grievance.

If there is a concurrent conduct process underway (i.e. Athletic, Academic Integrity, Student Conduct) the student should note it and briefly state if it is related to the academic grievance in any way. Depending on the nature of other said processes, the Office of Academic Affairs may determine that they must be concluded before the academic grievance process can proceed.

From this point on, in the absence of credible and relevant new evidence, the student's pursuit of the academic grievance must remain consistent in content and scope with this submission, and faculty will be expected to respond only to the issues raised in the written academic grievance.

Within five (5) weekdays (excluding school breaks or holidays) of receipt of the formal academic grievance, the department chairperson shall meet with all parties involved, either individually or together, and shall attempt to facilitate an appropriate resolution of the matter.

The department chairperson shall render a written decision within five (5) weekdays (excluding school breaks or holidays) from the date of the last meeting. This decision shall be provided in writing to the student and the faculty member.

Grievance Resolution

An Academic Grievance is resolved when:

- The student requests in writing that the grievance be withdrawn; or
- When both parties sign a statement that a resolution has been achieved; or
- The student or other party with a right of appeal fails to advance the grievance or appeal in the required time frames; or
- The final appeal step of the grievance policy is completed.

Step 3: Final Appeal of Formal Academic Grievance (optional)

If either the student or the faculty member is dissatisfied with the decision issued by the department head, they may make a final appeal of the decision to the AVPAA, unless the AVPAA was standing in for the department head as the decision-maker, in which case the grievance shall proceed to the Senior Vice President for Academic Affairs (SVPAA) for final review. For exceptions, see below.

The final appeal shall be in writing and shall state the reasons for disagreement with the decision rendered at the conclusion of Step 2, in addition to all the requirements of the original written grievance outlined above.

The final appeal shall be signed and dated by the person submitting the appeal and must be presented to the AVPAA/SVPAA within five (5)

weekdays (excluding school breaks or holidays) from the receipt of the written decision from Step 2. The appeal documentation will be made available to all parties involved.

Within five (5) weekdays (excluding school breaks or holidays) of receipt of the appeal, the AVPAA/SVPAA shall convene meetings of all parties involved and shall attempt to facilitate an appropriate resolution of the matter.

The AVPAA/SVPAA's decision shall be issued in writing within five (5) weekdays (excluding school breaks or holidays) from the date of the final meeting, and shall be provided to the student, faculty member, and department head (if applicable). The decision of the AVPAA/SVPAA is final (for an exception, see below) and shall contain the reasons for his/her decision.

Final decision exception: At the SVPAA's professional discretion, there may be occasions where the formal grievance process (Step 2) begins with the SVPAA or the SVPAA cannot participate in the Final Appeal step (Step 3). To ensure due process in either of these exceptional cases, the Final Appeal shall proceed to an academic grievance appeal committee. The academic grievance appeal committee shall consist of five members. Committee members shall not act as advocates for any party to the grievance. The members of the committee shall be selected as follows:

- One tenured faculty member shall be selected by the SVPAA
- One tenured faculty member shall be selected by the SVPAA from a list of three tenured faculty members submitted by the complainant, after consultation with the respondent
- One tenured faculty member shall be selected by the SVPAA from a list of three tenured faculty members submitted by the respondent, after consultation with the complainant
- One professional staff member from Academic Affairs or the Saint's Success Center shall be selected by the SVPAA
- One full-time student shall be selected by the SVPAA in consultation with the complainant and respondent

In the event that a grievance appeal committee must be constituted in the summer for a program with required coursework in the summer, faculty with summer appointments will be used to populate the committee. If that is not possible or appropriate, the SVPAA will identify faculty who are not on contract but are available to serve on the committee. If a faculty member serves on an appeal committee while not on contract, they will receive a small stipend from the Office of Academic Affairs.

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

- I. 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 SVPAA 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 grievance to include appeals and responses, and may request parties for additional information in writing or to appear in order to answer questions from the committee.

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 SVPAA. 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 to the grievance by the SVPAA within five (5) school days of receipt by the SVPAA. The decision of the committee is final. This does not preclude other outside legal action to be taken by either party.

Records of the Formal Academic Grievance

Upon final resolution of a formal academic grievance, all records relating to the grievance shall be forwarded to the Office of Academic Affairs, who shall maintain these records in a separate file and for a period of seven (7) years from the date on which the grievance was filed.

Academic Integrity Policy

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:

- I. 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 may, at the discretion of the instructor, be treated as two or more separate offenses, both a first offense and subsequent offenses, and sanctions may 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.

Preferred First Names

Carroll College recognizes that that some students use first names other than their legal names to identify themselves.

Students can request the use of a preferred name regardless of whether or not they have legally changed their name. This information will be shared with academic advisors, faculty (through class rosters), and student support staff to support students during their time at Carroll.

Students are free to change the preferred first names provided that the request is deemed sincere and it is not for the purpose of misrepresentation (i.e. using the process to avoid a legal obligation).

Preferred first names that differ from an individual's legal name will be used solely for Carroll's internal systems. The College shall maintain a record of the student's legal name, which will be used when required by College business or legal need. All external reporting of a student's name must, by law, use the student's legal name.

Acceptable uses of preferred names include:

- A middle name instead of first name
- An abbreviated name (Rob instead of Robert, Manny instead of Manuel)
- An Americanized name (Stephanie instead of Haiyan)
- A name to which you are in the process of legally changing
- A name that better represents your gender identity

You may not use your preferred name to misrepresent who you are, nor may you use any symbols, profane or offensive language in your preferred first name. Those who intentionally misuse the preferred first name option may be subject to disciplinary action and the preferred first name will be removed.

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](#).

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/academics/undergraduate-research/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/academics/undergraduate-research/institutional-animal-care-use>

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/about/offices-services/information-technology-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/about/offices-services/information-technology-ccit/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/about/offices-services/information-technology-ccit>.

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.

Degree & Graduation Requirements

Bachelor's Degree

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

1. Completion of the [Carroll College Core Curriculum](#) (the Core) for the bachelor's degree*;
2. Completion of all program requirements in the major and minor (if one is taken);
3. Completion of 122 semester credits*, only 2 of which may be physical education activity courses ([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](#). 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. Postbac students returning for another undergraduate degree after earning a first bachelor's degree from Carroll College -- see **Second Bachelor's Degree policy** below.
- 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](#); 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.

Second Bachelor's Degree

Post-baccalaureate students who continue their enrollment at Carroll, or who return later to Carroll, after earning a first bachelor's degree are eligible to earn a second bachelor's degree under the following conditions:

- The student must fulfill all of the published program requirements for their second bachelor's degree program;
- A minimum of 30 required credits in the new major field of study must be completed at Carroll after the date that the first bachelor's degree was awarded.
- Core Curriculum requirements for the new degree will be defined for post-baccalaureate students under the catalog year assigned to the second degree program.

Notes:

- This policy applies whether the student is pursuing a program within the same degree type (e.g. a second Bachelor of Arts degree) or a different degree type (e.g. a Bachelor of Science degree after completing a Bachelor of Arts degree)
- Courses taken during the first degree program that fulfill requirements (Core, major, etc.) in the second degree program will be applied, as long as the minimum new credit requirement is still met.
- Undergraduate students who do not meet the conditions above, especially those who expect to complete their bachelor's degree program within a continuous enrollment period, should consult the policy for [Double \(or Triple\) majors](#).

Core Curriculum

Overview

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

The **Carroll College Core Curriculum** is required of all students receiving the bachelor's degree. A person who holds a baccalaureate degree from another appropriately 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 an appropriately accredited institution prior to enrolling at Carroll, the Core requirements are adjusted as described in the **Core Curriculum** section of this catalog. Effective Fall 2017, Core requirements cannot be fulfilled through elected pass/fail grading.

*Notes:

- The special **Core Curriculum requirements for postbaccalaureate and transfer students** do 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, or students with Associate of General Studies or Applied Associate degrees. For these students, a course-by-course evaluation will be used to determine which Core courses have been met with transfer credits.
- Postbaccalaureate students who earned their first bachelor's degree at Carroll College should consult the Second Bachelor's Degree policy in the **Degree Requirements** section of this catalog.

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

- Practice critical thinking across disciplines by questioning assumptions, assessing sources of information, investigating historical context, and evaluating solutions to problems.
- Demonstrate facility with argument and the use of supporting evidence.
- Engage in creative production to further their imaginative capacities.
- 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

- Apply empirical research methods, including design, data analysis, and interpretation.
- Understand standards of scientific verifiability and hypothesis testing.
- Apply and communicate quantitative methods for representing information, modeling phenomena and solving problems.

III. Oral and Written Communication

- Demonstrate the ability to listen effectively and create messages appropriate to audience, purpose, and context in speech and writing.
- Use appropriate language, syntax, grammar, and structure to explore ideas, develop arguments, and convey understanding in speech and writing.
- Demonstrate facility in communication in interpersonal contexts.

IV. Theological Literacy

- Articulate the respective roles of faith and reason in the pursuit of truth, especially as practiced in the Catholic intellectual tradition.
- Understand Catholic theological perspectives within their cultural and historical contexts.

V. Ethical Reasoning

- 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).
- Apply ethical concepts (including the principles of Catholic Social Teaching) to problems and understand the implications of their application.

VI. Intercultural and Global Understanding

- 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.

Core Curriculum 2020 Requirements, Amended 2022

I. Central Sequence

- 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
- 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 equivalent 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
- 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 course 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 Capstone Project**
Prerequisite(s): Ethical Reasoning and Advanced Writing courses must be taken prior or concurrently

Notes:

All first-time, first-year students entering Carroll College, including those with dual enrollment, AP, IB, or other

*transferable credits, are required to complete **CORE-110** First Year Writing Seminar even if they have college credit for a previous English composition course. Transfer students entering Carroll College with fewer than 19 semester credits attempted after graduating high school (not inclusive of dual-enrollment, AP, IB, or other transferable credits even if an AA or AS degree was earned) are also required to take **CORE-110**.*

II. Distribution Requirements

- **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.)
- **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.)
- **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
- **Quantitative Analysis** (3 cr.): One data science (DS) or mathematics (MA) course approved for Core credit
- **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*

- **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 complete 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.

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

- Study Abroad program, approved by Global Learning
- Internship, approved by Career Services
- Practicum (including Nursing Clinical or Student Teaching) approved by designated departments in consultation with the Core Curriculum Director
- Undergraduate Research Experience approved by designated departments in consultation with the Core Director
- Service Learning Experience, approved by the Hunthausen Center for Peace and Justice, coordinated by Campus Ministry

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, and (3) 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 Requirements for Postbac Students and Transfer Students with an Earned AA or AS Degree

Postbaccalaureate students who have earned a Bachelor's degree from an appropriately 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 an appropriately 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:

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

Notes:

- ***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.***
- ***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.***

Requirements for Graduation

An undergraduate 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; for more information about baccalaureate requirements, please visit the [Degree Requirements](#) section of this catalog. *Information regarding **graduate-level** degrees, programs, and requirements are found in the [Graduate Programs Bulletin](#) 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.

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.

Major and Minor

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.

Double (or Triple) Majors

Undergraduate students who complete their degree program within a regular, continuous enrollment period and who fulfill the requirements for two or more majors will be awarded a single bachelor's degree upon graduation. If the student is pursuing a Bachelor of Science program (e.g. Civil Engineering or Nursing), the B.S. will be the degree awarded and the second major will be listed as a component of that degree, even if it is a major that on its own typically results in a Bachelor of Arts degree.

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.

Additional Opportunities

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.

Director of Athletics

Charles Gross

B.A., 1986, St. John's University

M.A., 1989, Bowling Green State University

Student Engagement

Student Engagement Division

Established in 2021, the division of Student Engagement joined two legacy divisions at the college: enrollment management and student life. [Student Engagement Organizational Chart](#).

Those serving in the division share a commitment to know, love, and serve our Carroll students and the rest of the Carroll community, empowering one another to lead generous lives of great purpose, goodness, and joy. The division advances the mission of Carroll College by inviting and recruiting students and families to our

community, supporting them throughout their education, and providing a transformative student experience that fosters knowledge and virtue.

Student Engagement Departments **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 and two assistant directors 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. For more information please visit <https://www.carroll.edu/faith-service/campus-ministry>.

Campus Security and Public Safety

Campus safety is managed by the Director of Campus Security and Public Safety, 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 Security and Public Safety, 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, Lewis & Clark Sheriff's Office, Helena Fire Department, and St. Peter's Emergency Ambulance Services. For more information visit us at <https://www.carroll.edu/student-life/campus-safety>

Dean of Students

The Dean of Students reports to the Vice President for Student Engagement and represents 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. 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.

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 Support and Retention, Accessibility Services, Career Services, Global Learning, Special Populations Advising and the Testing Center.

Saints Success Center

Student Life Departments

Enrollment Services

The Enrollment Department, encompassing the Office of Admission and the Financial Aid Office, will authentically and faithfully represent Carroll's Catholic, diocesan, and liberal arts identity. Informed by our Mission, Enrollment welcomes and supports all prospective students who are seeking academic excellence grounded in faith and reason. Enrollment Services guides prospective students and their families through the enrollment process by offering clear guidance, access to financial resources, and a personal connection that reflects Carroll's commitment to the dual goals of vocation and enlightenment. The primary purpose of the Department is to optimize the enrollment of first-year, transfer, post-baccalaureate, re-admit, Accelerated Nursing, and Master of Social Work students.

The Office of Admission is responsible for all aspects of recruiting students who will benefit from Carroll College's integrative and value-centered education. This includes prospect research, inquiry generation, hosting our own Slate application, ingesting applications from the CommonApp, communicating with prospective students, traveling to high schools and college fairs, conducting admission programs, providing campus tours, coordinating with coaches for athletic recruits, and collaborate with all other Carroll departments to provide a positive experience for students as they progress through the admission stages and enroll at Carroll.

The Financial Aid Office is responsible for packaging financial aid for incoming and current students, providing financial literacy and loan counseling services, administering federal financial aid and adhering to all applicable federal laws and regulations, coordinating with

coaches to award athletic scholarships, and collaborating with the Office of Institutional Advancement regarding donor-funded scholarships.

For more information please visit us at <https://www.carroll.edu/admission-aid>.

Marketing

The Marketing Department shares the story of our Catholic liberal arts community in authentic and engaging ways. Through creative campaigns, digital strategy, and compelling content, we help attract and retain students while connecting people to our mission of faith, learning, and service. Using channels like social media, print, and web, we help build meaningful relationships with students, alumni, and donors—showcasing the impact of a values-based education.

Student Engagement Partners 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. To ensure the health and well-being of our students and the development of a thriving educational community, all students who live in campus housing must be on a meal plan. During the academic year, the St. Thomas Aquinas Commons (STAC) offers continuous service from early mornings until late evenings. Operating hours, menus, and more can be found at <https://carroll.sodexomyway.com>. Students with special needs or diet considerations should contact the General Manager of Sodexo for accommodation. For retail options, Sodexo manages the Holy Grounds coffee shop and bakery, our on-campus convenience store [C-store], concessions in Nelson Stadium and the PE Center, along with other retail locations. 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 students are required to live on campus for the first six semesters and are encouraged to live on campus for their entire campus experience. The only exceptions are:

- Students age 21 and older (must be 21 on the first day of the academic term).
- Married students.
- Students with Dependents.
- If the student delayed enrollment in college by three or more years beyond high school graduation.
- 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. This exception must also be confirmed as an accommodation through Student Accessibility Services.
- Helena Area Resident who has graduated from a high school within 30 miles of Carroll College.

All students approved for exception must hold a Block 50 Meal Plan, whereas all students residing in the campus residence halls must have an Anytime Dining meal plan at the College.

Exception requests must be submitted no later than 1 week prior to the start of classes. Exception requests submitted after the start of a student's occupancy will not be accepted. The application process can be found at: [Application for Exception to the Campus Housing and Meal Plan](#).

An accessibility request for Residential Housing must be submitted to [Accommodations Request Form](#).

An accessibility request for Dining and Meal Plans must be submitted to [Food Allergy, Special Diet, and Nutrition Accommodation Form](#).

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.

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.

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

To be eligible for graduation with honors, a Carroll undergraduate student must have completed at least 60 semester hours of course work at Carroll College. The required cumulative grade point average will be calculated from all courses attempted at Carroll; for postbaccalaureate students pursuing a second bachelor's degree at Carroll, only the grades earned during the second degree program will be included.

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) and/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 Award for Outstanding Service

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 annually at the end of the spring semester.

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.

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 (60+ earned credits) 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, as well as written approval from the faculty internship advisor from the department, and/or department chair (if necessary) 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 scholarship is required to fulfill a military obligation in the Army National Guard, U.S. Army Reserve, or the Active Army, depending on the scholarship type awarded 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 in 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.

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.

Locations 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.

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 you are 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 placement 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.

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 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.

Other options available through the Global Learning Office.

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:

Carroll College Global Learning Office
406-447-4469
sackeret@carroll.edu
Borromeo Hall rm. 115

Additional program information and the application site can be found on the VIA app in OKTA.

Honors Scholars Program

KATHERINE GREINER, PH.D., 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 the 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 involvement.

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

<https://www.carroll.edu/academics/liberal-arts-carroll/experiential-learning/honors-scholars-program>.

Carroll 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. On a space-available basis, Carroll Advanced College Experience students can enroll in up to two 100-level courses (no more than 8 credits). Students may be approved for 200-level courses with demonstration of appropriate preparation. 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 Advanced College Experience program is open to students with a minimum high school cumulative GPA of 3.25 and approval from both a parent/guardian and a high school counselor or teacher. 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 confirm, on an annual basis, their intent to use their benefits.

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 Office 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 honorably 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 recipients of the Yellow Ribbon Program in the Masters of Social Work Program (MSW). 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. 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 4/29/2024-08/08/2029.

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.

I. 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/wp-content/uploads/NACAC-Guide-to-Ethical-Practice-in-College-Admission_Aug-2024.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 165th Avenue 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 the 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 134.

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](#).

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.

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 Support and Retention, Accessibility Services, Career Services, Global Learning, Special Populations Advising, and the Testing 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 Director of Accessibility Services 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/about-carroll/accessibility-policies-procedures/accessibility>.

The college's policy on Accessibility for Students with Disabilities 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 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 for most 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.

The Director of Global Education serves as a key advisor and advocate for our international student community. This role involves orienting, supporting, and assisting students with various aspects such as cultural adjustment, visa compliance, employment opportunities, campus resources, and more.

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 Academic Support & Retention 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 Academic Support & Retention works closely with the Director of Accessibility Services, to ensure that students with documented disabilities receive appropriate accommodations.

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/Counseling and Health Services.

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 (full time), spouses and retired employees 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>.

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 three years (six semesters) and they 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 received additional training in conflict mediation 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. Area Coordinators are supervised by the Assistant Director of Housing, as well as the Associate Dean of Students and Director of Residential Life and Housing.

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.

Wellness Center

Be healthy in body, mind, and spirit.

The Wellness Center at Carroll is the hub of student health services. Open from 9 a.m. to 12 p.m. and 1 p.m. to 4 p.m. Mondays through Fridays—the Wellness Center offers a wide range of services, including physical health checks, flu symptoms checks, medical prescriptions, and mental health counseling. There is a 24-hour hotline for students in case of emergencies, and the Center's Relaxation Room offers students a tranquil space to relax whenever they need it.

Three full-time licensed counselors are available to address student mental wellness. In addition, a Core Team of representatives from a cross-section of campus resources collaborate to identify at-risk students, address individual needs, and reduce barriers to student success.

Family Educational Rights and Privacy Act (FERPA)

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 Borromeo 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. A person employed by the College in an administrative, supervisory, academic, or authorized support staff position
 - b. A person employed by or under contract to the College to perform a special task, such as the attorney or auditor.
2. A school official has a legitimate educational interest if the official is:
 - a. Performing a task that is specified in his or her position description or by contract agreement.

- b. Performing a task related to a student's education.
 - c. Performing a task related to the discipline of a student.
3. 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.*
4. 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.
5. If required by state law requiring disclosure that was adopted before November 19, 1974.
6. To organizations conducting certain studies authorized by the College in compliance with FERPA guidelines.*
7. To accrediting organizations to carry out their functions.
8. To comply with a judicial order or a lawfully issued subpoena.
9. To appropriate parties in a health or safety emergency.
10. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed.

* 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.

Degrees

Anthrozoology

Faculty

MADELYN BRUSTKERN, M.S.

MARGO DEMELLO, PH.D.

H. MARIE SUTHERS, D.V.M., DEPT CHAIR

Mission and Goals

Anthrozoology is an interdisciplinary field that explores the spaces that animals occupy in human social and cultural worlds and the interactions humans have with them. Central to this field is an exploration of the ways in which animal lives intersect with human cultures. At its core, the field of anthrozoology is about understanding the incredibly complex and often contradictory relationships that humans share with other species. We look at the good—how animals make our lives richer, more meaningful, and healthier—and the bad—the vast levels of human exploitation of other animals to serve human needs. Students in the anthrozoology program, explore human-animal interactions through a variety of disciplines, including psychology, sociology, anthropology, and geography, and develop the knowledge and skills to improve the lives of both animals and people through animal-assisted therapy, veterinary medicine, humane education, and other service occupations. The program blends a core liberal arts education with extensive hands-on training in which students work with horses, dogs, cats, and even wildlife.

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 BA

Degree Type

Bachelor of Arts

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 41 credits specifically in Anthrozoology, 3 elective credits that may be 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

Course Code	Name	Credits
ANZ-107	Introduction to Anthrozoology	3
ANZ-108	Survey of Animals in Society	3
ANZ-221	Canine Science	3
ANZ-231	Horses & Humans: Historical Perspective	3
ANZ-233	Connecting With Horses	2
ANZ-233L	Connecting With Horses Lab	0
ANZ-240	Cross-Cultural Anthrozoology	3
ANZ-309	Research Methods in Anthrozoology	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-332L	Equine Lab: Nature of Horses	0
ANZ-442	The Science of Animal Welfare	3
ANZ-452	Wild Animals and Society	3
Sub-Total Credits		41

Recommended electives include:

Course Code	Name	Credits
ANZ-245	Animals in Popular Culture	3
ANZ-268 or TH-268		3
ANZ-289	Special Topic	3
ANZ-326	Animal-Related Bus and Non-Profits	3
ANZ-341	Equine Facilities Management 1	3
ANZ-342	Equine Facilities Management 2	3
ANZ-389	Special Topic	1-3
ANZ-421	Specialized Animal Training	2
ANZ-422	Specialized Animal Training	2
ANZ-431 and ANZ-431L		3
ANZ-489	Special Topics	1-3
SPED-200	Introduction to Exceptional Children	3
Sub-Total Credits		3

II. Other Program Requirements

Course Code	Name	Credits
Business Elective Course		3
BI-121 or BI-122 or BI-123, or ES-124 and ES-134		3-4
BI-131 or BI-132		1
MA-207 or MA-315		3
PSY-105 or SO-101		3
Sub-Total Credits		13-14

Note

- I. 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](#) section.

	Total Credits	57-58

Anthrozoology Minor

Degree Type
Minor

In the equine component, students explore the many ways the horse-human relationship can contribute to psychological, physical, and spiritual well-being. In addition to learning about the implications of the horse-human relationship throughout history and developing essential skills to work in the field of equine assisted services, they gain a strong foundation in safe and ethical horsemanship practices.

In the canine component, students learn canine training techniques working with regional shelter dogs, which also benefit from our program since we're rehabilitating them from their lives at dog rescues. The education and training is specific to animal-assisted activities, search and rescue, or scent detection.

I. Minor Program Requirements

Course Code	Name	Credits
ANZ-107	Introduction to Anthrozoology	3
ANZ-108	Survey of Animals in Society	3
ANZ-442	The Science of Animal Welfare	3
ANZ-452	Wild Animals and Society	3
Sub-Total Credits		12

A. Canine Track

Course Code	Name	Credits
ANZ-221	Canine Science	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
Sub-Total Credits		13

B. Equine Track

Course Code	Name	Credits
ANZ-231	Horses & Humans: Historical Perspective	3
ANZ-233	Connecting With Horses	2
ANZ-233L	Connecting With Horses Lab	0
ANZ-332	Equine Science: Nature of Horses	4
ANZ-332L	Equine Lab: Nature of Horses	0
ANZ-431 and ANZ-431L or ANZ-342		3

Sub-Total Credits	12
II. Other Program Requirements	
Course Code Name	Credits
BI-121 or BI-122 or BI-123, or ES-124 and ES-134	3-4
BI-131 or BI-132	1
Sub-Total Credits	4
Total Credits	28-29

Biochemistry Molecular Biology

Faculty

KELLIE (O'ROURKE) AGRIMSON, PH.D.
TRAVIS ALMQUIST, PH.D.
ASHLEY BECK, PH.D.
CHRISSIE CARPENTER, PH.D.
REBECCA COATES, PH.D.
DAVID HITT, PH.D.
CAROLINE PHARR, PH.D., DEPT. CHAIR
STEPHANIE OTTO-HITT, PH.D., DEPT. CHAIR
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 BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI-281	Genetics	3
BI-281L	Genetics Lab	1
BI-329	Molecular Biology	3
BI-496 or CH-496		1
Sub-Total Credits		16
Course Code	Name	Credits
BI-305	Microbiology	3
BI-350	Developmental Biology	3
BI-369	Cell and Molecular Neuroscience	3
BI-382	Cell Biology	3
Sub-Total Credits		3
Course Code	Name	Credits
BI-390	Research Experience in Plant Ecology	2
BI-391	Research Exp in Molecular Biology	2
BI-392	Res Exp Cell Molecular Neuroscience	2
BI-393	Res Exp Cellular Mechanotransduction	2
BI-394	Research Exp in Animal Physiology	2
Sub-Total Credits		2
Course Code	Name	Credits
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	3
CH-354	Biochemistry II	4
CH-390	Physical Chemistry for Life Sciences	4
Sub-Total Credits		27

II. Other Program Requirements

Course Code	Name	Credits
MA-131 or MA-121 and MA-122		4-6
PHYS-205 and PHYS-206		4
Sub-Total Credits		8-10

Notes

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.

	Total Credits	56-58

Biology

Faculty

KELLIE (O'ROURKE) AGRIMSON, PH.D
TRAVIS ALMQUIST, PH.D.
ASHLEY BECK, PH.D.
CALVIN GOEMANN, PH.D.
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 BA

Degree Type

Bachelor of Arts

I. Foundational Program Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	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 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
PHYS-201 or PHYS-205		4
MA-121 or MA-131		3-4
MA-315	Probability and Statistics	3

Sub-Total Credits	32-33

Course Code	Name	Credits
BI-122	Foundations of Organismal & Evol Biology	3
BI-123	Fnds of Ecology Evolution & Diversity	3
ES-124	Climate and Environment	3

Sub-Total Credits	6

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

Course Code	Name	Credits
BI-390	Research Experience in Plant Ecology	2
BI-391	Research Exp in Molecular Biology	2
BI-392	Res Exp Cell Molecular Neuroscience	2
BI-393	Res Exp Cellular Mechanotransduction	2
BI-394	Research Exp in Animal Physiology	2

Sub-Total Credits	2

Each topic can only count once toward lab credit.

Course Code	Name	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
Sub-Total Credits		2

Subdiscipline 1: Cell and Molecular Biology (2 Courses)

Course Code	Name	Credits
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
Sub-Total Credits		6

Subdiscipline 2: Organismal Biology and Ecology (2 Courses)

Course Code	Name	Credits
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
Sub-Total Credits		6

Other Science Electives 3: (2 Courses from Any Biology Subdiscipline or the List Below)

Course Code	Name	Credits
CH-302	Organic Chemistry II	3
CH-302L	Organic Chemistry II Lab	1
CH-353	Biochemistry I	3
PHYS-202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
PHYS-206	Physics Using Calculus II	4
ES-380	Soil Genesis and Classification	4
Sub-Total Credits		6-8

III. Other Program Requirements

- A. 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.
- B. All degree students should review requirements for graduation as described in this catalog.

IV. Note to Pre-Professional Students (Pre-Med, Pre-Dental, Etc.)

- A. All program requirements (sections I, II and III above) apply to pre-professional students.
- B. Pre-professional students should consider the following:
- 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** section of this catalog.

	Total Credits	60-63

Biology Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-123	Fnds of Ecology Evolution & Diversity	3
ES-124	Climate and Environment	3
Sub-Total Credits		6

Course Code	Name	Credits
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
ES-134	Climate and Environment Laboratory	1

Sub-Total Credits		2

Course Code	Name	Credits
BI-281	Genetics	3
BI-281L	Genetics Lab	1

Sub-Total Credits		4

Two Additional Upper-Division Biology Courses From the Following:

Course Code	Name	Credits
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	1-4
Sub-Total Credits		4-7

Two Additional Upper-Division Biology Lab Credits From the Following:

Course Code	Name	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
BI-390	Research Experience in Plant Ecology	2
BI-391	Research Exp in Molecular Biology	2
BI-392	Res Exp Cell Molecular Neuroscience	2
BI-393	Res Exp Cellular Mechanotransduction	2
BI-394	Research Exp in Animal Physiology	2
Sub-Total Credits		2

II. Other Program Requirements

Course Code	Name	Credits
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
Sub-Total Credits		12

Note

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

	Total Credits	30-33

Business: Accounting and Strategic Finance

Faculty

ADEL DIMIAN, PH.D.
BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE
JULIA MULL, PH.D., CFP®, DEPT. CHAIR
ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, D.B.A., PH.D., J.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. Two certificate programs are available: Entrepreneurship Certificate and Financial Planning Certificate. There are options to combine majors, minors, and certificates.

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. Students are fully prepared to transition from the Business: Accounting and Strategic Finance program to be responsible, ethical, informed, and highly competent professionals to pursue successful future endeavors in business, entrepreneurial, and/or further academic opportunities in the field of accounting.

Student Learning Outcomes

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

- Combine principal concepts within the traditional areas of business, accounting, and finance to inform decision-making.
- Utilize legal, ethical, and economic standards of business and accounting in organizational decision-making.
- Model professional communication skills.
- Utilize decision-support tools for accounting and organizational decision-making.
- Create collaborative team environments.
- Incorporate fundamental concepts and practices related to public accounting (financial accounting, tax, auditing, etc.).
- Incorporate fundamental concepts and practices related to industry, non-profits, and governments (financial reporting, managerial accounting, finance, etc.).
- Utilize legal and ethical principles in accounting to aid decision-making.

Business: Accounting And Strategic Finance BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	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-375	Fundamentals of Management	3
EC-201	Principles of Microeconomics	3
EC-202	Principles of Macroeconomics	3
Sub-Total Credits		24

BA-312 is recommended but not required.

Course Code	Name	Credits
BA-303	Intermediate Financial Accounting I	3
BA-304	Intermediate Financial Accounting II	3
BA-312	Fed Taxation: Corporation & Partnership	1
BA-315	Cost Accounting	3
BA-360	Accounting & Finance Information Systems	3
BA-405	Auditing	3
BA-415	Federal Taxation	3
BA-420	Governmental & NFP Accounting	3

BA-309 or BA-411	1-3
Sub-Total Credits	23-25

II. Other Program Requirements

Course Code	Name	Credits
CS-213	Management Information Systems	3
MA-117, MA-121 or MA-131		3-4
DS-201 or MA-207		3
Sub-Total Credits		9-10

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 **Business: Accounting & Strategic Finance**, **Business: 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. Students should meet with their advisors to select appropriate courses to satisfy the 150 hour or graduate school admission requirements. It is highly recommended that students consider fulfilling these additional credits by adding the Financial Planning major thereby allowing the student to also sit for the CFP Board Exam.

	Total Credits	56-59

Business Accounting Minor

Degree Type

Minor

Minor Program Requirements

Course Code	Name	Credits
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	3
BA-415	Federal Taxation	3
Sub-Total Credits		21

Note

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

	Total Credits	21

Business: Financial Planning

Faculty

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

Overview

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. Two certificate programs are available: Entrepreneurship Certificate and Financial Planning Certificate. There are options to combine majors, minors, and certificates.

Mission and Vision

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. Students are fully prepared to transition from the Business: Financial Planning program to be

responsible, ethical, informed, and highly competent professionals to pursue successful future endeavors in business, entrepreneurial, and/or further academic opportunities in the field of financial planning.

Student Learning Outcomes

Upon completion of the requirements, students with a major in Financial Planning will:

- combine principal concepts within the traditional areas of business to inform decision-making.
- facilitate legal, ethical, and economic standards of business to organizational decision-making.
- model professional communication skills.
- organize decision-support tools for organizational decision-making.
- create collaborative team environments.
- integrate fundamental concepts and practices in financial planning.
- incorporate the professional responsibilities of financial planning professionals.
- construct coherent oral and written forms of communication and portray them in a professional manner.
- construct a comprehensive and professional financial plan.

Business: Financial Planning BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	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-375	Fundamentals of Management	3
EC-201	Principles of Microeconomics	3
EC-202	Principles of Macroeconomics	3

Sub-Total Credits	24

Course Code	Name	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
Sub-Total Credits		24
II. Other Program Requirements		
Course Code	Name	Credits
CS-213	Management Information Systems	3
MA-117, MA-121 or MA-131		3-4
DS-201 or MA-207		3
Sub-Total Credits		9-10

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 **Business: Accounting & Strategic Finance**, **Business: Financial Planning**, and **Business: Management & Marketing**. Students graduating with these majors 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.

Total Credits	57-58

Financial Planning Certificate

Degree Type

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 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 eight required courses fulfill the principal knowledge topics education requirement for the Certified Financial Planning Board. The certificate

curriculum provides students the necessary education to qualify to take 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:

- apply fundamental concepts and practices in financial planning.
- utilize psychological and sociological concepts to the practice of financial planning to help clients achieve financial security.
- recognize and practice ethical behavior that is required from a fiduciary as established in the CFP Board's Code of Ethics and Standards of Conduct.
- practice and perfect the professional responsibilities of financial planning professionals.
- construct coherent oral and written forms of communication and present them in a professional manner.

Certificate Program Requirements

Course Code	Name	Credits
BA-313 or BA-314		2-3
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
Sub-Total Credits		20-21

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.
2. All undergraduate certificate students will take Managerial Finance (**BA-313**) rather than Foundations of Investment Planning (**BA-314**).
3. Individuals having an earned undergraduate degree in any major and discipline may enroll in the Financial Planning Certificate Program.
4. Post-Baccalaureate Financial Planning Certificate students are able to complete the program completely online. However, students residing in the Helena area are welcome, but not required, to join in-class sessions.
5. CFP Board allows those with certain professional designations such as a CPA, CFA®, or CLU®, and with certain advanced degrees such as practicing attorneys, a doctorate of business administration (DBA), or several business discipline related PhDs to take the accelerated path by successfully completing

only the **BA-451** capstone course. Contact CFP Board for further information regarding, and verification of, qualifying credentials.

	Total Credits	20-21

Business: Management and Marketing

Faculty

BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE
JULIA MULL, PH.D., CFP®, DEPT. CHAIR
ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, D.B.A, 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. Two certificate programs are available: Entrepreneurship Certificate and Financial Planning Certificate. There are options to combine majors, minors, and certificates.

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. Students are fully prepared to transition from the Business: Management and Marketing program to be responsible, ethical, informed, and highly competent professionals to pursue

successful future endeavors in business, entrepreneurial, and/or further academic opportunities in the fields of management and/or marketing.

Student Learning Outcomes

Upon completion of the requirements, students with a major in Management and Marketing will:

- combine principal concepts within the traditional areas of business to inform decision-making.
- facilitate legal, ethical, and economic standards of business to organizational decision-making.
- model professional communication skills.
- organize decision-support tools for organizational decision-making.
- create collaborative team environments.
- organize the principal concepts, theories, and practices in and interface the interrelationships between the functional areas of business in management and marketing.
- integrate cultural perspectives, social responsibilities, and ethical perspectives in organizational decision-making.
- construct coherent oral and written forms of communication and portray them in a professional manner.
- develop theory and practice in the business functional areas to strategic planning and analysis of organizational problems and challenges.

Business: Management And Marketing BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	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-375	Fundamentals of Management	3
EC-201	Principles of Microeconomics	3
EC-202	Principles of Macroeconomics	3
Sub-Total Credits		24

Required Courses

Course Code	Name	Credits
BA-392	International Business	3

BA-410	Strategic Management	3
Sub-Total Credits		6
Course Code	Name	Credits
BA-308	Human Resource Management	3
BA-309	Operations Research	3
BA-326	New Product Development	3
BA-377	Entrepreneurship	3
BA-402	Project Management & Process Improvement	3
CO-320	Organizational Communication	3
Sub-Total Credits		6
Course Code	Name	Credits
BA-322	Consumer Behavior	3
BA-324	Marketing Communication & Promotion	3
BA-328	Personal Selling	3
Sub-Total Credits		6
Course Code	Name	Credits
CO-250	Social Media and Communication	3
CS-202	Web Design and Development	3
GIS-120	Principles of Geographic Information Sys	3
Sub-Total Credits		3
Course Code	Name	Credits
SA - Study Abroad Experience or International Internship Experience		3-12
FR, SP, GM, GK or LA Course		6
CO-325	Intercultural Comm	3
PHIL-203 or TH-211		3
Sub-Total Credits		15-24

Note: Foreign language courses must be sequential

II. Other Program Requirements

Course Code	Name	Credits
CS-213	Management Information Systems	3
MA-117, MA-121 or MA-131		3-4
DS-201 or MA-207		3
Sub-Total Credits		9-10

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 **Business:** Accounting & Strategic Finance, **Business:** 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, minors, or certificate programs.
 4. Students cannot earn both a Business: Management & Marketing major and a Business Administration minor or Marketing minor.

	Total Credits	54-79

Entrepreneurship Certificate

Degree Type
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

Course Code	Name	Credits
BA-307	Accounting& Finance for the Entrepreneur	1
BA-326	New Product Development	3
BA-328	Personal Selling	3
BA-377	Entrepreneurship	3
BA-378	Entrepreneurship Practicum	3

Sub-Total Credits		13

Course Code	Name	Credits
BA-178	Entrepreneurship Lecture Series	1

Sub-Total Credits		1

Notes

- 1. All entrepreneurship certificate students must earn a grade of “C-” or better in all required courses.
- 2. Where optional course electives exist, courses cannot be double counted to fulfill requirements in more than one area in the business majors, minors, or certificate programs.

	Total Credits	13-14

Business Administration Minor

Degree Type

Minor

Minor Program Requirements

Course Code	Name	Credits
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
Sub-Total Credits		21

Note

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

	Total Credits	21

Marketing Minor

Degree Type

Minor

Minor Program Requirements

Course Code	Name	Credits
BA-203	Principles of Financial Accounting	3
BA-204	Principles of Managerial Accounting	3
BA-306	Marketing	3
BA-375	Fundamentals of Management	3
Sub-Total Credits		12

Course Code	Name	Credits
BA-322	Consumer Behavior	3
BA-324	Marketing Communication & Promotion	3
BA-326	New Product Development	3
BA-328	Personal Selling	3

Sub-Total Credits	9

Note

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

	Total Credits	21

Catholic Studies

Faculty

ERIC E. HALL, PH.D.
FR. CHRISTOPHER LEBSOCK, M.D., S.T.L.
FR. MARC LENNEMAN, S.T.L.
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 Catholic Studies major should be a second major; it will pair with any major at Carroll.

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. Recognize Catholic Heritage (history, culture, and intellectual traditions of Catholicism.
- 2. Articulate Catholic contributions to culture, society, and human

- civilization.
3. Integrate diverse disciplines through a Catholic lens.
4. Incarnate the Catholic intellectual, moral and spiritual traditions into the whole of their lives.

Catholic Studies BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Thirty-three semester credits, including:

Course Code	Name	Credits
CATH-175	Catholic Thought and Culture	1
CATH-201	Faith and Reason	3
CATH-206	Catholic Anthropology	3
CATH-301	Church and Culture	3
CATH-495	Catholicism Engaged	1
CATH-497	Senior Paper	1
Sub-Total Credits		12

CATH-306 and CATH-308 can be repeated for credit if the course topic differs from first course taken.

Course Code	Name	Credits
CATH-189	Special Topic	1-3
CATH-289	Special Topic	1-3
CATH-306	Topics in Lives of the Saints	3
CATH-308	Topics in Catholic Tradition	3
CATH-389	Special Topics	1-3
CATH-485	Independent Study	1-3
Sub-Total Credits		9

Additional Catholic Studies courses can substitute.

At least 3 credits must be upper-division (300-level or higher).

Course Code	Name	Credits
HI-204	Medieval History	3
MUS-250	Development of Sacred Music in the West	3
MUS-252	Pract Appl Sac Mus in Mod Church	3
PHIL-121	Philosophy of Human Being	3
PHIL-150	Philosophy in Love	3
PHIL-202	Medieval Philosopy	3
PHIL-205	Ethics	3
PHIL-206	Environmental Ethics	3
PHIL-208	Bioethics	3
PHIL-216	Philosophy of God & Religion	3
PHIL-252	Philosophy & History of Science	3
PHIL-256	Social & Political Philosophy	3

PHIL-310	Metaphysics	3
PHIL-313	Epistemology	3
PHIL-324	Ethical Theory	3
TH-201	Church and Worship	3
TH-212	Women Mystics	3
TH-215	Exploring Christian Spirituality	3
TH-216	Violence & Atonement	3
TH-218	Spiritual Autobiographies	3
TH-220	Moral Theology	3
TH-222	Health Care Ethics	3
TH-233	Intro to Old Testament	3
TH-237	Intro to New Testament	3
TH-251	The God Question	3
TH-254	Theology and Science	3
TH-263	Modern Catholic Social Teaching	3
TH-264	Theologies of Liberation	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
Sub-Total Credits		12

II. Other Program Requirements

Catholic Studies Majors must complete two co-curricular activities per academic semester. Co-curricular activities include academic lectures, special liturgical events, organized trip to an art gallery, participation in liturgical or Campus Ministry activities, etc. See Catalog description or Program director for further information. Participation will be recorded with the registrar in the student's final semester.

	Total Credits	33

Catholic Studies Minor

Degree Type

Minor

I. Minor Program Requirements

All of the Following:

Course Code	Name	Credits
CATH-175	Catholic Thought and Culture	1
CATH-201	Faith and Reason	3
CATH-206	Catholic Anthropology	3
Sub-Total Credits		7

CATH-306 and CATH-308 can be repeated for credit if the course topic differs from the first course taken.

Course Code	Name	Credits
CATH-301	Church and Culture	3
CATH-306	Topics in Lives of the Saints	3
CATH-308	Topics in Catholic Tradition	3
Sub-Total Credits		9

II. Other Program Requirements

Catholic Studies Minors must complete two co-curricular activities per academic year. Co-curricular activities include academic lectures, special liturgical events, organized trip to an art gallery, participation in liturgical or Campus Ministry activities, etc. See Catalog description or Program director for further information. Participation will be recorded with the registrar in the student's final semester.

Total Credits	16

Chemistry

Faculty

CHRISSIE CARPENTER, PH.D.
REBECCA COATES, PH.D.
DAVID HITT, PH.D.
CAROLINE PHARR, PH.D., DEPT. CHAIR
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 BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
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 Lab	2
CH-496	Senior Seminar	1

Sub-Total Credits	34

Course Code	Name	Credits
CH-405	Advanced Inorganic Chemistry	3
CH-406	Advanced Organic Chemistry	3

Sub-Total Credits	3

II. Other Program Requirements

Course Code	Name	Credits
MA-131 or MA-121 and MA-122		4-6
MA-233	Multivariable Calculus	4

PHYS-201 and PHYS-202 or PHYS-205 and PHYS-206	8
Sub-Total Credits	16-18

Note

- I. 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.

	Total Credits	53-55

Chemistry Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
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

Sub-Total Credits	16

Course Code	Name	Credits
CH-205 and CH-205L		4
CH-353 and CH-353L		4

Sub-Total Credits	4

Course Code	Name	Credits
CH-205 and CH-205L		4
CH-306	Instrumental Methods	3
CH-353 and CH-353L		4
CH-405	Advanced Inorganic Chemistry	3
CH-406	Advanced Organic Chemistry	3

Sub-Total Credits	3-4

	Total Credits	23-24

Communication Studies

Faculty

ALAN HANSEN, PH.D.
CHARLOTTE M. JONES, 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 BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
CO-101	Basic Communication	3
CO-206	Small Group Communication	3
CO-225	Professional Communication	3
CO-306 or ENWR-306		3
CO-395	Research Methods Seminar	3
CO-425	Internship	1-12
CO-495	Senior Practicum: The Graceful Exit	1
CO-COMP or CO-499		0-3
Sub-Total Credits		19

II. Major Track Requirements

Track I: Interpersonal Communication (21 Credits)

Course Code	Name	Credits
CO-108	Digital Publishing	3
CO-280	Gender Communication	3
CO-308	Communication Ethics	3
CO-320	Organizational Communication	3
CO-325	Intercultural Comm	3
CO-340	Interpersonal Communication Theory	3
CO-414	Human Communication Theory	3
Sub-Total Credits		21

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)

Course Code	Name	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	1-3
CO-237	Prospector Student Newspaper II	1-3
CO-250	Social Media and Communication	3
CO-260	Servant Leadership	3
CS-202	Web Design and Development	3

BA-306	Marketing	3
Sub-Total Credits		32

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.
- 4. 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.

	Total Credits	40-51

Communication Studies Minor

Degree Type

Minor

Minor Program Requirements

Required Courses

Course Code	Name	Credits
CO-101	Basic Communication	3
CO-206	Small Group Communication	3
CO-340	Interpersonal Communication Theory	3

Sub-Total Credits	9

Course Code	Name	Credits
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	3
CO-306 or ENWR-306		3
CO-308	Communication Ethics	3
CO-310	Mass Media	3
CO-320	Organizational Communication	3

CO-325	Intercultural Comm	3
CO-360	Health Communication	3
CO-420	Globalization Gender & Communication	3
Sub-Total Credits		12

Note

- I. 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.

Total Credits	21

Public Relations And Social Media Minor

Degree Type

Minor

Minor Program Requirements

Course Code	Name	Credits
CO-108 or CO-240 or CS-202		3
CO-130 or ART-113		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	1-3
CO-237	Prospector Student Newspaper II	1-3
CO-250	Social Media and Communication	3
BA-306	Marketing	3
Sub-Total Credits		23-27

Note

- I. 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.

Total Credits	23-27

Computer Science

Faculty

TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, AND PHYSICS, DEPT. CHAIR

SHAUN E. SCOTT, ED.D.
NATHAN WILLIAMS, B.S.
DIANE BURKE, M.Ed, 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 Information Systems BA

Degree Type
Bachelor of Arts

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.

Computer Information Systems Program Requirements

Course Code	Name	Credits
CS-111	Introduction to Computer Programming	3
CS-121	Introduction to Cybersecurity	3
CS-202	Web Design and Development	3
CS-213	Management Information Systems	3
CS-220	Network and System Security	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	1-6
Sub-Total Credits		30-35
Course Code	Name	Credits
CS-112	Object-Oriented Program Design	3
CS-189	Special Topic	1-3
CS-211	Data Structures and Algorithms	3
CS-220	Network and System Security	3
CS-221	Cybercrime and Governance	3
CS-230	Software Engineering	4
CS-289	Special Topic	1-3
CS-389	Special Topic	1-4
CS-489	Special Topic	1-3
GIS-120	Principles of Geographic Information Sys	3

GIS-230	Advanced Geographic Information Systems	3
Sub-Total Credits		6

Business Technology Emphasis (24 Credits)

- Any 200 level or higher Business or Economics 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.

Sub-Total Credits	24

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.

Sub-Total Credits	24

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.

Sub-Total Credits		24
II. Other Program Requirements		
Course Code	Name	Credits
EC-203	Project Management Economics	3
DS-201 or MA-207		3
ENWR-305	Workplace Writing	3
Sub-Total Credits		9
Course Code	Name	Credits
CO-206	Small Group Communication	3
CO-275	Conflict Management	3
CO-320	Organizational Communication	3
CO-325	Intercultural Comm	3
CO-340	Interpersonal Communication Theory	3
PSY-200	Emotional Intel & Personal Prof Success	3
PSY-216 or SO-216		3
Sub-Total Credits		3
Total Credits		72-77

Computer Science BA

Degree Type
Bachelor of Arts

The primary computer science degree option 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

Course Code	Name	Credits
CS-111	Introduction to Computer Programming	3
CS-112	Object-Oriented Program Design	3
CS-121	Introduction to Cybersecurity	3
CS-202	Web Design and Development	3

CS-211	Data Structures and Algorithms	3
CS-230	Software Engineering	4
CS-241	Networking Fundamentals	3
CS-251	Introduction to Linux	3
CS-310	Database Design	4
CS-341	Software Engineering II	4
CS-410	Operating Systems	4
CS-430	Senior Project: Your Project	4
CS-495	Computer Science Seminar	3
Sub-Total Credits		44
Course Code	Name	Credits
CS-189	Special Topic	1-3
CS-220	Network and System Security	3
CS-221	Cybercrime and Governance	3
CS-289	Special Topic	1-3
CS-295	Cybersecurity Sophomore Seminar	3
CS-320	Security Operations	3
CS-321	Ethical Hacking	3
CS-322	Security Policy and ADS Security	4
CS-389	Special Topic	1-4
CS-421	Cyber Security	4
CS-425	Internship	1-6
CS-489	Special Topic	1-3
Sub-Total Credits		12
II. Other Program Requirements		
Course Code	Name	Credits
CO-206	Small Group Communication	3
CO-275	Conflict Management	3
CO-320	Organizational Communication	3
CO-325	Intercultural Comm	3
CO-340	Interpersonal Communication Theory	3
PSY-200	Emotional Intel & Personal Prof Success	3
PSY-216 or SO-216		3
Sub-Total Credits		3
Course Code	Name	Credits
MA-121 or MA-131		3-4
MA-315	Probability and Statistics	3
MA-328	Modern Applications of Discrete Math	3
Sub-Total Credits		9-10

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

Total Credits		68-69

Computer Information Systems Minor

Degree Type
Minor

Students who major in Computer Science cannot minor in Computer Information Systems.

Minor Program Requirements

Required Courses

Course Code	Name	Credits
CS-121	Introduction to Cybersecurity	3
CS-202	Web Design and Development	3
CS-213	Management Information Systems	3
CS-241	Networking Fundamentals	3
Sub-Total Credits		12

A Minimum of 6 Credits in Business or Economics

Any 200 level or higher Business or Econ course ([BA-360](#) - Accounting and Finance Information Systems recommended)

Sub-Total Credits	6

6-8 Credits from the Following Courses:

Note: It is recommended to take [CS-251](#)

Course Code	Name	Credits
CS-111	Introduction to Computer Programming	3
CS-220	Network and System Security	3
CS-221	Cybercrime and Governance	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
GIS-230	Advanced Geographic Information Systems	3
Sub-Total Credits		6-8
Total Credits		24-26

Computer Science Minor

Degree Type
Minor

Students who major in Computer Information Systems cannot minor in Computer Science.

Minor Program Requirements

Course Code	Name	Credits
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	4
CS-310 or CS-341		4
Sub-Total Credits		20
Course Code	Name	Credits
CS-241	Networking Fundamentals	3
CS-251	Introduction to Linux	3
CS-310	Database Design	4
CS-341	Software Engineering II	4
Sub-Total Credits		4

Total Credits	24

Cybersecurity

Faculty

TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, **AND PHYSICS**, DEPT. CHAIR
SHAUN E. SCOTT, ED.D.
NATHAN WILLIAMS, B.S.
DIANE BURKE, M.Ed, M.S.

The Cybersecurity degree option is recommended for those who intend to pursue graduate studies in computer science, or with to obtain employment in the cybersecurity field. This program equips individuals with the knowledge and skills to protect computer systems, networks, and data from cyber threats. The Cybersecurity program will focus on topics like network security, cryptography, risk management, incident response, and secure software development as well as certification preparation. Students also learn to identify vulnerabilities, assess risks, and implement security measures to safeguard information.

Student Learning Outcomes

At the completion of the **Cybersecurity** program, students will:

- Design and implement comprehensive cybersecurity strategies and controls, applying industry-standard frameworks for threat detection to safeguard data and systems against cyberattacks.
- Formulate and enforce cybersecurity policies and incident response procedures that comply with legal and regulatory requirements, while upholding ethical and professional standards to protect individual rights and privacy.
- Investigate cybersecurity incidents using digital forensic techniques and execute effective incident response and recovery plans to minimize the impact of security breaches.
- Apply ethical hacking methodologies using industry-standard tools to identify and address vulnerabilities in networks and systems.
- Implement continuous monitoring systems to detect and respond to emerging cyber threats and vulnerabilities, including specialized strategies for securing mobile and cloud environments.
- Demonstrate comprehensive knowledge of cybersecurity theory, systems, and applications by integrating foundational principles with current industry practices.
- Employ strong analytical, critical thinking and problem-solving skills to address complex cybersecurity challenges by formulating clear problem statements and developing effective algorithmic solutions that mitigate risks and achieve organizational goals.
- Demonstrate an ability to communicate effectively with a range of stakeholders (i.e. coders, end users, data entry, management, vendors, etc.).
- Conduct industry-relevant cybersecurity research, synthesize findings, and communicate evidence-based solutions effectively to both technical and non-technical stakeholders.

Cybersecurity BA

Degree Type
Bachelor of Arts

The Cybersecurity degree option is recommended for those who intend to pursue graduate studies in computer science, or to obtain employment in the cybersecurity field. This program equips individuals with the knowledge and skills to protect computer systems, networks, and data from cyber threats. The Cybersecurity program will focus on topics like network security, cryptography, risk management, incident response, and secure software development as well as certification preparation. Students also learn to identify vulnerabilities, assess risks, and implement security measures to safeguard information.

I. Cybersecurity Program Requirements

Course Code	Name	Credits
CS-111	Introduction to Computer Programming	3
CS-112	Object-Oriented Program Design	3
CS-121	Introduction to Cybersecurity	3
CS-202	Web Design and Development	3
CS-213	Management Information Systems	3
CS-220	Network and System Security	3
CS-221	Cybercrime and Governance	3
CS-241	Networking Fundamentals	3
CS-251	Introduction to Linux	3
CS-295	Cybersecurity Sophomore Seminar	3
CS-310	Database Design	4
CS-320	Security Operations	3
CS-321	Ethical Hacking	3
CS-322	Security Policy and ADS Security	4
CS-420	The Future of Cybersecurity	3
CS-421	Cyber Security	4
Sub-Total Credits		51

II. Other Program Requirements

Course Code	Name	Credits
CO-206	Small Group Communication	3
CO-275	Conflict Management	3
CO-320	Organizational Communication	3
CO-325	Intercultural Comm	3
CO-340	Interpersonal Communication Theory	3
PSY-200	Emotional Intel & Personal Prof Success	3
PSY-216 or SO-216		3
Sub-Total Credits		3

Course Code	Name	Credits
MA-121 or MA-131		3-4
MA-315	Probability and Statistics	3
ENWR-305	Workplace Writing	3
EC-203	Project Management Economics	3
Sub-Total Credits		12-13

	Total Credits	66-67

Cybersecurity Minor

Degree Type
Minor
Minor Program Requirements

Course Code	Name	Credits
CS-121	Introduction to Cybersecurity	3
CS-202	Web Design and Development	3

CS-220	Network and System Security	3
CS-221	Cybercrime and Governance	3
CS-241	Networking Fundamentals	3
CS-295	Cybersecurity Sophomore Seminar	3
Sub-Total Credits		18

Course Code	Name	Credits
CS-320	Security Operations	3
CS-321	Ethical Hacking	3
CS-420	The Future of Cybersecurity	3
Sub-Total Credits		6

	Total Credits	24

Data Science

Faculty

KELLY CLINE, PH.D.
JODI FASTEEN, PH.D.
TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, AND PHYSICS, DEPT. 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 BA

Degree Type

Bachelor of Arts

I. Program Requirements

Mathematics Courses

Course Code	Name	Credits
MA-131 or MA-121 and MA-122		4-6
MA-141	Introduction to Mathematical Modeling	4
MA-315	Probability and Statistics	3
MA-321	Math in the Mountains	3
MA-334	Adv Diff Equations & Linear Algebra	4
MA-366	Junior Seminar	1

Sub-Total Credits		19-21

Course Code	Name	Credits
CS-111	Introduction to Computer Programming	3
CS-112	Object-Oriented Program Design	3
CS-211	Data Structures and Algorithms	3
CS-230	Software Engineering	4
CS-251	Introduction to Linux	3
CS-310	Database Design	4
CS-410	Operating Systems	4

Sub-Total Credits		24

Course Code	Name	Credits
DS-201	Introduction to Data Science	3
BA-309	Operations Research	3
DS-325	Advanced Statistics for Data Science	3
DS-401	Machine & Statistical Learning	3
DS-405	Computing for Data Science	3
DS-430	Senior Project	3

Sub-Total Credits		18

II. Core Curriculum Recommendations

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

Course Code	Name	Credits
PHIL-113	Formal Logic	3
Sub-Total Credits		3

- I. 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.

Total Credits	61-66

Data Science Minor

Degree Type

Minor

Minor Program Requirements

Course Code	Name	Credits
MA-121 or MA-131		3-4
MA-141	Introduction to Mathematical Modeling	4
MA-315	Probability and Statistics	3
Sub-Total Credits		10-11

Course Code	Name	Credits
CS-111	Introduction to Computer Programming	3
CS-310	Database Design	4
Sub-Total Credits		7

Course Code	Name	Credits
DS-201	Introduction to Data Science	3
DS-325	Advanced Statistics for Data Science	3
BA-309, DS-401 or DS-405		3
Sub-Total Credits		9

Note

- I. 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.

Total Credits	26-27

Education

Faculty

JOE HELBLING, PH.D., Director of Teacher Education, DEPT. CHAIR
KATHY GILBOY, ED.D.

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:

- I. 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 differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practices;

2. Use understanding of individual differences and diverse cultures, languages 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 evidence-based practices that support the social, emotional, well-being, behavioral, and academic needs of all students;
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, language and contemporary status of American Indians and tribes in Montana.

Program Requirements and Progression Benchmarks

To ensure the development of competent, ethical, and reflective educators, the Teacher Education Program (TEP) at Carroll College has established a series of progression benchmarks that students must meet to continue in the program and be recommended for licensure. These benchmarks align with state and national standards and reflect candidate growth in knowledge, skills, and professional dispositions. Students are assessed at multiple points in their preparation and must meet academic, professional, and field-based performance expectations. The Teacher Education Program reserves the right to review a candidate's standing and progress at any point, and may require additional support plans or deny progression based on academic or professional concerns.

Key Progression Benchmarks

Benchmark 1: Completion of the Freshman Year

- GPA: Maintain a cumulative grade point average of 2.5. Students must earn a minimum of a C- in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements. Courses may be repeated up to 2 times until a C- or better is obtained.
- Courses: Completion of **ED-102** - Foundations of Education, **ED-103** - Instructional Media and Technology, **PSY-203** - Developmental Psychology, **CORE-110**, and **CO-101** - Basic Communication.
- Advisors: Elementary Education majors should identify an advisor in the Education Department by the end of the freshman year. Secondary Education majors should identify two advisors: an advisor in the Education Department faculty to ensure state licensure guidelines are followed, and an advisor from the faculty in their content area to coordinate their program.
- CASE Test: We highly recommend that students take the Core Academic Skills for Educators Test (CASET) by the end of their freshman year or very early in their sophomore year. Minimum passing scores for Reading, Math, and Writing must be obtained prior to admission into the Teacher Education Program. Check with the Teacher Education Program Administrative Assistant or your advisor to determine current minimum passing scores.
 - CASET Waiver: Students may waive the CASET, if they can verify passing ACT or SAT scores in Reading, Math, and Writing. If ACT or SAT scores are not at the passing level for any individual area (Reading, Math, or Writing), students must obtain a passing score on the CASET in that individual area.
 - Passing ACT scores are Reading-22, Math-19, and Writing-7
 - Passing SAT scores are Reading and Writing-560; and Math-550

Benchmark 2: Admission to the Teacher Education Program (TEP)

Formal application to the Teacher Education Program:

Meet the following criteria not later than March 1st of the sophomore year:

- Have a minimum cumulative GPA of 2.75 and have a C- or better in all program required courses at the time of application;
- Passed a minimum of 1 area (Reading, Math, Writing) of the CASET or verify passing ACT/SAT scores for a minimum of 1 area;
- Received a clean background check through the Department of Education;
- Received positive faculty evaluations of professional dispositions, and;
- Received positive evaluations of professional dispositions from field experiences.

Full Admission: Upon verification of the application materials, an interview will be scheduled. Should the interview meet program requirements, students will be fully admitted to the Teacher Education Program.

Provisional Admission: Students who do not qualify for Full Admission may qualify for Provisional Admission for the following scenarios:

- GPA: Students who have a cumulative GPA of 2.25-2.74 may still be scheduled for an interview if a review of midterm grades shows that the student has the potential to meet the 2.75 criteria at the end of the semester. At the end of the spring semester, students must have a cumulative GPA of 2.75 to be eligible for Full Admission to the TEP.
- CASET: A passing score on all sections of the CASET must be received by the following fall semester withdrawal date (usually mid-November) to be eligible for Full Admission. If passing scores are not received by the fall withdrawal date, students should withdraw from **ED-323/ED-325 - Communications Arts I & II (Elementary majors)** or **ED-318 - Content Area Reading and Secondary Methods (Secondary majors)** as students MUST be Fully Admitted in order to receive a passing grade in these courses. Students should consult with their academic advisors to evaluate their readiness for continued pursuit of teacher licensure and to discuss whether alternative options may better align with their strengths and goals.
- Interview: Students whose interview does not meet the minimum program requirements will receive feedback and may schedule a second interview. Students who do not meet minimum requirements on a second interview will have the opportunity to complete a plan of intervention that must be completed to the satisfaction of the Education Department to be eligible for Full Admission.
- Other: The Department may consider, at their discretion, provisional admission for reasons not listed in this catalog.

Notes:

- Readmission After Interruption: Students who have been admitted to the Teacher Education Program, but have not been enrolled in Carroll College for one semester or more, must seek readmission into the program. See “Readmission After Interruption” under Teacher Education Policies below.
- Transfer Students: Transfer students entering at the junior level may be granted conditional admission to the Teacher Education Program for one semester. See “Transfer Student Admission” under Teacher Education Policies below.
- All candidates will be informed of their admission status no later than June 30 of the application year.

Benchmark 3: Admission to Student Teaching

Students who have not been fully admitted to the Teacher Education Program by March 1st of their junior year will not be considered for student teaching. All teaching candidates in K-8, P-12, K-12, and 5-12 programs must apply for admission to student teaching. Applications must be made to the Department of Education no later than March 1st of the junior year. Failure to do so will cancel the student’s opportunity to student teach during the fall and spring semesters of the following school year. It is the student’s responsibility to seek admission to student teaching. To be admitted to student teach, students must meet the following criteria:

- Application: Submit a formal Student Teaching application to the Education Department;
- ETS Praxis Subject Knowledge Test: Receive an acceptable rating (2 or better) on the appropriate ETS Praxis Subject Knowledge Test on the Montana Assessment of Content Knowledge (MACK) Verification for each subject/endorsement area in which the candidate will be seeking licensure. Students must obtain a score of “3” to be recommended for licensure by the Carroll College Teacher Education Program.
- GPA: Have a minimum 3.0 grade point average in Major and Minor Program Requirements, Professional Education Requirements, and Other Program Requirements in each K-8, 5-12, K-12, or P-12 Major and Minor area. Elementary Education (K-8) candidates must have a minimum 3.0 grade point average in Elementary Education Content Coursework GPA on the Montana Assessment for Content Knowledge Verification;
- Courses: All Major and Minor Program Requirements, Professional Education Requirements and Other Program Requirements must be completed, with a grade of “C-” or better;
- Faculty Evaluations: Receive positive faculty evaluations, and;
- Field Experience Evaluations: Receive positive evaluations from past field experiences.

Notes:

- Student Teaching Placements: See details under Teacher Education Policies below.

Benchmark 4: Program Completion and Licensure Recommendation

To be recommended for licensure by the Carroll College TEP, students must:

- Cumulative grade point average of 3.00 and C- or better in all Professional Education Requirements, Major and Minor Program Requirements, and Other Program Requirements.
- Successfully complete all degree requirements, including Student Teaching (**ED-410**);
- Demonstrate competencies in teaching skills and professional dispositions as assessed during student teaching;

- Achieve passing scores on the Montana Assessment of Content Knowledge (MACK). The MACK includes three sources of evidence:
 - GPA in content-area coursework;
 - Praxis Subject Knowledge Test aligned with the candidate's endorsement area(s);
 - Content knowledge demonstrated during student teaching, as evaluated by the cooperating teacher.

Students must meet minimum expectations in each component as well as an overall minimum score.

Elementary candidates may be required to meet minimum expectations across multiple content areas (English Language Arts, Math, Science, Social Studies).

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 and Other Program Requirements for elementary or secondary education, the following requirements must be met:

- Students must take methods courses aligned with their teaching major/minor (for secondary) or area of emphasis (for elementary) and complete student teaching at the middle school level.
- Areas of academic emphasis for education majors include mathematics, science, language arts (English), and social science. To obtain the Middle School area of concentration, elementary education majors must take a minimum of 12 additional semester hours of coursework in one area of academic emphasis, beyond the requirements for the elementary education major. The emphasis area and specific coursework must be approved by the students' academic advisor in Department of Education.

Teacher Education Policies

Admission into the Teacher Education Program

The Teacher Education Program is a structured sequence of coursework and field experiences that includes benchmarks for formal admission, student teaching, and program completion. Students pursuing any Education major that leads to teacher licensure, including Elementary, Secondary, and K-12 programs, must be formally admitted into the Teacher Education Program. Admission to Carroll College does not automatically qualify a student for admission 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 March 1st of their sophomore year). It is the student's responsibility to seek admission to the program.

Admission Requirements

To be considered for admission, students must meet the following criteria for acceptance:

1. Receive acceptable minimum scores on the Core Academic Skills for Educators Test or provide verified passing scores on an acceptable college entrance exam (ACT or SAT);
2. Earn a grade of "C-" or better in **CO-101**;
3. Earn a grade of "C-" or better in **CORE-110**;
4. Earn a grade of "C-" or better in all program required courses;
5. Have a minimum cumulative GPA of 2.75 at the time of application;
6. Complete an interview that meets program standards;
7. Receive positive faculty recommendations;
8. Pass a clear background check; and
9. Demonstrate a positive performance in prior K-12 field experiences

The student's application will be evaluated by Department of Education faculty based on the above criteria. Applicants will be fully admitted into the program, provisionally admitted on a provisional basis, or denied admission into the program.

Provisional Admission

Students will be admitted on a provisional basis if they meet the following criteria:

- Passed at least a minimum of one area (reading, writing, mathematics) of the Core Academic Skills for Educators Test or possess verified scores on an acceptable college entrance exam (ACT or SAT) in a minimum of one area (reading, writing, mathematics);
- Participated in an interview but may not have met program standards;
- Have not yet met the 2.75 cumulative GPA requirement but are expected to do so before the start of the fall semester of the junior year.
- All other areas have met program standards.

Students who are not directly admitted into the program will be informed of any deficiencies and may be given further opportunity for admission following academic counseling and/or academic assistance and/or counseling.

Notes:

Students who have been admitted into the Teacher Education Program, but have not been enrolled in Carroll College for one semester or more, must seek readmission into the program. See "Readmission After Interruption" below.

For Junior Level Transfer students: Transfer students entering at the junior level may be granted **conditional admission** to the Teacher Education Program for one semester. See "Transfer Student Admission" below. Two months prior to the end of that semester, they must submit a formal application for full admission. Their application will be evaluated using the same criteria as for sophomore-level students entering at the junior level and are admitted to the program on a conditional basis for one semester. One month prior to the close of that semester, junior transfer students must submit an application for full admission into the Teacher Education Program. Transfer candidates will be reviewed using the same criteria as Carroll College sophomore students.

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

Readmission After Interruption

Students who have been admitted to the Teacher Education Program but have not been enrolled at Carroll College for one semester or more must seek readmission to the program. Readmission is not automatic and will be reviewed by Department of Education faculty.

The readmission process may include:

- Submission of a written request for readmission;
- An updated transcript review to ensure continued academic eligibility;
- A review of previously assessed field experiences and professional dispositions;
- An updated background check, if more than one year has passed since the last clearance;
- Additional requirements at the discretion of the department, especially if program standards or licensure requirements have changed during the student's absence.

Students returning after an extended absence may be required to complete additional coursework or field experiences to ensure alignment with current program expectations.

Transfer Student Admission

Students who transfer to Carroll College and intend to pursue teacher licensure must apply for admission to the Teacher Education Program in accordance with all standard admission procedures and timelines.

Junior-level transfer students may be granted conditional admission to the Teacher Education Program for their first semester at Carroll College. These students must submit a complete application for full admission during that semester (by October 15 for Fall Semester). The

Department of Education will notify students of their admission status no later than November 10, or the official course withdrawal deadline, whichever comes first.

Transfer students are required to:

- Meet the same admission criteria as students who begin their education coursework at Carroll College, including GPA minimums, course grades, testing requirements, and dispositions evaluations;
- Submit official transcripts from all previously attended institutions for review by the Department of Education;
- Complete any missing pre-admission courses, including those with embedded field experiences, which provide essential assessment data on professional dispositions and teaching potential;
- Participate in an advising meeting with a Department of Education faculty member to develop a customized plan of study;
- Complete at least one supervised field experience that includes a formal evaluation of professional dispositions, as approved by the Department of Education. If prior field experience was completed at another institution, students must provide sufficient documentation (e.g., supervisor evaluations or disposition rubrics) for departmental review. If such documentation is not available or deemed insufficient, the department may require the student to complete a customized field placement at Carroll College prior to admission.

Post-Baccalaureate Pathway to Licensure

Individuals who already hold a bachelor's degree from a regionally accredited institution and wish to pursue initial teacher licensure may be eligible to complete a customized post-baccalaureate program of study at Carroll College. These candidates will meet with an advisor in the Education Department to determine licensure area(s) of interest and to complete a transcript review.

Based on this review, a tailored plan will be developed that outlines the coursework, field experiences, and assessments required to meet Carroll's Teacher Education Program standards and Montana licensure requirements. In some cases, previously completed coursework may be deemed out-of-date or not aligned with current research-based practices, in which case the student may be required to repeat or update prior coursework.

Post-baccalaureate candidates must be formally admitted to the Teacher Education Program and meet all the same benchmarks for progression, including student teaching, licensure assessments (e.g., the MACK), and demonstration of professional dispositions.

Admission to Student Teaching

All teacher candidates in K-8, K-12, and 5-12 licensure programs must apply for admission to student teaching. Admission into the Teacher

Education Program at the end of the sophomore year does not automatically guarantee approval for permit one to pursue student teaching as a senior student.

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.

To be eligible for student teaching, candidates must meet the following academic requirements:

1. Receive an acceptable rating (2 or better) on the appropriate ETS Praxis Subject Knowledge Test on the Montana Assessment of Content Knowledge;
2. Maintain a minimum 3.0 GPA in:
 - Major Program Requirements,
 - Other Program Requirements,
 - Professional Education Requirements.
 - (For 5-12 and K-12 minors, a minimum 3.0 GPA is required in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.)
 - (Elementary Education candidates must have a minimum 3.0 GPA in Elementary Education Content Coursework on the Montana Assessment for Content Knowledge Verification.)
3. Complete all Major, Minor, Professional Education, and Other Program Requirements, with a grade of C- or better.
 - *Note: Students with a majority of coursework completed at the C- level may not meet the 3.0 GPA requirement stated above.*

In addition to academic qualifications, students will be assessed based on:

1. A submitted application for student teaching;
2. Positive faculty evaluations;
3. Positive performance in previous K-12 field experiences.

The application deadline for student teaching is March 15 of the academic year prior to the student teaching semester. Failure to apply by this deadline will result in the student being ineligible to student teach during the following fall or spring semester. It is the student's responsibility to ensure timely application and admission to the student teaching program.

Student Teaching Placement

Candidates admitted to student teaching cannot be guaranteed a particular school district, building, or cooperating 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:

- Local area school districts (see Option 1) cannot provide an appropriate placement in the student's area of licensing.
- An out-of-area placement provides a more valuable experience in the student's area of licensing.
- 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.

Elementary Education K–8 BA

Degree Type

Bachelor of Arts

The Elementary Education (K–8) major prepares students to teach core academic subjects in kindergarten through eighth grade. The program emphasizes strong content knowledge, effective instructional strategies, and a commitment to meeting the diverse needs of learners. Coursework and field experiences develop the knowledge, skills, and professional dispositions expected of beginning teachers, in alignment with the Montana Professional Educator Preparation Program Standards (ARM 10.58.532) and national standards such as the InTASC Model Core Teaching Standards. Students progress through a series of field-based experiences, culminating in a full-time student teaching placement. Program benchmarks include demonstrated proficiency in content knowledge, classroom performance during student teaching, and professional dispositions assessed throughout the program. Successful completion of these requirements leads to a recommendation for a Montana teaching license in Elementary Education (K–8).

For specific Student Learning Outcomes see [Education](#)

I. Major and Professional Education Program Requirements

Course Code	Name	Credits
ED-102	Foundations of Education	3
ED-103	Instructional Media & Technology	3
ED-215	Pe & School Health Elementary Schl	3
ED-221	Arts Integration in Elementary School	3

ED-228	Children's Literature	3
ED-229	Educational Psychology	3
ED-245	Diversity Field Experience	1
ED-250	Middle School Teaching	3
ED-305	Classroom Management	2
ED-312	Elementary Science and Social Studies	4
ED-316	Measurement and Assessment in Teaching	3
ED-323	Teaching Communication Arts I	2
ED-324 or SPED-324		3
ED-325	Teaching Communication Arts II	3
ED-405	Education Seminar	2
ED-410	Student Teaching - Major Or Major/Minor	12
SPED-200	Introduction to Exceptional Children	3
SPED-206	Collab & Conference for Educators	3
Sub-Total Credits		59

II. Other Program Requirements

Course Code	Name	Credits
AN-218 or SO-218		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 or PSY-203		3
Sub-Total Credits		15

Course Code	Name	Credits
HI-121	Us History I	3
HI-122	US History II	3
HI-224	History of the American West	3
HI-231	Montana and the West	3
Sub-Total Credits		3

Course Code	Name	Credits
AS-102, ES-111, or ES-124/134		3-4
Sub-Total Credits		3-4

Course Code	Name	Credits
BI-101 or BI-102		4
Sub-Total Credits		4

Course Code	Name	Credits
Lecture: BI-121 or BI-122 or BI-123		3
Lab: BI-131 or BI-132		1
Sub-Total Credits		4

Course Code	Name	Credits
AS-102 or CH-111/CH 111L or PHYS 201		3-4

Sub-Total Credits	3-4

**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).*

III. Admission Into Teacher Education Program and Student Teaching
Students pursuing a major in any Teacher Education Program must be accepted to the program. See [Admission into the Teacher Education Program](#) for specific details.

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

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 2.65 cumulative grade point average for Admission to the Teacher Education Program; 3) earn a minimum 3.0 grade point average in Major Program Requirements, Professional Program Requirements, and Other Program Requirements for Acceptance to Student Teaching.

Total Credits	87-89

English Education 5–12 BA

Degree Type
Bachelor of Arts

The English Education (5–12) major prepares students to teach English language arts in middle and high school settings. The program emphasizes strong content knowledge in literature, writing, language, and media, along with research-based pedagogical skills for effective instruction and assessment. Coursework and field experiences focus on helping students develop the knowledge, skills, and dispositions needed to engage diverse learners in reading, writing, critical thinking, and communication. Program outcomes align with the Montana Professional Educator Preparation Program Standards for English Language Arts Teachers (ARM 10.58.509)

I. Major Program Requirements

Course Code	Name	Credits
ENLE-200	Literary Studies	3
ENWR-264	Introduction to Creative Writing	3
ENLE-404	Literary Theory & Criticism	3

ENLE-411	Teaching English on the Secondary Level	3
ENWR-498	Capstone Seminar	3
Sub-Total Credits		15

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) Courses in Global Literature

Sub-Total Credits	15

D. Native American Authors

Course Code	Name	Credits
ENLT-412	Native American Authors	3
Sub-Total Credits		3

E. Young Adult Literature

Course Code	Name	Credits
ENLT-365 or ED-365		3
Sub-Total Credits		3

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

Course Code	Name	Credits
ENLE-333	History of the English Language	3
Sub-Total Credits		3

[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).

Sub-Total Credits	9

II. Other Program Requirements

A second modern or classical language through the introductory level.

Sub-Total Credits	6

III. Professional Education Requirements

All Secondary Education majors must take [ED-318](#) for 4 credits.

Course Code	Name	Credits
AN-218 or SO-218		3
ED-102	Foundations of Education	3
ED-103	Instructional Media & Technology	3
ED-229	Educational Psychology	3
ED-245	Diversity Field Experience	1
ED-250	Middle School Teaching	3
ED-305	Classroom Management	2
ED-318	Content Area Reading & Sec Teach Methods	3-4
ED-405	Education Seminar	2
ED-410	Student Teaching - Major Or Major/Minor	12
ED-316	Measurement and Assessment in Teaching	3
PSY-227 or PSY-203		3
SPED-200	Introduction to Exceptional Children	3
SPED-206	Collab & Conference for Educators	3
Sub-Total Credits		48

IV. Admission to the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be admitted to the program. See [Admission to the Teacher Education Program](#) for specific details.

Students must submit an application in order to student teach. See [Admission to Student Teaching](#) 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 2.75 cumulative grade point average for Admission to the Teacher Education Program; 3) earn a minimum 3.0 grade point average in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Acceptance to Student Teaching.
2. See [Secondary Education Requirements](#).

Total Credits	102

Mathematics Education (5-12) BA

Degree Type

Bachelor of Arts

The Mathematics Education (5-12) major prepares students to teach mathematics in middle and high school settings. The program combines rigorous study of mathematical concepts—including algebra, geometry, calculus, probability, and statistics—with research-based instructional strategies tailored to adolescent learners. Students learn to design engaging lessons, assess student understanding, and support diverse learners in developing mathematical reasoning and problem-solving skills. Program outcomes align with the Montana Professional Educator Preparation Program Standards for Mathematics Teachers (ARM 10.58.518).

For specific Student Learning Outcomes see [Education](#) and [Mathematics](#)

I. Major Program Requirements

Course Code	Name	Credits
MA-131 or MA-121 and MA-122		4-6
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	Adv Diff Equations & Linear Algebra	4
MA-342	Applied Numerical Methods & Analysis	3
MA-401	Abstract Algebra and Modern Geometry	3
MA-421	Math Optimization, Applications & Analysis	3
MA-471	History Seminar in Mathematics	1
MA-422 or MA-499		1-3
Sub-Total Credits		44-46

[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 6-8 credits

Sub-Total Credits	6-8

III. Professional Education Requirements

All Secondary Education majors must take [ED-318](#) for 4 credits.

Course Code	Name	Credits
AN-218 or SO-218		3
ED-102	Foundations of Education	3
ED-229	Educational Psychology	3
ED-245	Diversity Field Experience	1
ED-250	Middle School Teaching	3
ED-305	Classroom Management	2
ED-316	Measurement and Assessment in Teaching	3
ED-318	Content Area Reading & Sec Teach Methods	3-4
ED-405	Education Seminar	2
ED-410	Student Teaching - Major Or Major/Minor	12
PSY-227 or PSY-203		3
SPED-200	Introduction to Exceptional Children	3
SPED-206	Collab & Conference for Educators	3
MA-250	Mathematical Writing	1
Sub-Total Credits		46

IV. Admission to the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be admitted to the program. See [Admission to the Teacher Education Program](#) for specific details.

Students must submit an application in order to student teach. See [Admission to Student Teaching](#) 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.

Notes

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:
 - Earn a grade of “C-” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements;

- Maintain a minimum cumulative GPA of 2.75 for Admission to the Teacher Education Program;
 - Maintain a minimum GPA of 3.0 in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Admission to Student Teaching.
- See [Secondary Education Requirements](#).

	Total Credits	96-100

Social Studies Education (5-12) BA

Degree Type
Bachelor of Arts

The Social Studies Education (5-12) major prepares students to teach social science courses at the middle and/or high school level. The program integrates in-depth content knowledge in history, political science, and the social sciences with evidence-based pedagogical practices for effective secondary instruction. Program content and outcomes align with the Montana Professional Educator Preparation Program Standards for Social Studies Education (ARM 10.58.523) and reflect national standards for teaching excellence in the social sciences.

For specific Student Learning Outcomes see [Education](#), [History](#), and [Political Science](#).

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

Course Code	Name	Credits
HI-101	Topics in Global History I	3
HI-102	Topics in Global History II	3
HI-121	Us History I	3
HI-122	US History II	3
HI-231 or HI-224		3
HI Non-Western Course		3
HI 300 Level Elective		3
HI-494	Historiography & Historical Methods	3
HI-495	Research Seminar in History	3
Sub-Total Credits		27

Course Code	Name	Credits
PO-102	Intro Comparative Politics	3
PO-104	American National Government	3
PO-115	International Relations	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
Sub-Total Credits		24

Course Code	Name	Credits
EC-201 or EC-202		3
Any 200 or 300 Level Course in Social Science		3
Sub-Total Credits		6

II. Professional Education Program

Course Code	Name	Credits
AN-218 or SO-218		3
ED-102	Foundations of Education	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	3-4
ED-405	Education Seminar	2
ED-410	Student Teaching - Major Or Major/Minor	12
ED-316	Measurement and Assessment in Teaching	3
PSY-227 or PSY-203		3
SPED-200	Introduction to Exceptional Children	3
SPED-206	Collab & Conference for Educators	3
Sub-Total Credits		44-45

III. Admission into the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be admitted to the program. See [Admission into the Teacher Education Program](#) for specific details.

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

Notes

- 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 2.75 cumulative grade point average for Admission to

the Teacher Education Program; 3) earn a minimum 3.0 grade point average in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Admission to Student Teaching.

- 2. See [Secondary Education Requirements](#).

	Total Credits	101-102

Secondary Education Requirements

Degree Type
Teaching Licensure Requirement

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 admitted into the Teacher Education Program.

I. Secondary Education Teaching Options

A. Majors

- [English Education \(5-12\)](#)
- [Mathematics Education \(5-12\)](#)
- [Science Education \(5-12\)](#)
- [Social Studies Education \(5-12\)](#)

B. K-12 Education Minors

- [Reading \(K-12\)](#)
- [Special Education \(P-12\)](#)

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

Course Code	Name	Credits
AN-218 or SO-218		3
ED-102	Foundations of Education	3
ED-103	Instructional Media & Technology	3
ED-229	Educational Psychology	3
ED-245	Diversity Field Experience	1
ED-250	Middle School Teaching	3
ED-305	Classroom Management	2
ED-318	Content Area Reading & Sec Teach Methods	3-4

ED-405	Education Seminar	2
ED-408 (Minor Only) or ED-410 (Major or Major/Minor)		5-12
ED-316	Measurement and Assessment in Teaching	3
PSY-227 or PSY-203		3
SPED-200	Introduction to Exceptional Children	3
SPED-206	Collab & Conference for Educators	3
Sub-Total Credits		40-48

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

Note

- 1. 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 2.75 cumulative grade point average for admission to the Teacher Education Program; and 3) earn a minimum 3.0 grade point average in Major and Minor (if applicable) Program Requirements, Other Program Requirements, and Professional Education Requirements for Admission to Student Teaching.

	Total Credits	40-48

Engineering

Faculty

TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, AND PHYSICS DEPT. CHAIR
RECEP BIRGUL, PH.D.
SHAYE P. BODINE, PH.D.
RONALD BREITMEYER, PH.D.
MARY E. KEEFFE, PH.D.,DIRECTOR OF CIVIL ENGINEERING PROGRAM, ENGINEERING MATHEMATICS (3-2 PROGRAM) COORDINATOR
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. Carroll offers a major in civil

engineering and a 3-2 engineering program. Additionally, a mathematics degree with a cognate concentration in engineering is available through the mathematics program.

3-2 Engineering, Major In Engineering Mathematics BA

Degree Type

Bachelor of Arts

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 adviser 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 adviser 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

Course Code	Name	Credits
ENGR-104	Engineering Graphics & CAD Application	3
ENGR-105	Intro to Engineering GPS & Surveying	1
PHYS-189	Special Topic	1-3
ENGR-302	Engineering Mechanics I: Statics	3
Sub-Total Credits		8-10

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 adviser. 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.

Sub-Total Credits **15-20**

II. Other Program Requirements

Course Code	Name	Credits
BI-123 and BI-132 or ES-124 and ES-134		4
CH-III	Essentials of Chemistry: General	3
CH-III.L	Essentials of Chemistry Lab	1
EC-203	Project Management Economics	3
MA-131 or MA-121 and MA-122		4-6
MA-141	Introduction to Mathematical Modeling	4
MA-233	Multivariable Calculus	4
MA-315 or MA-342		3
MA-334	Adv Diff Equations & Linear Algebra	4

PHYS-205	Physics Using Calculus I: Mechanics	4
PHYS-206	Physics Using Calculus II	4
Sub-Total Credits		38-40

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, as 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. The student should plan on fulfilling the Ethical Reasoning requirement with a Philosophy course as many engineering programs will not accept credits in Theology.
- *Sed Vitae* requirement: the *Sed Vitae* experiential requirement will be waived at Carroll, as 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.

	Total Credits	61-70

Civil Engineering BS

Degree Type
Bachelor of Science

The Civil Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>, under the General Criteria and the Civil Engineering Program Criteria.

Program Educational Objectives

The program educational objectives are expectations the Civil Engineering Program has for alumni as they begin their careers. Within 3-6 years after graduation, the graduate should

- Begin a pattern of lifelong learning to grow and develop in their chosen field by pursuing development opportunities such as licensure, advanced studies, or participation in professional societies.
- Secure employment in their chosen field as an initial step in the development of an enjoyable, successful and rewarding professional career.
- Demonstrate good teamwork and communication skills progressing towards professional and community leadership.
- Conduct themselves as ethical and responsible professionals, always mindful of the safety, environmental, economic, public health, and aesthetic impacts of their work.
- Participate in and contribute to society through public, private, or academic organizations addressing important societal issues and needs.

All students majoring in Civil Engineering are required to study in four subfields of civil engineering. All students majoring in Civil Engineering must complete the subject work in structures, water resources, and geotechnical engineering. The fourth subfield may be chosen by the student from either environmental or transportation.

I. Major Program Requirements

Course Code	Name	Credits
ENGR-104	Engineering Graphics & CAD Application	3
ENGR-105	Intro to Engineering GPS & Surveying	1
ENGR-205	Civil Engineering Materials and Testing	2
ENGR-302	Engineering Mechanics I: Statics	3
ENGR-303	Engineering Mechanics II: Solids	3
ENGR-305	Electronics and Circuit Analysis I	4
ENGR-307	Fluid Mechanics	3
ENGR-309	Geotechnical Engineering	4
ENGR-310	Structures I	3
ENGR-313	Hydrology	3
ENGR-315	Transportation Engineering I	2
ENGR-326	Energy and the Environment	3
ENGR-389	Special Topic	1-3
ENGR-401	Hydraulics	3
ENGR-402	Environmental Engineering	3
ENGR-403	Structures II Steel Design	3
ENGR-406	Structures III Reinforced Concrete Desig	2
ENGR-411	Senior Design Project I	2
ENGR-412	Senior Design Project II	2
Sub-Total Credits		50-52

One of the Following Courses:

Course Code	Name	Credits
ENGR-405 or ENGR-409		3-4
Sub-Total Credits		3-4

III. Other Program Requirements

Course Code	Name	Credits
BI-123 and BI-132 or ES-124 and ES-134		4
CH-III	Essentials of Chemistry: General	3
CH-III L	Essentials of Chemistry Lab	1
EC-203	Project Management Economics	3
MA-131 or MA-121 and MA-122		4-6
MA-141	Introduction to Mathematical Modeling	4
MA-233	Multivariable Calculus	4
MA-334	Adv Diff Equations & Linear Algebra	4
PHYS-189	Special Topic	1-3
PHYS-205	Physics Using Calculus I: Mechanics	4
PHYS-206	Physics Using Calculus II	4
Sub-Total Credits		36-40

Notes

The Civil Engineering Program prefers that the College requirement for Ethical Reasoning is fulfilled with either [PHIL-206 Environmental Ethics](#) or [PHIL-207 Business Ethics](#). However, any course fulfilling the College's Ethical Reasoning requirement will be accepted by the Program.

- 1. Students must take the Fundamental of Engineering (FE) exam within nine months prior to receiving the degree.
- 2. 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", and under "Other Program Requirements", and in the course satisfying the College's Ethical Reasoning (ER) requirement. 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.

	Total Credits	89-95.5

English

Faculty

LOREN GRAHAM, M.F.A.
SOUMITREE GUPTA, PH.D.
RYAN HALLOWS, PH.D., DEPT. CHAIR
JEFFREY B. MORRIS, PH.D.
KEVIN STEWART, M.F.A.
SAM WALKER, PH.D

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 Minor

Degree Type

Minor

Program Requirements

Course Code	Name	Credits
Four 300- or 400-Level Courses in ENLT or ENLE		12
One 300- or 400-Level Elective in ENLT, ENLE, or ENWR		3
ENLE-200	Literary Studies	3
ENWR-264	Introduction to Creative Writing	3
Sub-Total Credits		21

	Total Credits	21

English Literature

English Literature BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
ENLE-200	Literary Studies	3
ENWR-264	Introduction to Creative Writing	3
ENLE-404	Literary Theory & Criticism	3
ENWR-498	Capstone Seminar	3
Sub-Total Credits		12

A. Two Upper-Divison (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

Sub-Total Credits **6**

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

Sub-Total Credits **6**

C. Two Upper-Division (300–400 Level) Course in Global Literature

Sub-Total Credits **6**

D. One Literature Elective (200, 300, or 400 Level).

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

Sub-Total Credits **3**

One ENLE language course

Sub-Total Credits **3**

II. Other Program Requirements

A second modern or classical language through the intermediate level (equivalent to Carroll College course level 203)

Sub-Total Credits **6–12**

Note

- I. Minimum 36 credits, 12 courses, plus foreign language

	Total Credits	42–48

English Writing

English Writing BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
ENLE-200	Literary Studies	3
ENWR-264	Introduction to Creative Writing	3
ENWR-498	Capstone Seminar	3
Sub-Total Credits		9

Courses in the writing requirements must include:

Two Creative Writing Courses

Course Code	Name	Credits
ENWR-302	Expository Writing	3
ENWR-337	Creative Writing Genres and Modes	3
ENWR-461	Adv Creative Writing	1–3
Sub-Total Credits		4–6

ENWR-302: if not used for professional

Two Professional Writing Courses

Course Code	Name	Credits
ENWR-302	Expository Writing	3
ENWR-303	Grant Writing	3
ENWR-305	Workplace Writing	3
ENWR-306	Writing for the Print Media	3
Sub-Total Credits		6

ENWR-302: if not used for creative

One Elective Upper-Divison (300–400 Level)Writing Course

Sub-Total Credits **3**

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

Sub-Total Credits **6**

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

Sub-Total Credits 6

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.

Sub-Total Credits 6

One ENLE language course

One ENLE literary theory course (Substitutions in this area may include [PHIL-261](#) or [PHIL-315](#).)

Sub-Total Credits 6

II. Other Program Requirements

A second modern or classical language through the intermediate level (equivalent to Carroll College course level 203)

Sub-Total Credits 6–12

Note

1. Minimum 36 credits, 12 courses, plus foreign language

	Total Credits	52–60

English Writing Minor

Degree Type

Minor

Program Requirements

Any four upper division (300 or 400-level) courses in ENWR

Any one upper division elective (300 or 400-level) in ENLT

Course Code	Name	Credits
ENLE-200	Literary Studies	3
ENWR-264	Introduction to Creative Writing	3
Four upper division 300 or 400-level courses in ENWR		12

One upper division elective 300 or 400-level in ENLT 3

Sub-Total Credits 21

	Total Credits	21

Environmental Studies

Faculty

PATRICIA HEISER, PH.D., DIRECTOR

TRAVIS ALMQUIST, PH.D

MANDY LIPINSKI, 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 BA

Degree Type

Bachelor of Arts

Program Requirements

Course Code	Name	Credits
ES-111	Earth Science	4
BI-123	Fnds of Ecology Evolution & Diversity	3
ES-133L	Field Ecology Lab	1
ES-124	Climate and Environment	3
ES-134	Climate and Environment Laboratory	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
Sub-Total Credits		20
Course Code	Name	Credits
ES-380	Soil Genesis and Classification	4
ES-381	Landscape Processes	3
ES-382	Landscape Analysis	4
BI-390 or BI-394		2
Sub-Total Credits		13
Course Code	Name	Credits
ES-250	Field Zoology: Entomology	2
ES-251	Field Zoology: Herpetology	2
ES-252	Field Zoology: Ichthyology	2
ES-253	Field Zoology: Ornithology	2
Sub-Total Credits		2

Course Code	Name	Credits
ES-220	Conservation Biology	3
ES-401	Environmental Impact Assessment	2
Sub-Total Credits		5
Course Code	Name	Credits
GIS-120	Principles of Geographic Information Sys	3
MA-121	Differential Calculus	3
MA-315	Probability and Statistics	3
Sub-Total Credits		9
Course Code	Name	Credits
ES-200	Environmental Exploration	2
ES-400	Environmental Omega	1
Sub-Total Credits		3
Course Code	Name	Credits
ES-300	Environmental Field Studies	3
ES-425	Internship	1-6
ES-498	Environmental Research	1-3
ES-499	Senior Thesis	1-3
Sub-Total Credits		1-6

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

This requirement allows students to add a suite of courses in a relevant Focus Area, acquiring disciplinary depth within a strongly interdisciplinary degree. Courses for the focus area should be selected in consultation with an Environmental Program advisor. Common Focus Areas are in: Wildlife and Landscape Ecology; Water Energy and Sustainability; and Environmental Health / Public Communication. Students may also select a Focus Area in a related minor in chemistry, pre-law, environmental engineering, or creative writing. Each student will work with an Environmental Science academic advisor to design and propose a Focus Area, which must then be approved by the ES Program Director.

Sub-Total Credits		9
Other Program Requirements		
All Environmental Program majors must earn a grade of “C-” or better in all major courses and pass pre-requisite courses with a “C-” or better to advance to subsequent courses.		
	Total Credits	62-67

Ethics and Value Studies

Faculty

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

Mission

Ethics and Values Studies aims to develop student normative understanding and abilities at ethical analysis. Students completing this course of studies will develop a deeper appreciation for ethical reasoning and greater facility in ethical decision making.

Student Learning Outcomes

Students Minor in Ethics and Values Studies will:

1. Carry out sophisticated ethical analysis by identifying and explaining a comprehensive range of ethical features in actions and character.
2. Effectively communicate ethical reasoning and analysis in both oral and written formats.
3. Prioritize respect for the dignity of persons in their decision-making and choices.

Ethics And Value Studies Minor

Degree Type

Minor
Minor Program Requirements

Course Code	Name	Credits
PHIL-205	Ethics	3
PHIL-324	Ethical Theory	3
Sub-Total Credits		6
Course Code	Name	Credits
CO-308	Communication Ethics	3
PHIL-206	Environmental Ethics	3
PHIL-207	Business Ethics	3
PHIL-208	Bioethics	3
PHIL-256	Social & Political Philosophy	3
PHIL-261 or GNDR-261		3
Sub-Total Credits		9
Course Code	Name	Credits
SO-204 or AN-204		3
AN-204 or SO-204		3
SO-208 or AN-208		3

AN-208 or SO-208	3
AN-317 or SO-317	3
SO-317 or AN-317	3
GNDR-280 or CO-280	3
PHIL-121 Philosophy of Human Being	3
PHIL-255 Philosophy of Art & Beauty	3
PHIL-315 20th Century European Philosophy	3
PO-250 Topics in American Politics	3
PO-260 Health Politics & Policy	3
PO-342 War and Peace	3
SO-200 Social Problems	3
GNDR-225 or SO-225	3
SO-251 Gender, Health and Medicine	3
SO-351 Medical Sociology	3
TH-220 Moral Theology	3
TH-222 Health Care Ethics	3
GNDR-258 or TH-258	3
TH-263 Modern Catholic Social Teaching	3
Sub-Total Credits	3

	Total Credits	18

Fine Arts

Faculty

KIMBERLY J. SHIRE, M.F.A., THEATRE, DEPT CHAIR
MICHAEL GRAY, PH.D.
JULIA HARRIS, MA.

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 these skills and knowledge in the multiple settings of rehearsals, productions and classrooms. Students will also display effective and efficient knowledge of leadership and organizational practices in the performing arts.
- Students will demonstrate proficiency in one or more theatre-specific skills: performing/acting, directing, design, stagecraft, arts management, or dramaturgy.

Theatre BA

Degree Type

Bachelor of Arts

Major Program Requirements

Theatre Majors Complete All Required Courses and Then Must Select One Concentration: Performance or Technical.

Required Theatre Courses

Course Code	Name	Credits
THT-103	Theatre Travel Practicum	1
THT-310	Women in Theatre	3
THT-311	Directing	3
THT-318	History of Theatre I	3
THT-319	History of Theatre II(WI)	3
THT-426	Dramaturgy	3
THT-495	Senior Seminar	1
Sub-Total Credits		17

Two Credits of the Following:

Course Code	Name	Credits
THT-305	Theatre Intensive	1
Sub-Total Credits		2

Thirty-One Semester Credits

Required Performance Courses - complete all 16 credits. Must complete 4 credits of **THT-110**:

Course Code	Name	Credits
THT-102	Theatre Technician Practicum	1
THT-110	Theatre Practicum	1
THT-111	Acting 1: Intro to Acting	3
THT-130	Dance I	1
THT-131	Dance II	1
THT-212	Acting 2: Acting Methods	3
THT-218	Acting 3: Voice & Movement	3
THT-308	Acting 4: Period Styles for Acting	3
Sub-Total Credits		16

Production Courses – Select 6 Credits

Course Code	Name	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
Sub-Total Credits		6

Other Courses – Select 9 Credits:

Course Code	Name	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 Performance	3
THT-313	Stage Dialects	3
THT-314	Shakespeare in Performance	3
THT-418	Theatre for Young Audiences	3
Sub-Total Credits		9

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.

Thirty-One Semester Credits

Required Technical Courses - complete all 10 credits:

Course Code	Name	Credits
THT-222	Introduction to Stage Design	3
THT-422	Advanced Design	3
Sub-Total Credits		6

Four Credits of the Following:

Course Code	Name	Credits
THT-102	Theatre Technician Practicum	1
Sub-Total Credits		4

Production Courses – Select 18 Credits:

Course Code	Name	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
Sub-Total Credits		18

Other Courses – Select 3 Credits:

Course Code	Name	Credits
ENGR-104	Engineering Graphics & CAD Application	3
ENLT-423	Shakespeare	3
Sub-Total Credits		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.

Notes

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 commitments.
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.

	Total Credits	50

Fine Arts Minor

Degree Type

Minor

Minor Program Requirements

Twenty-one semester credits, including:

I. Three Courses Chosen From the Following:

Course Code	Name	Credits
	Any Art Course	3
	Any Music Elective	3
	Any Theatre Course	3
Sub-Total Credits		9

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.

Sub-Total Credits	12

Notes

1. No class may meet more than one requirement even if it is listed in two categories.
2. A student must receive at least a C- in a class for it to count towards the minor.
3. Credits earned for this minor will not count towards a separate Theatre minor.
4. 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

	Total Credits	21

Music Minor

Degree Type
Minor

To earn a music minor, students must complete all of the requirements for one of the emphases below (Applied Music, Musical Theatre, or Sacred Music)

Assessment and Prerequisite Requirements

Applicants for the Music Minor are required to perform one selection that demonstrates previous training in their instrument or voice type (participation in band, orchestra or choir are acceptable forms of previous training). Applicants for the Music Minor are required to complete a brief assessment of their music theory knowledge and must complete a brief interview with the music faculty

I. Minor Program Requirements

Course Code	Name	Credits
MUS-109	Keyboard Musicianship I	3

MUS-118	Music Theory	3
MUS-119	Sight Singing & Aural Skills	3
MUS-261	Music History	3
MUS-475	Applied Music	1-3
Sub-Total Credits		16

Note: **MUS-475** may be taken for 1-3 credits per term. This course must be repeated to complete a minimum of 4 credits.

Course Code	Name	Credits
MUS-129	Carroll College Choir	1
MUS-131	Pep Band	0-1
MUS-199	Music Practicum	1-2
MUS-229	Chamber Choir-Audition Only	1
MUS-238	Instrument Ensemble	1
Sub-Total Credits		3

Applied Music Minor

- All Core Required Courses (16 cr)
- At least three Performance Elective Courses (3 cr)
- Six additional MUS credits (may be 2 electives or a combination of an elective, applied music, and ensembles)

Sub-Total Credits	25

Music Minor with Emphasis in Musical Theatre

- All Core Required Courses Music Minor (16 credits)
- Must participate in at least 2 Musicals **THT-110** (2 cr)
- Must take one dance class
- Additional courses:

Course Code	Name	Credits
THT-209	Intro to Musical Theatre	3
THT-312	Musical Theatre Performance	3
THT-130 or THT-131		1
Sub-Total Credits		25

Music Minor with Emphasis in Sacred Music

- All Core Required Courses for the Music Minor (16 Credits)
- At least one Carroll Performance Elective (1 cr)
- Two credits of **MUS-425** Internship - singing/playing/internship with any approved church music group in Helena. (2 cr) (strongly encouraged to be taken 2 different semesters)
- Additional courses:

Course Code	Name	Credits
MUS-250	Development of Sacred Music in the West	3
MUS-252	Pract Appl Sac Mus in Mod Church	3
Sub-Total Credits		25

II. Other Program Requirements

- No class may meet more than one requirement even if in more than one category. A student must receive at least a C- in a class for it to count towards the minor.
- A maximum of six credit hours in applied music and performance ensembles may be applied toward the Minor in Music.

	Total Credits	25

Theatre Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
THT-102	Theatre Technician Practicum	1
THT-110	Theatre Practicum	1
Sub-Total Credits		3
Course Code	Name	Credits
ILC-288	Data in the Arts	4
THT-310	Women in Theatre	3
THT-318	History of Theatre I	3
THT-319	History of Theatre II(WI)	3
THT-418	Theatre for Young Audiences	3
THT-426	Dramaturgy	3
Sub-Total Credits		3

Any Theatre courses for at least 12 additional semester credits:

Course Code	Name	Credits
THT-121	Stagecraft	3
TH-220	Moral Theology	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
Sub-Total Credits		12

3 credit hours of elective courses in Fine Arts (art, music, or theatre)

Sub-Total Credits	3

Notes

1. No class may meet more than one requirement even if it is listed in two categories
2. A student must receive at least a C- in a class for it to count towards the minor
3. 6 of the 21 required credits must be upper division THT courses (300-400 level)
4. Theatre minors must be involved in some capacity in at least two Carroll productions per year
5. Theatre minors are required to attend 50% of all department activities including workshops and showcase performances
6. A maximum of six (6) credit hours in Theatre Practicum, Applied Music, and Music ensembles may be applied toward the Theatre minor
7. Credits earned for this minor will not count towards a separate Fine Arts minor

	Total Credits	21

French and Francophone Studies

Faculty

JULIE CROHAS, PH.D, DIRECTOR

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 BA

Degree Type
Bachelor of Arts

PROGRAM IN SUSPENSION - effective May 13, 2022, additional students may not declare a French major or minor while the program is in suspension.

I. Major Program Requirements
Thirty-one (31) semester credits* of French, including:

Required French Courses

Course Code	Name	Credits
FR-303	Adv Grammar and Composition	3
FR-304	French & Francophone Civil & cult	3
FR-415	French Lab Coordinator	1
FR-495	French Capstone	3
Sub-Total Credits		10

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.

Course Code	Name	Credits
SO-317 or AN-317		3
BA-392	International Business	3
CO-420	Globalization Gender & Communication	3
HI-214	20th Century Europe	3
HI-291	Modern African History	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 or GNDR-261		3
PHIL-315	20th Century European Philosophy	3
Sub-Total Credits		21

II. Other Program Requirements
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.

Note
I. 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.

	Total Credits	31

French Certificate

Degree Type
Certificate

Student Learning Outcomes

- Students will
- Improve their French proficiency to an Intermediate-High level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL)
 - Develop a knowledge of professional French language
 - Acquire cultural competence to allow them to adapt to the diversity of the Francophone workplace
 - Develop strategies to comprehend Francophone matters and to interact with French speakers at work
 - Acquire competency in conventions of the Francophone workplace, including those involving

- CV's, cover letters, meeting agendas, job interviews, and contracts
- Diplomatic protocol, rules, and customs in France, North America, and various African nations
- Business etiquette, including matters of dress, meals, formal conversation, and conflict resolution

Program Requirements

Students who do not need [FR-101](#) & [FR-102](#) due to prior French study may complete the certificate in one year. Students without prior study must take [FR-101](#) & [FR-102](#) and therefore will need two years to achieve the certificate.

Course Code	Name	Credits
FR-203	Intermediate French I	3
FR-204	Intermediate French II CD/GD	3
FR-205	French for the Workplace	3
Sub-Total Credits		9
Total Credits		9-15

French Minor

Degree Type
Minor

PROGRAM IN SUSPENSION - effective May 13, 2022, additional students may not declare a French major or minor while the program is in suspension.

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

Required Courses

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

Course Code	Name	Credits
FR-303 or FR-304		3
Sub-Total Credits		18

Note

1. 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.

Total Credits	18

Gender Studies

Faculty

JAMIE DOLAN, PH.D., CO-CHAIR
JEANETTE M. FREGULIA, PH.D., CO-CHAIR
CHARLOTTE JONES, PH.D.
ERIC MEYER, PH.D.
JOHN RIES, PH.D., S.T.D.
ELVIRA RONCALLI, PH.D.
and Affiliated Gender Studies Faculty

Overview

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

Degree Type
Minor

Core Courses

Course Code	Name	Credits
GNDR-385	Sexes and Sensibilities	3
Sub-Total Credits		3

At least one must be [GNDR/SO-225](#) or [GNDR/CO-280](#):

Course Code	Name	Credits
GNDR-225 or SO-225		3
GNDR-258 or TH-258		3
PHIL-261 or GNDR-261		3
GNDR-280 or CO-280		3
GNDR-309 or HI-309		3
GNDR-310 or PSY-310		3
GNDR-410 or ENLT-410		3
Sub-Total Credits		12

Electives

Course Code	Name	Credits
AN-208 or SO-208		3
TH-212	Women Mystics	3
ENLT-215	Introduction to Literature	3
ENLT-215N	Introduction to Literature	3
ENLT-216	Introduction to Literature	3
ENLT-216N	Intro to Literature WI ND	3
SO-251	Gender, Health and Medicine	3
SO-256	Gender & Work	3
GNDR-285	Sexes and Sensibilities	3
ENLT-306	Revising Classics	3
CO-310	Mass Media	3
THT-310	Women in Theatre	3
GNDR-385	Sexes and Sensibilities	3
ENLT-413	U.S. Latino Literature	3
CO-420	Globalization Gender & Communication	3
GNDR-425	Internship	1-6
GNDR-485	Independent Study	1-3
Sub-Total Credits		6

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.

GNDR-285 and GNDR-385 may be taken more than once.

	Total Credits	21

Health Sciences

Faculty

KELLY PARSLEY, M.A., M.P.H., DEPT. CHAIR
GERALD SCHAFFER, 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 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 BA

Degree Type

Bachelor of Arts
Major Program Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	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 or CH-111		1-3
CH-111L	Essentials of Chemistry Lab	1
CH-112 or CH-103		3-4
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	1
HS-425	Internship	1-6
MA-207 or MA-315		3
PO-260 or HS-335		3
PSY-105	General Psychology	3
PHIL-205 or PHIL-206 or PHIL-208 or TH-222 or TH-254		3
Sub-Total Credits		46-54

Other Program Requirements

Course Code	Name	Credits
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
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	4
PHYS-202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
Sub-Total Credits		12

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

Course Code	Name	Credits
CO-206	Small Group Communication	3
CO-325	Intercultural Comm	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	Public Health Methods	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	3
BA Elective		3

	Total Credits	58-66

Hispanic Studies And Languages

Faculty

RYAN HALLOWS, PH.D., DIRECTOR
SERGIO RESTREPO-MESA, PH.D.

Mission and Goals

The mission of the Juan Diego Cuauhtlatoatzin Program in Hispanic Studies and Languages is to offer students opportunities to develop critical skills to prepare them for engaged global citizenship. St. Juan Diego demonstrated enduring humility and determination teaching by word and especially by example. And in that vein, our students can expect to develop:

- an ability to speak knowledgeably and courageously as ambassadors of ethical leadership, community empowerment, and environmental stewardship in both Spanish and English
- a strong understanding of diverse cultures in the Hispanic World through Western and non-Western lenses
- critical thinking skills enabling them to be active global citizens who are aware of their impact
- communication skills to proficiently and compassionately interact with Hispanic members of our communities in both oral and written forms

Student Learning Outcomes

The Juan Diego Cuauhtlatatzin Program in Hispanic Studies and Languages is committed to providing students with the skills needed to communicate clearly in Spanish 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 complete the program feeling confident in their ability to speak, read, and write in Spanish. They also gain a broad understanding of Latin American and Spanish history, culture, and contemporary social issues.

Hispanic Studies And Languages BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Thirty credits of Spanish and related courses.

Required Courses

Course Code	Name	Credits
SP-203	Intermediate Spanish III	3
SP-204	Intermediate Spanish IV	3
SP-301	Spanish Conversation	3
SP-303	Power and Culture: Utopias and Dystopias	3
SP-305	Literary Perspectives Hispanic World	3
SP-306	Adv Spanish Grammar & Composition	3
Sub-Total Credits		18

Plus at least 12 credits (typically 4 courses) from the following list:

Course Code	Name	Credits

SP-320	Language & Healing	3
SP-321	Cultivate Comp: Hisp Hlth	3
SP-322	Communicating Care: Spanish Translation	3
SP-350	Cultural Immersion Experience	3
SP-389	Special Topics	1-3
SP-405	Topics in Hispanic Literature	3
SP-406	Topics in Spanish Linguistics	3
SP-410	Topics in Spanish & Latin American Film	3
ENLT-413	U.S. Latino Literature	3
SP-425	Internship	1-9
SP-489	Special Topics	1-3
Sub-Total Credits		12

Note

- I. Successful participation in a program of study or internship in a Spanish-speaking community is **strongly encouraged**.

	Total Credits	30

Hispanic Studies And Languages Minor

Degree Type

Minor

Minor Program Requirements

Course Code	Name	Credits
SP-203	Intermediate Spanish III	3
SP-204	Intermediate Spanish IV	3
SP-301	Spanish Conversation	3
SP-303	Power and Culture: Utopias and Dystopias	3
SP-305	Literary Perspectives Hispanic World	3
SP-306	Adv Spanish Grammar & Composition	3
Sub-Total Credits		18

Choose One Elective Course

Course Code	Name	Credits
SP-320	Language & Healing	3
SP-321	Cultivate Comp: Hisp Hlth	3
SP-322	Communicating Care: Spanish Translation	3
SP-350	Cultural Immersion Experience	3
SP-389	Special Topics	1-3
SP-405	Topics in Hispanic Literature	3
SP-406	Topics in Spanish Linguistics	3

SP-410	Topics in Spanish & Latin American Film	3
ENLT-413	U.S. Latino Literature	3
SP-425	Internship	1-9
SP-489	Special Topics	1-3
Sub-Total Credits		1-3

	Total Credits	19-21

Spanish For Health Professions Minor

Degree Type

Minor

Students majoring in Hispanic Studies are not eligible to declare the Spanish for Health Professions minor. Those interested in integrating Health Professions coursework into the Hispanic Studies major should consult with their advisor to discuss appropriate planning and course selection.

Course Code	Name	Credits
SP-203	Intermediate Spanish III	3
SP-204	Intermediate Spanish IV	3
SP-301	Spanish Conversation	3
SP-320	Language & Healing	3
SP-321	Cultivate Comp: Hisp Hlth	3
SP-322	Communicating Care: Spanish Translation	3
Sub-Total Credits		18

Choose One Elective Course

Course Code	Name	Credits
ENLT-413	U.S. Latino Literature	3
SP-350	Cultural Immersion Experience	3
SP-389	Special Topics	1-3
SP-405	Topics in Hispanic Literature	3
SP-406	Topics in Spanish Linguistics	3
SP-410	Topics in Spanish & Latin American Film	3
SP-485	Independent Study	1-3
SP-489	Special Topics	1-3
Sub-Total Credits		1-3

Note

1. Students are strongly encouraged to fulfill their Sed Vitae experience in a clinical setting/internship where they will be using Spanish.

	Total Credits	19-21

History

Faculty

DANE J. CASH, PH.D.
JEANETTE M. FREGULIA, PH.D., DEPT CHAIR
RONALD LAMOTHE, 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 both inside and outside the field of history.

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, and African 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 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:

1. Critical Thinking
2. Inquiry and Analysis
3. Historical Awareness
4. Written Communication

History BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
HI-101	Topics in Global History I	3
HI-102	Topics in Global History II	3
HI-121	Us History I	3
HI-122	US History II	3
HI-494	Historiography & Historical Methods	3
HI-495	Research Seminar in History	3
Sub-Total Credits		18
Course Code	Name	Credits
HI-241	History Modern Middle East	3
HI-243	Judaism, Christianity & Islam	3
HI-251	Introduction to East Asia	3
HI-291	Modern African History	3
Sub-Total Credits		3

Twelve Credits in History

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

Sub-Total Credits		12
II. Other Program Requirements		
Course Code	Name	Credits
FR/SP/GM/GK/LA	Modern foreign or classical language through the intermediate level	3-12
DS-201 or MA-207		3
Sub-Total Credits		6-15

MA-207 or DS-201: also fulfills Math requirement for CORE

Note

- 1. All degree students should review requirements for graduation as described in this catalog.

	Total Credits	39-48

History Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
HI-101	Topics in Global History I	3
HI-102	Topics in Global History II	3
HI-121	Us History I	3
HI-122	US History II	3
Sub-Total Credits		12
Course Code	Name	Credits
HI-241	History Modern Middle East	3
HI-251	Introduction to East Asia	3
HI-271	History of Modern Latin America	3
HI-291	Modern African History	3
Sub-Total Credits		3
Sub-Total Credits		6
	Total Credits	21

International Relations

Faculty

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 BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
PO-102	Intro Comparative Politics	3
PO-115	International Relations	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	3
Sub-Total Credits		18

Course Code	Name	Credits
HI-342	American Diplomatic History	3
PO-321	Citizenship: Think Global, Act Local-ND	3
PO-342	War and Peace	3
PO-344	Contemporary Global Issues CD	3
PO-348	International Negotiation Simulation-GD	3
Sub-Total Credits		6

Course Code	Name	Credits
AN-204 or SO-204		3
BA-392	International Business	3
BA-393	India: Socioeconomic Issues(GDorND)	3
CO-325	Intercultural Comm	3
ENLT-334	World Literature	3
FR-304	French & Francophone Civil &cult	3
FR-450	French Nationalism(s)	3
HI-205	Nineteenth-Century Europe	3
HI-241	History Modern Middle East	3
HI-251	Introduction to East Asia	3
HI-271	History of Modern Latin America	3
HI-291	Modern African History	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	1-6
IR-486	Readings & Confernece	1-3
IR-499	Senior Thesis	1-3
PHIL-203	Islam: Philosophy & Culture	3
PHIL-223	Asian Philosophy	3

PHIL-256	Social & Political Philosophy	3
PO-241	Democracy & Autocracy	3
PO-242	State & Nation in World Politics	3
PO-321	Citizenship: Think Global, Act Local-ND	3
PO-342	War and Peace	3
PO-344	Contemporary Global Issues CD	3
PO-348	International Negotiation Simulation-GD	3
SP-405	Topics in Hispanic Literature	3
SP-410	Topics in Spanish & Latin American Film	3
TH-211	Comparative Religion	3

Sub-Total Credits	9

II. Other Program Requirements

Course Code	Name	Credits
EC-201	Principles of Microeconomics	3
EC-202	Principles of Macroeconomics	3
Sub-Total Credits		6

Completion of a modern second language through the intermediate level (equivalent to Carroll College course level 203)

Sub-Total Credits	6-12

Note

- I. All degree students should review requirements for graduation as described in this catalog.

Total Credits	39-45

International Relations Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
PO-102	Intro Comparative Politics	3
PO-115	International Relations	3
Sub-Total Credits		6

Course Code	Name	Credits
AN-204 or SO-204		3
BA-392	International Business	3
BA-393	India: Socioeconomic Issues(GDorND)	3
CO-325	Intercultural Comm	3
ENLT-334	World Literature	3
FR-304	French & Francophone Civil &cult	3
FR-450	French Nationalism(s)	3

HI-205	Nineteenth-Century Europe	3
HI-241	History Modern Middle East	3
HI-251	Introduction to East Asia	3
HI-271	History of Modern Latin America	3
HI-291	Modern African History	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	1-6
IR-486	Readings & Confernece	1-3
IR-495	Senior Research Seminar in Intl Rel	3
IR-499	Senior Thesis	1-3
PHIL-203	Islam: Philosophy & Culture	3
PHIL-223	Asian Philosophy	3
PHIL-256	Social & Political Philosophy	3
PO-222	U. S. Foreign Policy	3
PO-241	Democracy & Autocracy	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	3
PO-344	Contemporary Global Issues CD	3
PO-348	International Negotiation Simulation-GD	3
TH-211	Comparative Religion	3

Sub-Total Credits

15

II. Other Program Requirements

Course Code	Name	Credits
EC-201	Principles of Microeconomics	3
EC-202	Principles of Macroeconomics	3

Sub-Total Credits

6

Completion of a modern second language through the intermediate level (equivalent to Carroll College course level 203)

Sub-Total Credits

6-12

Total Credits	27-33

Leadership Studies

Faculty

CPT. WYATT SMITH

Mission and Goals

The Leadership Studies Minor is committed to cultivating intellectually grounded, ethically responsible, and practically capable leaders. The program aims to enhance students' critical thinking, problem-solving, and decision-making abilities while fostering the interpersonal and organizational skills essential for effective leadership. Rooted in interdisciplinary learning, the minor emphasizes the ability to influence others by providing purpose, direction, and motivation—preparing students to lead teams, manage complex challenges, and contribute meaningfully to the improvement of organizations and society.

Student Learning Outcomes:

- Critical Thinking & Problem Solving**
Students will demonstrate the ability to critically analyze complex problems, evaluate multiple courses of action, and develop reasoned solutions in both individual and group settings.
- Ethical Leadership & Decision-Making**
Students will apply ethical frameworks to real-world leadership challenges and make informed, principled decisions that reflect a commitment to integrity and accountability.
- Effective Communication & Influence**
Students will exhibit the ability to communicate clearly and persuasively across a variety of platforms and audiences, with an emphasis on motivating and influencing others toward shared goals.
- Teamwork & Organizational Leadership**
Students will effectively contribute to and lead diverse teams, demonstrating an understanding of group dynamics, conflict resolution, and organizational behavior.
- Purpose-Driven Leadership Practice**
Students will articulate and apply leadership theories and practices that emphasize purpose, direction, and motivation in order to inspire others and improve organizational outcomes.
- Basic Soldier Skills**
Students will learn Basic Soldiering skills such as how to operate in a tactical environment as part of a team, Land Navigation, Basic Marksmanship Skills, Tactical Combat Casualty Care, Fieldcraft, Communication with Military Equipment, etc.

Leadership Studies Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
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
Sub-Total Credits		15

Professional ROTC Leadership

Course Code	Name	Credits
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
Sub-Total Credits		12

	Total Credits	27

Mathematics

Faculty

KELLY CLINE, PH.D.
JODI FASTEEN, PH.D.
MARY E. KEEFFE, PH.D.
CASEY PINCKNEY, PH.D.
MICHAEL TRUDNOWSKI
TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, AND PHYSICS, DEPT. 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 to demonstrate the ability to solve mathematical and statistical problems using appropriate technology.

Mathematics BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
CS-III	Introduction to Computer Programming	3
MA-121 or MA-131		3-4
MA-122	Integral Calculus	3
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	Adv Diff Equations & Linear Algebra	4
MA-342	Applied Numerical Methods & Analysis	3
MA-366	Junior Seminar	1
MA-401	Abstract Algebra and Modern Geometry	3
MA-421	Math Optimization, Applications & Analysis	3
MA-422 or MA-499		1-3
Sub-Total Credits		44-47

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 minor or a second major in biology.

Course Code	Name	Credits
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 or EC-203		3
3 BA, CS, or EC Credits at the 200 Level or Above		3
Sub-Total Credits		24

A minor or a second major in chemistry.

A minor or a second major in computer science.

A minor or a second major in data science.

Course Code	Name	Credits
CH-101	General Chemistry I	3
CH-101L	General Chemistry I Lab General Chemistry Lab	1
CH-101, CH-102 with labs or CH-111, CH-111L, BI-123, BI-132		8
BI-123	Fnds of Ecology Evolution & Diversity	3
BI-132	Lab Explorations Physiology and Ecology	1
ENGR-302	Engineering Mechanics I: Statics	3
PHYS-205	Physics Using Calculus I: Mechanics	4
PHIL-206	Environmental Ethics	3
CS-111	Introduction to Computer Programming	3
12 Additional Semester-Credit Hours in Technical Elective Courses at the 300 Level or Above		12
Sub-Total Credits		41
Course Code	Name	Credits
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		4

Sub-Total Credits 24

Two Biology Courses From the Following:

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-123	Fnds of Ecology Evolution & Diversity	3
Sub-Total Credits		6

Two Biology Labs From the Following:

Course Code	Name	Credits
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
ES-133L	Field Ecology Lab	1
Sub-Total Credits		2

A minor or a second major in physics.

Course Code	Name	Credits
CS-111	Introduction to Computer Programming	3
CS-211	Data Structures and Algorithms	3
CS-230	Software Engineering	4
CS-310	Database Design	4
EC-201	Principles of Microeconomics	3
EC-202	Principles of Macroeconomics	3
BA-309	Operations Research	3
Sub-Total Credits		23
Course Code	Name	Credits
GIS-120	Principles of Geographic Information Sys	3
GIS-230	Advanced Geographic Information Systems	3
CS-112	Object-Oriented Program Design	3
CS-202	Web Design and Development	3
CS-211	Data Structures and Algorithms	3
CS-310	Database Design	4
Sub-Total Credits		19

Note

- 1. 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.

	Total Credits	68-71

Mathematics Education (5-12) BA

Degree Type
Bachelor of Arts

The Mathematics Education (5-12) major prepares students to teach mathematics in middle and high school settings. The program combines rigorous study of mathematical concepts—including algebra, geometry, calculus, probability, and statistics—with research-based instructional strategies tailored to adolescent learners. Students learn to design engaging lessons, assess student understanding, and support diverse learners in developing mathematical reasoning and problem-solving skills. Program outcomes align with the Montana Professional Educator Preparation Program Standards for Mathematics Teachers (ARM 10.58.518).

For specific Student Learning Outcomes see [Education](#) and [Mathematics](#)

I. Major Program Requirements

Course Code	Name	Credits
MA-131 or MA-121 and MA-122		4-6
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	Adv Diff Equations & Linear Algebra	4
MA-342	Applied Numerical Methods & Analysis	3
MA-401	Abstract Algebra and Modern Geometry	3
MA-421	Math Optimization, Applications & Analysis	3
MA-471	History Seminar in Mathematics	1
MA-422 or MA-499		1-3
Sub-Total Credits		44-46

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 6-8 credits

Sub-Total Credits	6-8

III. Professional Education Requirements

All Secondary Education majors must take [ED-318](#) for 4 credits.

Course Code	Name	Credits
AN-218 or SO-218		3
ED-102	Foundations of Education	3
ED-229	Educational Psychology	3
ED-245	Diversity Field Experience	1
ED-250	Middle School Teaching	3
ED-305	Classroom Management	2
ED-316	Measurement and Assessment in Teaching	3
ED-318	Content Area Reading & Sec Teach Methods	3-4
ED-405	Education Seminar	2
ED-410	Student Teaching - Major Or Major/Minor	12
PSY-227 or PSY-203		3
SPED-200	Introduction to Exceptional Children	3
SPED-206	Collab & Conference for Educators	3
MA-250	Mathematical Writing	1
Sub-Total Credits		46

IV. Admission to the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be admitted to the program. See [Admission to the Teacher Education Program](#) for specific details.

Students must submit an application in order to student teach. See [Admission to Student Teaching](#) 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.

Notes

- I. 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:
- Earn a grade of “C-” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements;

◦ Maintain a minimum cumulative GPA of 2.75 for Admission to the Teacher Education Program;

◦ Maintain a minimum GPA of 3.0 in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Admission to Student Teaching.
- See [Secondary Education Requirements](#).

	Total Credits	96-100

Mathematics Minor

Degree Type

Minor
Minor Program Requirements

Course must be approved by the mathematics program director, and [MA-321](#) may only be counted once toward the minor

Course Code	Name	Credits
MA-131 or MA-121 and MA-122		4-6
MA-141	Introduction to Mathematical Modeling	4
MA-233	Multivariable Calculus	4
MA-334	Adv Diff Equations & Linear Algebra	4
Sub-Total Credits		16-18
Sub-Total Credits		9-12

Note

1. 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.

	Total Credits	25-30

Neuroscience

Housed in the Department of Biological and Environmental Sciences

Faculty

NIKKI HONZEL, PH.D.
STEPHANIE 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

Degree Type

Minor
I. Minor Requirements

Course Code	Name	Credits
BI-1XX		4
CH-1XX		4
PSY-105	General Psychology	3
BI-369 and BI-369L or BI-392		2-4
PSY-414	Physiological Psychology	4
PSY-416	Brain and Behavior	3
Sub-Total Credits		23-24

Course Code	Name	Credits
CS-111	Introduction to Computer Programming	3
DS-325 or PSY-314		3
Sub-Total Credits		6

Note

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

	Total Credits	29-30

Nursing

Faculty

LAUREN SWANT, DNP, MSN, RNC-NIC, CNE, CPHQ, DIRECTOR OF NURSING & DEPT. CHAIR

APRIL BOITANO, DNP, CNM, WHNP

MARIA BROSNAN, MSN, APRN, ACNP-BC, FNP-BC, CNE, CHSE

AMANDA EVANS, MSN, FNP-C, BSN, RN

ZULEYHA INCEOZ, PH.D, MBA, MA, BSN, RN

JANET JOHNSON, MSN, RN, CNE

MELISSA LEWIS, MSN, RN

JEN MILLER, MSN, RN, CPH, CCM

KATHERINE PIEPER, MSN, RN

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 eligibility and 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.ccnaccreditation.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 healthcare for individuals, families, and 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 interdisciplinary knowledge from the sciences, arts, and humanities into evidence-based nursing practice.
2. Evaluate organizational structures and systems leadership to enhance patient safety and quality healthcare outcomes.
3. Integrate nursing theory, research findings, and evidence-based practice to optimize health and well-being.
4. Implement patient care technologies and information management systems effectively to support clinical decision-making and optimize patient outcomes across diverse healthcare environments.
5. Advocate for evidence-based interventions to address social determinants of health within diverse populations in varied healthcare, social, political, financial, policy, and/or regulatory settings.
6. Demonstrate excellence in communication, including interprofessional communication and collaboration for improving patient health outcomes.
7. Implement evidence-based health promotion and disease prevention strategies tailored to diverse individuals, families, communities, and populations across varied healthcare settings.
8. Demonstrate personal accountability and commitment to professionalism and professional values through reflective practice and ongoing professional development.
9. Uphold nursing practice consistent with standards outlined by the Montana Nurse Practice Act and the ANA Code of Ethics.
10. Demonstrate comprehensive, Baccalaureate holistic generalist nursing care across diverse patient populations throughout the lifespan, ensuring inclusive and equitable practices.

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.

*** Please note that meeting the minimum requirements for application eligibility does not guarantee admission to the nursing major, to include the Accelerated Nursing track.**

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. 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 for pre-nursing and transfer applications. For the Accelerated Nursing track, criteria will be applied based on application materials submitted through NursingCAS in addition to supplemental documentation that may be requested by the Admissions Committee.

1. Successful completion of the items listed in the application eligibility criteria for each specific entry path.
2. Overall college career Grade Point Average (this includes all attempted credits at an accredited college or university).
3. Selected GPA from the following courses: **BI-201, BI-202, CH-111, CH-112**, Oral Communication course, **CORE-110** or **ENWR-102, PSY-105, PSY-203**. A course from another institution must be accepted at Carroll as an equivalent course to be calculated in this selected GPA.
4. Completion of Core or nursing prerequisites without need for repeating courses (no D's or F's) or withdrawals.
5. Current enrollment and the number of credits completed at Carroll College. Students who have completed 24 or more Carroll credits by the end of the spring semester will be ranked higher on this criteria than students who have completed fewer than 24 Carroll credits.
6. No academic integrity violations 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. Additional documentation, letters of recommendation, and/or interviews may be required.

Direct Entry into the Traditional Track

When applying to Carroll College, a student will be considered for Direct Entry to Carroll's nursing major if the student submits a completed application, indicating NURSING as the first major of interest, and if the student meets the eligibility criteria outlined below. Direct Entry to the nursing major requires no additional application process once the student is admitted to Carroll. To receive priority consideration, students must submit a completed application by the November 1 deadline. As a Direct Entry nursing student, students will enroll in the pre-licensure BSN nursing curriculum beginning their

first semester. Direct entry students must meet all the progression criteria to progress and 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. Completion of, or current enrollment in, two years of science (Biology and Chemistry recommended)
3. Completion of, or current enrollment in, mathematics through Intermediate Algebra (Algebra II)
4. Submission and completion of application (receipt of all supporting credentials) by November 1, listing NURSING as the first major of interest will be given priority consideration.

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

Students accepting Carroll's offer of admission are required to demonstrate their intent to enroll by submitting the Enrollment Reservation form and returning it with the \$200 enrollment reservation fee to the Office of Admission by May 1st. Please note that failure to submit the required enrollment reservation fee by May 1st will result in the forfeiture of an offer for Direct Entry.

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.

Pre-Nursing students seeking admission into the nursing major must meet the following criteria for application eligibility:

1. Be admitted to Carroll College as a degree-seeking student.
2. Complete, or be enrolled in, the following courses with a "C-" or better at the time of application: **BI-201, BI-202, CH-111, CH-112, 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. Have an overall college career Grade Point Average of 3.0 or higher on a 4-point scale. (This includes all attempted credits at an accredited college or university.)
5. Repeat or withdraw from no more than two (2) courses considered prerequisite to nursing or nursing courses taken either at Carroll or other institutions.
6. Complete all required coursework, to include independent study or "incompletes", by established deadlines.
7. Students with an academic integrity violation on file at Carroll College will be evaluated individually to determine whether they are eligible to apply and/or will be admitted to the nursing major.
8. Provide documentation noting completion of and compliance with the expectations and requirements of the nursing program clinical affiliates to include, but not limited to, official documentation for specific immunizations, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification. Costs to complete these clinical readiness requirements are to be paid by the student.

Instructions for completing these requirements will be provided by the Department of Nursing after acceptance to the nursing major. Students with background checks that reveal a record and/or urine drug screen that reveal a positive result will be evaluated individually to determine whether they will be eligible to progress in the nursing major. Inability to comply with the outlined clinical readiness requirements may interfere with a student's ability to participate in the nursing program clinical requirements, making the student ineligible to progress in the major. Alcohol and drug violations may interfere with Montana Board of Nursing approval to sit for the NCLEX-RN exam.

Transfer Admission into the Traditional Track

Carroll College may accept a select number of Running start, Dual-enrollment, and/or external transfer students directly into the nursing program. 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.

Transfer students seeking admission into the nursing major must meet the following criteria for application eligibility:

1. Be admitted to Carroll College as a degree-seeking student.
2. Complete, or be enrolled in, the following courses with a "C-" or better at the time of application: the equivalent of Carroll College **BI-201**, **BI-202** (Anatomy and Physiology I + II with labs), **PSY-105** (General Psychology), **PSY-203** (Developmental

Psychology), **CH-111** (Essentials of Chemistry with lab), **CH-112** (Organic and Biochemistry), **ENWR-102** (English Writing), and **CO-101** (Basic Communication).

3. **BI-201**, **BI-202**, **CH-111**, **CH-112**, and **BI-214** (or the equivalent of these courses) must have been completed within 5 years of admission to the nursing program at Carroll College. Any of these courses, taken prior to the five-year limit, may be analyzed by the nursing department for possible use depending on individual circumstances.
4. Have an overall college career Grade Point Average of 3.5 or higher on a 4-point scale. (This includes all attempted credits at an accredited college or university.)
5. Repeat or withdraw from no more than two (2) courses considered prerequisite to nursing or nursing courses taken either at Carroll or other institutions.

Additional requirements specifically for transfer students:

- One semester of full-time college-level coursework within the last 3 years
- At least 25 College credits must be completed by June 1

For students applying to Carroll College as a running start or dual enrollment applicant, the student is required to comply with the policies and expectations of all first-time, first-year students.

Accelerated Nursing Track

The 15-month accelerated nursing track is designed for those who have earned an associate (AA/AS), baccalaureate, or higher degree in a non-nursing field. Students in this track build on their previous degree(s) to achieve a Bachelor of Science in Nursing (BSN) degree, enabling them to become a Registered Nurse. **Applicants to the accelerated nursing track must have earned an associate (AA/AS) or baccalaureate degree from an accredited college or university prior to their enrollment in the program.** Applicants with an Associate of Applied Science or Applied Arts (AAS/AAA) do not qualify.

Additionally, students who earned an AA or AS degree while in high school and matriculate to Carroll as first-year students are not eligible to apply to the Accelerated Nursing Track.

Students seeking admission into the Accelerated Nursing track must meet the following criteria for application eligibility:

1. Complete, or be enrolled in, the following prerequisites (or their equivalent) with a "C-" or better at the time of program enrollment. This coursework needs to be completed prior to program start, with official transcripts on file with the Registrar's office.
 - Anatomy & Physiology I and II with labs
 - Essentials of Chemistry with lab
 - Organic & Biochemistry
 - Microbiology with lab

- Intro to Sociology
 - Statistics
 - General Psychology
 - Developmental Psychology
 - Written Communication
 - Oral Communication
2. May be completed prior to application or taken concurrently with the accelerated nursing classes.
 - One theology class
 - One philosophy class
 - *Note: For the theology or philosophy classes, one must be an ethical reasoning course*
 3. Other requirements:
 - Hold an associate (AA or AS) and/or 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).
 - Students with an academic integrity violation on file at Carroll College will be evaluated individually to determine whether they are eligible to apply and/or will be admitted to the nursing major.
 - The Department will use the Priority Ranking System outlined above to select students for admission. Criteria will be applied based on application materials submitted through NursingCAS in addition to supplemental documentation that may be requested by the Admissions Committee.
 - Provide documentation noting completion of and compliance with the expectations and requirements of the nursing program clinical affiliates to include, but not limited to, official documentation for specific immunizations, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification. Instructions for completing these requirements will be provided by the Department of Nursing after acceptance to the nursing major. Students with background checks that reveal a record and/or urine drug screen that reveal a positive result will be evaluated individually to determine whether they will be eligible to progress in the nursing major. Inability to comply with the outlined clinical readiness requirements may interfere with a student's ability to participate in the nursing program clinical requirements, making the student ineligible to progress in the major. Alcohol and drug violations may interfere with Montana Board of Nursing approval to sit for the NCLEX-RN exam.

1. Have a grade of "C-" or better in all required nursing classes and the following co-requisites: **BI-214**, **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**, **CH-112**, **CORE-110** or **ENWR-102**, Oral Communication course - e.g. **CO-101/FR-101/SP-101**), **PSY-105**, and **PSY-203** to maintain their placement in the nursing major.
2. Maintain a minimum cumulative Carroll GPA of 2.75 at the end of each semester after admission into the nursing major.
3. Pass/Fail grades may be acceptable for courses not co-requisite to nursing courses as long as the student is within the parameters of the guidelines of the Academic Policies as stated in the Carroll College Catalog currently in effect.
4. In the event of a college academic integrity violation, the student's ability to progress in the nursing major will be determined on an individual basis.
5. Provide documentation noting completion of and compliance with the expectations and requirements of the nursing program clinical affiliates to include, but not limited to, official documentation for specific immunizations, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification. Costs to complete these clinical readiness requirements are to be paid by the student. Instructions for completing these requirements will be provided by the Department of Nursing prior to 200-level nursing courses. Students with background checks that reveal a record and/or urine drug screen that reveal a positive result will be evaluated individually to determine whether they will be eligible to progress in the nursing major. Inability to comply with the outlined clinical readiness requirements may interfere with a student's ability to participate in the nursing program clinical requirements, making the student ineligible to progress in the major. Alcohol and drug violations may interfere with Montana Board of Nursing approval to sit for the NCLEX-RN exam.
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 may not continue in the nursing major. If a student does not pass required

Progression in the Nursing Major

To progress in the nursing major, to include the Accelerated Nursing track, the student must:

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.

The 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 to these admission and progression criteria.

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 experiences are required periodically throughout the curriculum, necessitating personal transportation at the students' expense. On-campus clinical experiences are also provided in the on-campus nursing simulation center.

Nursing students are expected to purchase Carroll College nursing scrubs, nametags, hand-held mobile devices, and other items needed for clinical/ lab experience. As part of the program onboarding process and prior to beginning 200-level courses, nursing students must demonstrate specific clinical readiness requirements required by our third-party clinical affiliates. These requirements must be kept current throughout the program duration and include, but may not be limited to, up-to-date immunization records, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification.

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 indicate 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 experiences, which may inhibit progression in the nursing major. 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 International Honor Society of Nursing. Sigma is an international community of nurses, dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research. The Zeta Upsilon Chapter of **Sigma** was formed through the joint efforts of the nursing faculty at Carroll College and Montana State University School of Nursing to encourage and recognize superior scholarship and/or leadership achievement in nursing at either the undergraduate or graduate level in the state of Montana. Most recently, Montana Technological University School of Nursing joined this at-large chapter in 2024.

The high percentage of nursing students who are invited to join Sigma is indicative of the strong academic success and leadership we have seen in the Carroll nursing students. Students in the traditional and accelerated nursing tracks are considered for eligibility once they have completed at least 50% of the nursing curriculum. Induction ceremonies are held twice a year on a rotating basis on the Carroll College, Montana State University and Montana Technological University campuses. At this induction ceremony, students learn about the privileges and responsibilities that come with membership in this international nursing society and receive an honors cord as a symbol of their achievement and membership.

Nursing BS

Degree Type

Bachelor of Science

The Baccalaureate Nursing curriculum is delivered through either the **Traditional Nursing Track** or the **Accelerated Nursing Track**. Both curricular tracks are outlined below:

I. Major Program Requirements - Traditional Nursing Track

Course Code	Name	Credits
NU-201	Fundamentals & Health Promotion	4
NU-202	Assessment & Health Promotion	4
NU-205	Resiliency for Life	2
NU-208	Nutrition for Healthcare Professionals	3
NU-301	Care of the Childbearing Family	5
NU-302	Psychosocial Health	5
NU-304	Illness Across the Lifespan I	4
NU-305	Clinical Nursing Care I	3

NU-307	Evidence-Based Practice Research Methods	3
NU-308A	Pathophysiology & Pharmacology Part a	2
NU-308B	Pathophysiology & Pharmacology Part B	2
NU-404	Illness Across the Lifespan II	4
NU-406	Nursing Leadership & Management	4
NU-413	Clinical Nursing Care II	3
NU-414	Community & Public Health Nursing	3
NU-417	Capstone Clinical	4
NU-418	Applied Pharmacology	1
NU-427	Comprehensive Nursing Review	4
Sub-Total Credits		58

II. Other Program Requirements - Traditional Nursing Track

Course Code	Name	Credits
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/Biochemistry	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
Sub-Total Credits		34

I. Major Program Requirements - Accelerated Nursing Track

Course Code	Name	Credits
ACNU-201	Fundmntls & Health Promotion	4
ACNU-202	Assessment & Health Promotion	4
ACNU-205	Resiliency for Life	2
ACNU-208	Nutrition for Healthcare Professionals	3
ACNU-301A	Care of the Childbearing Family Part A	2
ACNU-301B	Care of Childbearing Family Part B	3
ACNU-302	Psychosocial Health	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	3
ACNU-308A	Pathophysiology & Pharmacology Part A	1
ACNU-308B	Pathophysiology & Pharmacology Part B	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	3
ACNU-414	Community & Public Health Nursing	3
ACNU-417	Capstone Clinical	4

ACNU-427	Comprehensive Nursing Review	4
Sub-Total Credits		57

II. Other Program Requirements - Accelerated Nursing Track

Course Code	Name	Credits
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/Biochemistry	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
CO-XXX: Oral Communications		3
CO-XXX: Written Communications		3
Sub-Total Credits		40

Note

1. **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.

	Total Credits	92-97

Philosophy

Faculty

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:

- Gain acquaintance with philosophical problems and major philosophical figures
- Present normative evaluations using ethical reasoning
- Read philosophical writing
- Engage in philosophical discussions
- Write philosophical papers

Philosophy BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
PHIL-113	Formal Logic	3
PHIL-495	Philosophy Seminar	3
PHIL-497 or PHIL-499		1-3
Sub-Total Credits		7-9

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 One Writing Intermediate Writing Course in the Philosophy Program Must Be Completed

At Least Three of the Following Courses:

Course Code	Name	Credits
PHIL-200	Ancient Philosophy	3
PHIL-202	Medieval Philosophy	3
PHIL-214	Contemporary Philosophy	3
PHIL-213	Modern Philosophy	3
Sub-Total Credits		27

II. Other Program Requirements

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

Sub-Total Credits	6

Total Credits	40-42

Philosophy Minor

Degree Type

Minor

Minor Program Requirements

Course Code	Name	Credits
PHIL-495	Philosophy Seminar	3
Sub-Total Credits		18
Sub-Total Credits		3
Sub-Total Credits		3

Note

1. Minors are encourage to take an intermediate writing course in the philosophy program as one of their course electives for the minor (prior to taking PHIL495)

Total Credits	24

Physics

MAJOR IN SUSPENSION - effective May 13, 2022, additional students may not declare a Physics major while it is in suspension; the Physics minor is still active and available.

Faculty

KELLY CLINE, PH.D.
MARY E. KEEFFE, PH.D.
ANTHONY M. SZPILKA, PH.D.
NATHAN WILLIAMS, B.S.

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 BA

Degree Type
Bachelor of Arts

MAJOR IN SUSPENSION - effective May 13, 2022, additional students may not declare a Physics major while it is in suspension; the Physics minor is still active and available.

I. Major Program Requirements

Course Code	Name	Credits
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	4
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 Lab	3
Sub-Total Credits		37

II. Math Requirements

Course Code	Name	Credits

MA-131 or MA-121 and MA-122		4-6
MA-141	Introduction to Mathematical Modeling	4
MA-233	Multivariable Calculus	4
MA-315	Probability and Statistics	3
MA-334	Adv Diff Equations & Linear Algebra	4
MA-342	Applied Numerical Methods & Analysis	3
Sub-Total Credits		22-24

III. Other Program Requirements

Course Code	Name	Credits
CS-III	Introduction to Computer Programming	3
ENWR-305	Workplace Writing	3
Sub-Total Credits		6

8 Credits of Another Science

Course Code	Name	Credits
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 and BI-122 or BI-123		3-4
ES-III	Earth Science	4
ES-XXX		4
Sub-Total Credits		8

Notes

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.

Total Credits		73-75

Physics Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
PHYS-205	Physics Using Calculus I: Mechanics	4
PHYS-206	Physics Using Calculus II	4
PHYS-305	Electronics and Circuit Analysis I	4
PHYS-322	Modern Physics	3
PHYS-331	Computational Physics	3

Sub-Total Credits 18

Course Code	Name	Credits
ENGR-302	Engineering Mechanics I: Statics	3
PHYS-306	Electronics and Circuit Analysis II	4
ENGR-326	Energy and the Environment	3

Sub-Total Credits 6-7

In addition, [CS-289](#) Internet of Things may also count as an approved course, but will need to be applied manually if taught under the special topics number

II. Math Requirements

Course Code	Name	Credits
MA-131 or MA-121 and MA-122		4-6
MA-141	Introduction to Mathematical Modeling	4
MA-233	Multivariable Calculus	4
MA-334	Adv Diff Equations & Linear Algebra	4

Sub-Total Credits 16-18

Note

- I. 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.

Total Credits	40-43

Political Science

Faculty

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 BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
PO-102	Intro Comparative Politics	3
PO-104	American National Government	3
PO-115	International Relations	3
PO-306	Political Research Methods	3
PO-495	Senior Research Seminar in Pol Sci	3

Sub-Total Credits 33

Group I: American Politics

Course Code	Name	Credits
PO-310	Selected Topics in Public Policy	3
PO-315	Congress and the Presidency	3

Group II: International Relations

Course Code	Name	Credits
PO-342	War and Peace	3
PO-344	Contemporary Global Issues CD	3
PO-348	International Negotiation Simulation-GD	3

Group III: Comparative Politics

Course Code	Name	Credits
PO-312	Elections/Pol Parties/Public Opinion	3
PO-321	Citizenship: Think Global, Act Local-ND	3
Sub-Total Credits		18

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

Course Code	Name	Credits
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

	Total Credits	51

Constitutional Studies Minor

Degree Type
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).

Course Code	Name	Credits
PH-104 or HI-121		3
PO-216	American Political Thought	3

Sub-Total Credits	6

The American Foundation and American Constitutional History (6 credits)

Course Code	Name	Credits
HI-121	Us History I	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	3
Sub-Total Credits		3

Comparative Constitutionalism and International Law (6 credits)

Course Code	Name	Credits
HI-241	History Modern Middle East	3
HI-251	Introduction to East Asia	3
HI-271	History of Modern Latin America	3
HI-291	Modern African History	3
PO-102	Intro Comparative Politics	3
PO-242	State & Nation in World Politics	3
PO-243	Political Economy	3
PO-321	Citizenship: Think Global, Act Local-ND	3
PO-344	Contemporary Global Issues CD	3
PO-348	International Negotiation Simulation-GD	3
Sub-Total Credits		6

Constitutionalism: History and Philosophy (6 credits)

Course Code	Name	Credits
PHIL-256	Social & Political Philosophy	3
PHIL-315	20th Century European Philosophy	3
PHIL-324	Ethical Theory	3
TH-263	Modern Catholic Social Teaching	3
Sub-Total Credits		6

	Total Credits	21

Political Science Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
PO-102	Intro Comparative Politics	3
PO-104	American National Government	3
PO-115	International Relations	3
Sub-Total Credits		21
Total Credits		21

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

Degree Type

Pre-Professional Pathway

Faculty

LAUREN SWANT, DNP, MSN, RNC-NIC, CNE, NURSING PROGRAM DIRECTOR & DEPT. CHAIR

Overview

The 15-month accelerated nursing track at Carroll College is designed for those who have earned a baccalaureate or higher degree in a non-nursing field. Students in this track build on their previous degree(s) to achieve a second bachelor's degree that would enable them to become a 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 Pre-Accelerated Nursing Pathway helps Carroll undergraduate students pursuing majors in other subjects academically prepare themselves to apply to the accelerated nursing track 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 track is available at: <https://www.carroll.edu/nursing/accelerated-nursing>.

Pathway Requirements

Course Code	Name	Credits
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
Sub-Total Credits		34

Note

- 1. Please note that completion of the Pre-Accelerated Nursing Pathway does not guarantee admission to the accelerated nursing track 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.

Total Credits	34

Pre-Athletic Training Pathway

Degree Type

Pre-Professional Pathway

Faculty

KELLY PARSLEY, M.A., M.P.H., PRE-ATHLETIC TRAINING ADVISOR
GERALD SCHAFER, PH.D., PRE-ATHLETIC TRAINING ADVISOR

Overview

The Pre-Athletic Training Pathway at Carroll College prepares students to apply to graduate programs in athletic training, a field that focuses 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.

Pathway Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	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 or MA-315		3
NU-208	Nutrition for Healthcare Professionals	3
PHYS-201	Physics I: Mechanics	4
PSY-105	General Psychology	3
PSY-203 or PSY-306		3
Sub-Total Credits		49
Course Code	Name	Credits
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-333	Public Health Theories & Practice	3

PHYS-202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
PSY-203 or PSY-306		3
Note		

1. Please note that completion of the Pre-Athletic Training Pathway does not guarantee that all graduate/professional admission prerequisites have been met, nor does it assure admission into an athletic training 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.

Total Credits	49

Pre-Chiropractic Pathway

Degree Type

Pre-Professional Pathway

Faculty

GERALD SCHAFER, PH.D., PRE-CHIROPRACTIC ADVISOR

Overview

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.

Pathway Required

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	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, CH 101L, CH 102 and CH 102L or CH 103 and CH 205		8
CH-301	Organic Chemistry I	3
CH-301L	Organic Chemistry I Lab	1
HS-325 or HS-413		3
MA-207 or MA-315		3

PHYS-201	Physics I: Mechanics	4
PSY-105	General Psychology	3
PSY-203 or PSY-306		3
Sub-Total Credits		48
Course Code	Name	Credits
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

Note

- 1. 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 offices of all prospective graduate/professional programs.

	Total Credits	48

Pre-Dental Pathway

Degree Type
Pre-Professional Pathway

Faculty

CHRISSIE CARPENTER, PH.D., PRE-DENTAL ADVISOR

Overview

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>.

Pathway Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI-281	Genetics	3

BI-281L	Genetics Lab	1
BI-214 and BI-214L or BI-305 and BI-305L		4
CH 101, CH 101L, CH 102 and CH 102L or CH 103 and CH 205		8
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	3
MA-121 or MA-131		3-4
PHYS-201 and PHYS-202 or PHYS-205 and PHYS-206		8
Sub-Total Credits		46-47

Note

- 1. 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.

	Total Credits	46-47

Pre-Law Pathway

Degree Type
Pre-Professional Pathway

Faculty

ALEX STREET, PH.D., PRE-LAW ADVISOR

Overview

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 has two, 3+3 accelerated pathway partnerships that allow students to attend Carroll for three years and at the conclusion of their junior year, and upon successful application, matriculate to either Gonzaga Law School or the University of Montana School of

Law 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>.

Pathway Requirement

Course Code	Name	Credits
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
Sub-Total Credits		10

One Course From the Following:

Course Code	Name	Credits
BA-301	Business Law	3
PO-216	American Political Thought	3
SO-314	Sociology of Law	3
Sub-Total Credits		3

One Course From the Following:

Course Code	Name	Credits
ENWR-302	Expository Writing	3
ENWR-303	Grant Writing	3
ENWR-305	Workplace Writing	3
Sub-Total Credits		3

Note

- 1. 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.

	Total Credits	16

Pre-Medical Pathway

Degree Type

Pre-Professional Pathway

Faculty

CHRISSIE CARPENTER, PH.D., PRE-MEDICAL ADVISOR

Overview

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

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI-281	Genetics	3
BI-281L	Genetics Lab	1
CH 101, CH 101L, CH-102 and CH-102L or CH-103 and CH-205		8
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	3
MA-121 or MA-131		3-4
MA-207 or MA-315		3
PHYS-201 and PHYS-202 or PHYS-205 and PHYS-206		8
PSY-105	General Psychology	3
SO-101	Introduction to Sociology	3
Sub-Total Credits		51-52

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.

Course Code	Name	Credits
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	3
Sub-Total Credits		44

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.

Note

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.

	Total Credits	51-52

Pre-Occupational Therapy Pathway

Degree Type

Pre-Professional Pathway

Faculty

GERALD SCHAFER, PH.D., PRE-OCCUPATIONAL THERAPY ADVISOR

Overview

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/academics/program-finder/pre-occupational-therapy>.

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 prerequisites. Students must review these prerequisites to ensure they are taking the necessary courses that can be completed as part of their academic program at Carroll.

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	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	3
PHYS-201	Physics I: Mechanics	4
MA-207 or MA-315		3
PSY-203	Developmental Psychology	3
PSY-306	Abnormal Psychology	3
SO-101 or AN-204/SO-204		3
Sub-Total Credits		42

Course Code	Name	Credits
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	3
HS-325	Applied Anatomical Kinesiology	3
PHYS-201	Physics I: Mechanics	4
PHYS-202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
MA-121 or MA-131		3-4
SO-101 or AN-204/SO-204		3

Note

- 1. 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 offices of all prospective graduate/professional programs.

	Total Credits	42

Pre-Optometry Pathway

Degree Type
Pre-Professional Pathway

Faculty

CHRISSIE CARPENTER, PH.D., PRE-OPTOMETRY ADVISOR

Overview

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/academics/program-finder/pre-optometry>.

Pathway Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI-201 or BI-323 and BI-323L		4
BI-202 or BI-307 and-BI 307L		4
BI-214 and BI-214L or BI-305 and BI-305L		4
CH 101, CH 101L, CH 102 and CH 102L or CH 103 and CH 205		8
CH-301	Organic Chemistry I	3
CH-301L	Organic Chemistry I Lab	1
CH-353	Biochemistry I	3
MA-121 or MA-131		3-4
MA-207 or MA-315		3
PHYS-201 and PHYS-202 or PHYS-205 and PHYS-206		8

PSY-105	General Psychology	3

Sub-Total Credits	52-53

Note

- 1. 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 an 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.

	Total Credits	52-53

Pre-Pharmacy Pathway

Degree Type
Pre-Professional Pathway

Faculty

KYLE STRODE, PH.D., PRE-PHARMACY ADVISOR

Overview

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>.

Pathway Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI-201	Intro to Human Anatomy & Physiology I	4
BI-202	Intro to Human Anatomy & Physiology II	4
BI-214 and BI-214L or BI-305 and BI-305L		4
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	3
EC-201	Principles of Microeconomics	3
MA-121 or MA-131		3-4
MA-207 or MA-315		3
PHYS-201 or PHYS-205		4
PSY-105 or SO-101		3
Sub-Total Credits		55-56

Note

- 1. 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.

	Total Credits	55-56

Pre-Physical Therapy Pathway

Degree Type
Pre-Professional Pathway

Faculty

KELLY PARSLEY, M.A., M.P.H., PRE-PHYSICAL THERAPY ADVISOR
GERALD SCHAFFER, PH.D., PRE-PHYSICAL THERAPY ADVISOR

Overview

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/academics/program-finder/pre-physical-therapy>.

Pathway Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular & Molecular BI	1

BI-132	Lab Explorations Physiology and Ecology	1
BI-201	Intro to Human Anatomy & Physiology I	4
BI-202	Intro to Human Anatomy & Physiology II	4
CH-101, CH-101L, CH-102 and CH-102L or CH-103 and CH-205		8
MA-207 or MA-315		3
PHYS-201 and PHYS-202 or PHYS-205 and PHYS-206		8
PSY-105	General Psychology	3
PSY-203 or PSY-306		3
Sub-Total Credits		41

Notes

- 1. 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 offices of all prospective graduate/professional programs.
- 2. 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.

	Total Credits	41

Pre-Physician Assistant Pathway

Degree Type
Pre-Professional Pathway

Faculty

PROF. KELLY PARSLEY, PRE-PHYSICIAN ASSISTANT ADVISOR
DR. GERALD SCHAFFER, PRE-PHYSICIAN ASSISTANT ADVISOR

Overview

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>.

Pathway Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI-201 or BI-323 and BI-323L		4
BI-202 or BI-307 and-BI 307L		4
BI-214 and BI-214L or BI-305 and BI-305L		4
CH-101, CH-101L, CH-102 and CH-102L or CH-103 and CH-205		8
CH-301	Organic Chemistry I	3
CH-301L	Organic Chemistry I Lab	1
CH-353	Biochemistry I	3
MA-207 or MA-315		3
MA-XXX		3
PSY-105	General Psychology	3
Sub-Total Credits		44

Note

1. 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.

	Total Credits	44

Pre-Registered Dietitian Pathway

Degree Type

Pre-Professional Pathway

Faculty

GERALD SCHAFER, PH.D., PRE-REGISTERED DIETITIAN ADVISOR

Overview

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.

Pathway Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI-201	Intro to Human Anatomy & Physiology I	4
BI-202	Intro to Human Anatomy & Physiology II	4
BI-214 and BI-214L or BI-305 and BI-305L		4
CH-101, CH-101L, CH-102 and CH-102L or CH-103 and CH-205		8
CH-301	Organic Chemistry I	3
CH-301L	Organic Chemistry I Lab	1
CH-353	Biochemistry I	3
HS-303	Public Health Nutrition	3
MA-207 or MA-315		3
NU-208	Nutrition for Healthcare Professionals	3
PSY-105	General Psychology	3
PSY-203	Developmental Psychology	3
SO-101 or AN-204/SO-204		3
Sub-Total Credits		53

Course Code	Name	Credits
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	Public Health Methods	3
PH-333	Public Health Theories & Practice	3
SO-101 or AN-204/SO-204		3

Note

1. 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 offices of all prospective graduate/professional programs.

	Total Credits	53

Pre-Veterinary Pathway

Degree Type

Pre-Professional Pathway

Faculty

BRANDON SHEAFOR, PH.D., PRE-VETERINARY ADVISOR
MARIE SUTHERS, DVM, PRE-VETERINARY ADVISOR

Overview

The Pre-Veterinary Pathway prepares students to apply to professional 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-veterinary-medicine>.

Pathway Requirements

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI-281	Genetics	3
BI-281L	Genetics Lab	1
CH-101, CH-101L, CH-102 and CH-102L or CH-103 and CH-205		8
CH-301	Organic Chemistry I	3
CH-301L	Organic Chemistry I Lab	1
CH-353	Biochemistry I	3
CH-353L	Biochemistry Lab	1
MA-207 or MA-315		3
PHYS-201	Physics I: Mechanics	4
PHYS-201L	Physics I Lab	0
Sub-Total Credits		35

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

PHYS-201: some programs will require PHYS-202 with lab as well

Note

1. 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.

	Total Credits	35

Psychology

Faculty

JULIAN NOLEN, PH.D., DEPT. CHAIR
DIANA DEVINE, PH.D.
NIKKI HONZEL, PH.D.
ALEXANDRIA WEISBERG, PSY.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 BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
PSY-105	General Psychology	3
PSY-227 or PSY-203		3
PSY-222	History & Systems in Psychology	3
PSY-216 or SO-216		3
PSY-304	Theories & Practice in Counseling Psych	3
PSY-305	Junior Seminar	1
PSY-306 or PSY-314		3
PSY-309	Research Methods	4
PSY-414	Physiological Psychology	4
PSY-416	Brain and Behavior	3

Sub-Total Credits 30

Course Code	Name	Credits
ANZ-441	Animal Behavior	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	1-3
PSY-389	Special Topic	1-3
PSY-489	Special Topic	1-3

Sub-Total Credits 1-3

Course Code	Name	Credits
PSY-388	Undergraduate Teaching Assistantship	1-2
PSY-425	Internship	1-8
PSY-486	Independent Research in PSY	1-3
PSY-499	Senior Thesis	1-3

Sub-Total Credits 1-8

II. Other Program Requirements

Course Code	Name	Credits
MA-207	Introduction to Statistics	3

Sub-Total Credits 3

Note

1. 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).

	Total Credits	35-44

Psychology Minor

Degree Type

Minor

Minor Program Requirements

Course Code	Name	Credits
PSY-105	General Psychology	3
PSY-203 or PSY-216 or SO-216		3
PSY-207 or PSY-314		3
Sub-Total Credits		9

Elective Credits

12 psychology elective credits, at least six of which must come from 300 or 400-level courses. Credits from [NU-302](#), and [ANZ-442](#) can also be applied toward this elective requirement. *No more than three credits can be applied from internship *No more than three credits can be applied from research

Sub-Total Credits 12

	Total Credits	21

Reading

Faculty

KATHLEEN GILBOY, ED.D.
JOE HELBLING, PH.D.

Student Learning Outcomes

1. demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, their correlation to the Montana Content Standards, and the role of the reading/literacy specialist in schools. Successful candidates demonstrate knowledge of the following:
 - a. components of reading development, including, but not limited to, concepts of print, phonological awareness,

- phonics, word recognition, fluency, vocabulary, and comprehension throughout the grades and their relationship with other aspects of literacy;
 - b. aspects of writing development and writing processes, including, but not limited to, revising and audience, and writing foundational skills, including, but not limited to, spelling sentence construction and word processing and their relationship with other aspects of literacy;
 - c. components of language, including, but not limited to, language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing and their relationship with other aspects of literacy; and
 - d. 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 equality of educational opportunity and to develop the full educational potential of each student;
 3. use foundational knowledge to design literacy curricula to meet the unique needs of learners by:
 - a. designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meet the needs of all learners;
 - b. designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;
 - c. selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and
 - d. demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum;
 4. understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by:
 - a. understanding the purposes, attributes, formats, strengths/limitations (including, but not limited to, validity, reliability, inherent language and culture, and dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools;
 - b. collaborating with colleagues to administer, interpret, and use for decision making student assessment, instruction, intervention, and evaluation for individuals and groups of students;
 - c. participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and
 - d. using both written and oral communication to explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians;
 5. meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and foster a positive climate that supports a literacy-rich learning environment by:
 - a. consulting with families and colleagues to meet the developmental needs of all learners;
 - b. collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;
 - c. integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts; and
 - d. facilitating efforts to foster a positive climate that supports the physical and social dimensions of a literacy-rich learning environment, including knowledge of routines, grouping structures, student voice, and social interactions;
 6. demonstrate ability to be reflective literacy professionals who critically analyze and synthesize research, policy, and promising practices; work collaboratively with individuals and groups of colleagues; demonstrate their coaching skills; and advocate on behalf of students and families by:
 - a. reflecting on their work, belonging to professional organizations, and as critical consumers of research, policy, and practices, sharing findings with colleagues and other stakeholders;

- b. designing, facilitating, and leading professional learning experiences for groups including, but not limited to, data team meetings, professional learning communities, grade-level teams, academic department teams, and workshops while using collaborative data collection, analysis, and decision-making processes;
- c. using their knowledge of adult learning to support teacher inquiry and reflectivity through coaching tools and processes including, but not limited to, modeling, problem solving, observation feedback cycles, and co-teaching in their work with teachers; and
- d. facilitating and working with teachers and other school leaders to advocate on behalf of students and families, for effective literacy programs, practices, and policies.

Reading (K-12) Minor

Degree Type Minor

The Reading Education (K-12) minor prepares teacher candidates to assess, support, and enhance literacy development for students across all grade levels. Grounded in the International Literacy Association (ILA) standards and aligned with the Montana standards for Reading Specialists (ARM 10.58.521), the program emphasizes evidence-based practices in reading instruction, assessment, and intervention. This minor is designed for teacher candidates who wish to build specialized expertise in literacy instruction, whether to strengthen their classroom teaching or to pursue future roles such as reading interventionist, literacy coach, or reading specialist (with appropriate licensure and experience). Students gain knowledge and skills in reading development, diagnosis of reading difficulties, instructional design, and culturally responsive literacy practices for diverse learners. To be eligible for licensure in Reading (K-12), students must complete a teacher education major in another endorsement area and pass the required Praxis Subject Knowledge Test for Teaching Reading K-12.

For specific Student Learning Outcomes see [Education](#) and [Reading](#).

I. Minor/Professional Education Program Requirements

Course Code	Name	Credits
ED-228	Children's Literature	3
ED-318	Content Area Reading & Sec Teach Methods	3-4
ED-323	Teaching Communication Arts I	2
ED-324 or SPED-324		3
ED-325	Teaching Communication Arts II	3

ED-407	Organization & Admin of the Reading Prog	2
ED-316	Measurement and Assessment in Teaching	3

Sub-Total Credits	19-20

II. Other Program Requirements

Course Code	Name	Credits
ENLT-365 or ED-365		3
SPED-204	Students W/ High Incidence Disabilities	3

Sub-Total Credits	6

III. Teacher Licensure

Course Code	Name	Credits
ED-408 (Minor Only) or ED-410 (Major or Major/Minor)		5-12
Sub-Total Credits		5-12

IV. Admission to the Teacher Education Program and Student Teaching

Students pursuing a major that leads to licensure must be formally admitted into the Teacher Education Program. See [Admission into the Teacher Education Program](#) for specific details.

Students must submit an application in order to student teach. See [Admission to Student Teaching](#) for specific details.

Notes

1. See [Secondary Education Requirements](#) and Professional Education Requirements for Secondary Education.
2. All Reading K-12 students must meet the following requirements: 1) earn a grade of "C-" or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.75 cumulative grade point average for Admission to the Teacher Education Program; 3) earn a minimum 3.0 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.

Total Credits	30-38

Science Education

Faculty

KELLIE AGRIMSON, PH.D.
TRAVIS ALMQUIST, PH.D.
ASHLEY BECK, PH.D.
CHRISSIE CARPENTER, PH.D.
KELLY CLINE, PH.D.
REBECCA COATES, PH.D.

DAVID DUDEN, M.D., PH.D
KATHLEEN GILBOY, ED.D.
CALVIN GOEMANN, PH.D.
ALYSSA HAHN, PH.D.
PATRICIA HEISER, PH.D.
JOE HELBLING, PH.D.
DAVID HITT, PH.D.
MARY E. KEEFE, PH.D.
MANDY LIPINSKI
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
ANTHONY M. SZPILKA, PH.D.

Science Education (5-12) BA

Degree Type

Bachelor of Arts

The Science Education (5-12) major prepares students to teach science courses at the middle and high school levels. The program emphasizes both deep content knowledge in biology, chemistry, physics, and environmental science, and the pedagogical skills necessary for effective science instruction. Coursework and field experiences focus on designing and implementing engaging, standards-based instruction that fosters scientific literacy and inquiry. Program outcomes align with the Montana Professional Educator Preparation Program Standards for Secondary Teachers (ARM 10.58.522).

For specific Student Learning Outcomes see **Education**, **Biology**, **Chemistry**, **Physics**, and **Environmental Program**.

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

Course Code	Name	Credits
BI-121	Foundations of Cell & Molecular Biology	3
BI-122	Foundations of Organismal & Evol Biology	3
BI-123	Fnds of Ecology Evolution & Diversity	3
BI-131	Lab Explorations Cellular &Molecular BI	1
BI-132	Lab Explorations Physiology and Ecology	1
BI 281 and BI 281L or BI 305 and BI 305L or BI 306 and BI 306L or BI 307 or BI 307L or BI 311 and BI 311L		4
Sub-Total Credits		15

Course Code	Name	Credits
CH 101, CH 101L, CH 102 and CH 102L or CH 103		4-8
CH-112	Essentials of Chem:Organic/Biochemisty	3
Sub-Total Credits		11

Course Code	Name	Credits
PHYS-104 or PHYS-160		3
PHYS-201	Physics I: Mechanics	4
PHYS-202	Physics II:Thermody/Elec/Mag/Opt/ModPhy	4
Sub-Total Credits		11

Course Code	Name	Credits
ES-111	Earth Science	4
ES-124	Climate and Environment	3
ES-134	Climate and Environment Laboratory	1
ES-300 or ES-380 or ES-381 and ES-382		3-8
Sub-Total Credits		12

Course Code	Name	Credits
MA-121	Differential Calculus	3
MA-207	Introduction to Statistics	3
PHIL-252	Philosophy & History of Science	3
Sub-Total Credits		9

II. Professional Education Program

Course Code	Name	Credits
AN-218 or SO-218		3
ED-102	Foundations of Education	3
ED-103	Instructional Media & Technology	3
ED-229	Educational Psychology	3
ED-245	Diversity Field Experience	1
ED-250	Middle School Teaching	3
ED-305	Classroom Management	2
ED-318	Content Area Reading & Sec Teach Methods	3-4
ED-405	Education Seminar	2
ED-410	Student Teaching - Major Or Major/Minor	12
ED-316	Measurement and Assessment in Teaching	3
PSY-227 or PSY-203		3
SPED-200	Introduction to Exceptional Children	3
SPED-206	Collab & Conference for Educators	3
Sub-Total Credits		47-48

III. Admission to the Teacher Education Program and Student Teaching

Students pursuing a major in any Teacher Education Program must be admitted to the program. See [Admission into the Teacher Education Program](#) for specific details.

Students must submit an application in order to student teach. See [Admission to Student Teaching](#) for specific details.

Notes

- 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 2.75 cumulative grade point average for Admission to the Teacher Education Program; 3) earn a minimum 3.00 grade point average in Major Program Requirements, Other Program Requirements and Professional Education Requirements for Admission to Student Teaching.
- 2. See [Secondary Education Requirements](#).

	Total Credits	105-106

Self-Designed

Faculty

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS (AVPAA)

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 BA

Degree Type

Bachelor of Arts

The Self-Designed Major (SDMJ) is an opportunity for motivated undergraduate students in good academic standing to design a

personalized, interdisciplinary program of study. A Self-Designed Major goes beyond Carroll’s existing majors and minors allowing students to draw from the curricula of three or more disciplines to create a coherent and unique academic plan. In keeping with the college’s liberal arts foundation and the college’s mission, the SDMJ is one of the ways that Carroll provides for the “expansion of the intellectual, imaginative, and social awareness of its students” while preparing students for, “students for leadership and their chosen vocations.” A student who wishes to pursue a Self-Designed Major will identify 2-3 faculty advisors to serve as their faculty advisory committee. Representing the key disciplinary areas of the student’s SDMJ, the faculty committee members will work with the student to craft an academic plan that intentionally combines diverse methodologies and learning experiences, while ensuring the appropriate content and rigor across the chosen disciplines. When planning a Self-Designed Major, students are encouraged to look beyond the traditional boundaries between divisions and disciplines and instead consider how the content of individual courses compliment and build on one another. The final Self-Designed Major’s personalized curriculum will reflect a matrix of courses that provide coherence, breadth, and depth over the student’s entire course of study. Students must submit a formal SDMJ proposal that includes an annotated academic course plan which describes the courses, the intended learning goals, a narrative explanation of why the intended thematic focus makes sense, and a signed faculty agreement form.

I. Major Program Requirements

- Between eighteen to twenty four (18-24) semester hours must be taken within the sponsoring discipline. The student may not be required to take more than twenty four (24) semester hours within the sponsoring discipline.
- At least twelve (12) semester hours must be taken in a second discipline.
- The list of required courses must contain a minimum of twenty four (24) semester hours at the 300/400 level
- At least one half of the credits required in the student’s Self-Designed Major must be taken at Carroll College. Carroll College’s Core Curriculum requirements apply to all SDMJs and do not have to be reflected in the proposal.
- Note: Carroll College’s Core Curriculum requirements apply to all SDMJs and do not have to be reflected in the proposal.

Eligibility and Process for Proposing a Self-Designed Major

- Students must be in good academic standing prior to submission of the proposal.
- New, incoming first-year and transfer students who intend to pursue a SDMJ should declare their primary sponsoring discipline as their major until the SDMJ plan is finalized and approved.
- Students will form a faculty advisory committee of 2-3 faculty members representing the key disciplinary areas of their plan.

The faculty member from the primary area of study will serve as the student's main point of contact throughout the planning process.

- Once a student has indicated an interest in proposing a SDMJ, they will need to meet jointly with their primary faculty advisor and the Associate Vice President for Academic Affairs (AVPAA) to review the process and requirements and get access to the online SDMJ planning form.
- The final SDMJ proposal should be submitted to the AVPAA no later than three (3) semesters prior to graduation.
- The AVPAA will review the proposal and may schedule a follow-up meeting with the student and their Self-Designed Major committee.
- Once the proposal is finalized and approved, the AVPAA will notify the Office of the Registrar so that the customized SDMJ degree requirements can be entered into the student's record.

Sub-Total Credits **48**

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](#) and other [Bachelor's Degree requirements](#).
2. An approved application form must be filed with the Associate Vice President for Academic Affairs who will notify 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.
3. The student must be in good academic standing prior to submission of the proposal.

	Total Credits	48

Public Health

Faculty

KELLY PARSLEY, M.A., M.P.H., DEPT. CHAIR
GERALD SCHAFFER, 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 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.

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.

Public Health BA

Degree Type

Bachelor of Arts

Major Program Requirements

Course Code	Name	Credits
BI-121 and BI-131 or BI-122 and BI-132		4
ENWR-303 or ENWR-305		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	Public Health Methods	3
PH-333	Public Health Theories & Practice	3
PH-405	Senior Seminar	1
PH-425 or HS-325		1-6
MA-207 or MA-315		3
BA-375	Fundamentals of Management	3
PO-260 or HS-335		3
PSY-105	General Psychology	3
PHIL-205 or PHIL-206 or PHIL-208 or TH-222 or TH-254		3
Sub-Total Credits		45-50
Course Code	Name	Credits
BA-XXX		3
CO-206	Small Group Communication	3
CO-325	Intercultural Comm	3
CO-360	Health Communication	3
GIS-120	Principles of Geographic Information Sys	3
HS-150	Medical Terminology	3
HS-289	Special Topic	1-3
HS-325	Applied Anatomical Kinesiology	3
HS-389	Special Topic	1-3
HS-413	Exercise Physiology/Human Performnce	3
PH-200	Public Health Field Experience	1-3
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	3

Note

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

	Total Credits	45-50

Public Health Minor

Degree Type

Minor

Minor Program Requirements

One of the Following is Required:

Course Code	Name	Credits
PH-330G	Public Health Methods	3
PH-333	Public Health Theories & Practice	3
Sub-Total Credits		3

Two Additional Public Health Foundation Courses From Above And/or the Following:

Course Code	Name	Credits
HS-230	Introduction to Epidemiology	3
HS-303	Public Health Nutrition	3
HS-329	Public Health & Environment	3
PO-260 or HS-335		3
Sub-Total Credits		6

A Minimum of Four Courses (12-13 Credits) From the Following Approved Electives; Additional Public Health Foundation Courses From Above May Also Be Used:

Course Code	Name	Credits
BA-375	Fundamentals of Management	3
CO-360	Health Communication	3
GIS-120	Principles of Geographic Information Sys	3

ENWR-303	Grant Writing	3
ES-124 and ES-134		4
HS-307	Evidence Based Research Methods (WI)	3
PSY-308	Health Psychology	3
SO-251	Gender, Health and Medicine	3
SO-351	Medical Sociology	3
PHIL-205 or PHIL-206 or PHIL-208 or TH-222 or TH-254		3
Sub-Total Credits		12-13
	Total Credits	21-22

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.

Career Enhancement Certificate

Degree Type
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.

	Total Credits	15

Financial Planning Certificate

Degree Type 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 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® Certificatant 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 eight required courses fulfill the principal knowledge topics education requirement for the Certified Financial Planning Board. The certificate curriculum provides students the necessary education to qualify to take 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:

- apply fundamental concepts and practices in financial planning.
- utilize psychological and sociological concepts to the practice of financial planning to help clients achieve financial security.
- recognize and practice ethical behavior that is required from a fiduciary as established in the CFP Board's Code of Ethics and Standards of Conduct.
- practice and perfect the professional responsibilities of financial planning professionals.
- construct coherent oral and written forms of communication and present them in a professional manner.

Certificate Program Requirements

Course Code	Name	Credits
BA-313 or BA-314		2-3
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
Sub-Total Credits		20-21

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.
2. All undergraduate certificate students will take Managerial Finance (**BA-313**) rather than Foundations of Investment Planning (**BA-314**).
3. Individuals having an earned undergraduate degree in any major and discipline may enroll in the Financial Planning Certificate Program.
4. Post-Baccalaureate Financial Planning Certificate students are able to complete the program completely online. However, students residing in the Helena area are welcome, but not required, to join in-class sessions.
5. CFP Board allows those with certain professional designations such as a CPA, CFA®, or CLU®, and with certain advanced degrees such as practicing attorneys, a doctorate of business administration (DBA), or several business discipline related PhDs to take the accelerated path by successfully completing only the **BA-451** capstone course. Contact CFP Board for further information regarding, and verification of, qualifying credentials.

	Total Credits	20-21

Healthcare Leadership Certificate

Degree Type 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 Time

For more information about the **HLC** program, visit: [/professional-certificates/certificate/healthcare-leadership-certificate](#).

	Total Credits	0

Sociology

Faculty

KAYLIN BOURDON, PH.D.
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 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 understanding as we focus on social justice throughout the program.

Program Learning Goals

1. Students will develop a robust sociological imagination.
2. Students will become critical consumers of information.
3. Students will be able to apply social theories to social context.
4. Students will contribute to Sociological knowledge.
5. Students will communicate responsibly with and for others.

Sociology BA

Degree Type

Bachelor of Arts

I. Major Program Requirements

Course Code	Name	Credits
SO-101	Introduction to Sociology	3
SO-200	Social Problems	3
SO-331	Social Science Research Methods	4
SO-392	Modern Social Theory	3
SO-495	Senior Seminar	3
Sub-Total Credits		37

II. Other Program Requirements

Course Code	Name	Credits
MA-207	Introduction to Statistics	3
ENWR-302 or ENWR-303 or ENWR-305		3
Sub-Total Credits		6

ENWR-305: recommended for Criminology emphasis All Sociology majors are encouraged to complete at least one internship.

All Sociology majors are encouraged to complete at least one internship.

III. Specialization Areas

Nine of the 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.

Course Code	Name	Credits
SO-255/GNDR-225 or SO-218/AN-218 or SO-317/AN-317		3
Sub-Total Credits		3

Take These Five Courses

Course Code	Name	Credits
SO-262	Alcoholism, Drug Abuse, Dependent Behavior	3
SO-309	Crime & Criminology	3
SO-312	Juvenile Delinquency/Deviant Behavior	3
SO-314	Sociology of Law	3
SO-317 or AN-317		3
Sub-Total Credits		15

Take Two of the Following Courses:

Course Code	Name	Credits

AN-208 or SO-208	3
AN-218 or SO-218	3
PSY-216 or SO-216	3
GNDR-225 or SO-225	3
SO-319 Policing & Violence 21st Century	3
SO-321 Crime, Justice, and the Media	3
SO-425 Internship	1-6
Sub-Total Credits	6

Nine of the 21 credits must be upper division.

Take the Following Courses:

Course Code	Name	Credits
SO-217/AN-218 or AN-317/SO-317		3
SO-208 or AN-208		3
GNDR-225 or SO-225		3
SO-351	Medical Sociology	3
Sub-Total Credits		12

Take Three of the Following Courses:

Course Code	Name	Credits
SO-204 or AN-204		3
AN-218 or SO-218		3
PSY-216 or SO-216		3
SO-251	Gender, Health and Medicine	3
SO-256	Gender & Work	3
SO-262	Alcoholism, Drug Abuse, Dependent Behavior	3
SO-312	Juvenile Delinquency/Deviant Behavior	3
SO-314	Sociology of Law	3
SO-317 or AN-317		3
SO-360	Environmental Sociology	3
SO-425	Internship	1-6
Sub-Total Credits		9

Note

1. 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.

Total Credits	64

Sociology Minor

Degree Type

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:

Course Code	Name	Credits
SO-101	Introduction to Sociology	3
SO-200	Social Problems	3
SO-392	Modern Social Theory	3
Sub-Total Credits		9

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

Choose One of the Following:

Course Code	Name	Credits
AN-218 or SO-218		3
GNDR-225 or SO-225		3
SO-317 or AN-317		3
Sub-Total Credits		3

Nine Credits from the Listed Courses or from Any Other Sociology Courses

Sub-Total Credits	9

Sociology-Criminology Minor

Course Code	Name	Credits
SO-101	Introduction to Sociology	3
SO-200	Social Problems	3
SO-309	Crime & Criminology	3
SO-314	Sociology of Law	3
SO-317 or AN-317		3
Sub-Total Credits		15

Choose One Lecture Course from:

Course Code	Name	Credits

SO-262	Alcoholism, Drug Abuse, Dependent Behavior	3
SO-312	Juvenile Delinquency/Deviant Behavior	3
SO-319	Policing & Violence 21st Century	3
SO-321	Crime, Justice, and the Media	3
Sub-Total Credits		3

Choose Another Lecture Course from:

Course Code	Name	Credits
AN-208 or SO-208		3
PSY-216 or SO-216		3
AN-218 or SO-218		3
GNDR-225 or SO-225		3
Sub-Total Credits		3

Sociology-Medical and Human Services Minor

Course Code	Name	Credits
SO-101	Introduction to Sociology	3
SO-200	Social Problems	3
SO-351	Medical Sociology	3
SO-392	Modern Social Theory	3
SO-218/AN-218 or SO-225/GNDR-225 or SOC-317/AN-317		3
Sub-Total Credits		15

Two of the Following:

Course Code	Name	Credits
AN-204 or SO-204		3
SO-208 or AN-208		3
PSY-216 or SO-216		3
AN-218 or SO-218		3
GNDR-225 or SO-225		3
SO-251	Gender, Health and Medicine	3
SO-256	Gender & Work	3
SO-262	Alcoholism, Drug Abuse, Dependent Behavior	3
SO-312	Juvenile Delinquency/Deviant Behavior	3
SO-317 or AN-317		3
SO-360	Environmental Sociology	3
Sub-Total Credits		6

At least nine (9) of the 21 credits must be upper division (300-400 level) courses.

Note

- 1. 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.”

	Total Credits	21

Special Education

Faculty

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

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, and challenging learning experiences for individuals with exceptionalities;
- 2. demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning that:
 - a. is based on ongoing analysis of student learning, self-reflection, and professional standards, research, and contemporary practices;
 - b. allows all individuals with exceptionalities to become active, effective learners with positive social interactions, self-determination, and healthy well-being;
- 3. demonstrate knowledge of standards used in Montana schools and the ability to use general and specialized curricula 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);
 - a. ability to identify, collect, and understand quantitative and qualitative data;
 - b. ability to accurately prepare Present Level of Academic Achievement and Functional Performance;
 - c. ability to accurately prepare Measurable Annual Goals,
 - d. ability to accurately administer, score, and analyze the results of formative, summative, and standardized assessments; and
 - e. ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;
- 5. select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic

instruction, assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning;

6. use foundational knowledge of the field along with professional ethics and standards
7. collaborate, communicate, and advocate 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, including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and 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.

Transportation

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

Elementary Education K-8 And Special Education P-12 BA

Degree Type

Bachelor of Arts

The Elementary Education (K-8) and Special Education (P-12) combined major prepares students to teach core academic subjects at the elementary level and provide specialized instruction and support to students with disabilities across grade levels. The program emphasizes understanding cognitive and social-emotional development, as well as strong content knowledge in language arts,

mathematics, science, and social studies. In addition, students complete focused coursework in the identification of disabilities, individualized education planning, and evidence-based instructional strategies for diverse learners. Program content and outcomes align with the Montana Teaching Standards for Elementary Education (ARM 10.58.532) and Special Education P-12 (ARM 10.58.510). This combined major leads to dual licensure in Elementary Education (K-8) and Special Education (P-12), equipping graduates to serve in a wide range of inclusive and specialized educational settings.

For specific Student Learning Outcomes see [Education](#)

I. Major and Professional Education Program Requirements

Course Code	Name	Credits
ED-102	Foundations of Education	3
ED-103	Instructional Media & Technology	3
ED-215	Pe & School Health Elementary Schl	3
ED-221	Arts Integration in Elementary School	3
ED-228	Children's Literature	3
ED-229	Educational Psychology	3
ED-245	Diversity Field Experience	1
ED-250	Middle School Teaching	3
ED-312	Elementary Science and Social Studies	4
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-316	Measurement and Assessment in Teaching	3
SPED-200	Introduction to Exceptional Children	3
SPED-204	Students W/ High Incidence Disabilities	3
SPED-205	Students With Low Incidence Disabilities	3
SPED-206	Collab & Conference for Educators	3
SPED-323	Assmnt & Evaluation in Special Education	3
ED-324 or SPED-324		3
SPED-409	Methods for Administering Special Ed	5
Sub-Total Credits		71

II. Other Program Requirements

Course Code	Name	Credits
AN-218 or SO-218		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 or PSY-203		3
Sub-Total Credits		15

Course Code	Name	Credits
HI-121	Us History I	3
HI-122	US History II	3
HI-224	History of the American West	3
HI-231	Montana and the West	3

Sub-Total Credits 3

Course Code	Name	Credits
AS-102, ES-111, or ES-124/134		3-4

Sub-Total Credits 3-4

Course Code	Name	Credits
BI-122 and BI-132 or BI-101 or BI-102		4

Sub-Total Credits 4

Course Code	Name	Credits
AS-102 or CH-111/CH 111L or PHYS 201		3-4

Sub-Total Credits 3-4

**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).*

III. Admission Into Teacher Education Program and Student Teaching
Students pursuing a major that leads to licensure must be formally admitted to the Teacher Education program. See [Admission to the Teacher Education Program](#) for specific details.

Students must submit an application in order to student teach. See [Admission to Student Teaching](#) for specific details.

- 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 2.75 cumulative grade point average for Admission to the Teacher Education Program; 3) earn a minimum 3.0 grade point average in Major Program Requirements, Professional Program Requirements, and Other Program Requirements for Admission to Student Teaching.

	Total Credits	99-101

Special Education (P-12) Minor

Degree Type

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** major.

For specific Student Learning Outcomes see [Education](#) and [Special Education](#).

Minor/Professional Education Program Requirements

Course Code	Name	Credits
SPED-200	Introduction to Exceptional Children	3
SPED-204	Students W/ High Incidence Disabilities	3
SPED-205	Students With Low Incidence Disabilities	3
SPED-206	Collab & Conference for Educators	3
SPED-323	Assmnt & Evaluation in Special Education	3
SPED-409	Methods for Administering Special Ed	5
Sub-Total Credits		20

II. Other Program Requirements

Course Code	Name	Credits
ED-305	Classroom Management	2
ED-324 or SPED-324		3
ED-316	Measurement and Assessment in Teaching	3
PSY-227 or PSY-203		3
Sub-Total Credits		11

III. Teacher Licensure

Course Code	Name	Credits
ED-408 (Minor Only) or ED-410 (Major or Major/Minor)		5-12
Sub-Total Credits		5-12

IV. Admission Into the Teacher Education Program and Student Teaching
Students pursuing a major in any Teacher Education Program must be admitted to the program. See [Admission into the Teacher Education Program](#) for specific details.

Students must submit an application in order to student teach. See [Admission to Student Teaching](#) for specific details.

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 2.75 cumulative grade point average for Admission to the Teacher

Education Program; 3) earn a minimum 3.0 grade point average in Minor Program Requirements and in Other Program Requirements and Professional Education Requirements for Acceptance to Student Teaching.

- 2. See [Secondary Education Requirements](#) and Professional Education Requirements for Secondary Education.

	Total Credits	36-43

Theology

Faculty

CAMERON FERGUSON, PH.D.
KATHERINE GREINER, PH.D.
ERIC E. HALL, PH.D.
ERIC D. 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 demonstrate an in-depth understanding of Christian doctrines, biblical foundations, key themes in the history of theology, and contemporary issues focusing on Catholic intellectual traditions.
- Students will develop the ability to analyze and interpret Scripture in its historical, literary, and theological contexts.
- Students will engage in a deep, reflective dialogue between faith and reason, understanding their complementary roles in the intellectual and lived life of Christians.
- Students will reflect critically on theological principles in relation to contemporary moral issues, social justice, and global challenges, with an emphasis on Catholic Social Teaching.
- Students will demonstrate knowledge of the historical development of Christian theology and the historical/cultural contexts in which key theological issues have arisen.
- Students will develop the skills to conduct theological research, engage critically with primary and secondary sources, and communicate their findings effectively in both written and oral forms.

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 BA

Degree Type

Bachelor of Arts

I. 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.

Course Code	Name	Credits
TH-101	Theological Foundations	3
TH-495	Theology Seminar	3
Sub-Total Credits		6

One Course in Scripture

Course Code	Name	Credits
TH-231	Introduction to Old Testament	3
TH-236	Introduction to New Testament	3
Sub-Total Credits		3

One Course in the History of Christian Thought

Course Code	Name	Credits
TH-341	History of Christian Thought: Early Church & Partistics	3
TH-342	HCT: Middle Ages Through Reformation	3

TH-343	HCT: Modernity-Postmodernity	3
Sub-Total Credits		3

One Course in Systematics

Course Code	Name	Credits
TH-352	Christology	3
TH-353	Trinity in Christian Life and Theology	3
Sub-Total Credits		3

One Course in Catholic Fundamentals

Course Code	Name	Credits
TH-201	Church and Worship	3
TH-220	Moral Theology	3
Sub-Total Credits		3

One Course in Catholic Social Teachings

Course Code	Name	Credits
TH-261	Wealth Pov Bible Early Church	3
TH-263	Modern Catholic Social Teaching	3
TH-264	Theologies of Liberation	3
Sub-Total Credits		3

Research Paper/Project or Thesis

Course Code	Name	Credits
TH-496	Theology Research Paper Or Project	1
TH-499	Senior Thesis	1-3
Sub-Total Credits		1-3

12 Credits of Theology (TH) Electives*

Sub-Total Credits	12

Ministry Emphasis

Students who pursue an emphasis in ministry will take 6 of their 12 theology elective credits in the following courses:

Course Code	Name	Credits
TH-371	Discerning Ministerial Vocation	1
TH-425 or TH-424		1-6
TH-471	Ministry in Action	2

Sub-Total Credits	6

TH-424: *plus disciplinary internship or clinical/practical experience*

II. Other Program Requirements

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:

Course Code	Name	Credits
TH-211	Comparative Religion	3
TH-264	Theologies of Liberation	3
TH-258	TH & Gender:ImagesTradition & Discourse	3
TH-212	Women Mystics	3
PHIL-203	Islam: Philosophy & Culture	3
PHIL-223	Asian Philosophy	3
PHIL-261 or GNDR-261		3
Sub-Total Credits		6

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.

Course Code	Name	Credits
PHIL-203	Islam: Philosophy & Culture	3
PHIL-216	Philosophy of God & Religion	3
PHIL-223	Asian Philosophy	3
PHIL-261 or GNDR-261		3
Sub-Total Credits		3

	Total Credits	34

Theology Minor

Degree Type

Minor

I. Minor Program Requirements

Course Code	Name	Credits
TH-101	Theological Foundations	3
TH-495	Theology Seminar	3
Sub-Total Credits		6

Course Code	Name	Credits

TH-231	Introduction to Old Testament	3
TH-236	Introduction to New Testament	3
Sub-Total Credits		3
Sub-Total Credits		3
Sub-Total Credits		6

Ministry Emphasis

Course Code	Name	Credits
TH-371	Discerning Ministerial Vocation	1
TH-425 or TH-424		1-6
TH-471	Ministry in Action	2
Sub-Total Credits		6

TH-424: plus disciplinary internship or clinical/practical experience

Total Credits	18

Courses

Accelerated Nursing

ACNU-201: Fundmntls & Health Promotion

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.

Credits	4
Semester Offered	Annual Summer Semester

ACNU-202: Assessment & Health Promotion

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.

Credits	4
Semester Offered	Annual Summer Semester

ACNU-205: Resiliency for Life

This course focuses on resiliency building skills to enhance the individual's capacity to navigate adversity and challenges. The concept of resiliency as the cultivation of intentional wellness skills is explored, with a special focus placed on personal reflection, evaluation, and application of these principles. Foundational aspects of building self-awareness, self-regulation, optimism, mental agility, strength of character, and connection are examined.

Credits	2

ACNU-208: Nutrition for Healthcare Professionals

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.

Credits	3
Corequisites	Take ACNU-201 or ACNU-202 previously or concurrently within the same semester, with minimum grades C- or better.
Semester Offered	Annual Summer Semester

ACNU-301A: Care of the Childbearing Family Part A

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.

Credits	2
Prerequisites	Take ACNU-201 ACNU-202 previously. Take PSY-203 with a minimum of C- or better.
Semester Offered	Annual Fall Semester

ACNU-301B: Care of Childbearing Family Part B

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.

Credits	3
Prerequisites	Take ACNU-201 ACNU-202 previously. Take PSY-203 with a minimum of C- or better.
Semester Offered	Annual Spring Semester

ACNU-302: Psychosocial Health

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.

Credits	5
Prerequisites	Take ACNU-201 ACNU-202 ACNU-208.
Semester Offered	Annual Fall Semester

ACNU-304: Illness Across the Lifespan I

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 twice a week, 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.

Credits	4
Prerequisites	Take ACNU-201 ACNU-202 ACNU-208.
Corequisites	Take ACNU-302 ACNU-308A ACNU-308B and ACNU-305A previously or concurrently within the same semester.
Semester Offered	Annual Fall Semester

ACNU-305A: Clinical Nursing Care I Part A

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 ACNU 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 nursing faculty. These simulations will help students explore the QSEN competencies.

Credits	2
Prerequisites	Take ACNU-201 , ACNU-202 , and ACNU-208 .
Corequisites	Take ACNU-302 ACNU-308A ACNU-308B ACNU-304 previously or concurrently within the same semester.
Semester Offered	Annual Fall Semester

ACNU-305B: Clinical Nursing Care I Part B

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 ACNU 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 nursing faculty. These simulations will help students explore the QSEN competencies.

Credits	2
Prerequisites	Take ACNU-304 , ACNU-305A and all other 200 level ACNU courses.
Semester Offered	Annual Spring Semester
Distribution	Sed Vitae

ACNU-307: Evid-Based Practice Rsrch

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 both as current students and future nurses.

Credits	3
Prerequisites	Take MA-207 with a C- or better.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing

ACNU-308A: Pathophysiology & Pharmacology Part A

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.

Credits	1
Prerequisites	Take ACNU-201 ACNU-202 ACNU-208 previously with minimum grades C- or better. Take BI-214 with minimum grades C- or better. Take CH-III CH-III L with minimum grades C- or better. Take CH-II2 with minimum grades C- or better.
Semester Offered	Annual Summer Semester

ACNU-308B: Pathophysiology & Pharmacology Part B

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.

Credits	3
Prerequisites	Take BI-214 with minimum grades C- or better. Take CH-III CH-III L with minimum grades C- or better. Take CH-II2 with minimum grades C- or better. Take ACNU-201 ACNU-202 ACNU-208 previously or concurrently with minimum grades C- or better.
Semester Offered	Annual Fall Semester

ACNU-404A: Illness Across the Lifespan II Part A

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.

Credits	2
Prerequisites	Take ACNU-302 ACNU-304 ACNU-305A and ACNU-208A ACNU-308B .
Semester Offered	Annual Spring Semester

ACNU-404B: Illness Across the Lifespan II Part B

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.

Credits	2
Prerequisites	Take ACNU-302 ACNU-304 ACNU-305A ACNU-308A and ACNU-308B.
Corequisites	Take ACNU-305B, ACNU-404A previously or concurrently within the same semester.
Semester Offered	Annual Spring Semester

ACNU-406: Nursing Leadership & Management

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.

Credits	4
Prerequisites	Take ACNU-404A ACNU-404B ACNU-414
Semester Offered	Annual Summer Semester

ACNU-413: Clinical Nursing Care II

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.

Credits	3
Prerequisites	Take ACNU-404A ACNU-404B and all 300 level ACNU courses with a minimum grade of C- or better.
Semester Offered	Annual Summer Semester

ACNU-414: Community & Public Health Nursing

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.

Credits	3
Prerequisites	Take ACNU-305A with minimum grade C- or better. Take ACNU-301A ACNU-302 ACNU-304 ACNU-308A ACNU-308B with a minimum grades C- or better.
Corequisites	Take ACNU-307 ACNU-404A previously or concurrently within the same semester, with minimum grades C- or better. Take ACNU-305B previously or concurrently within the same semester. Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity

ACNU-417: Capstone Clinical

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.

Credits	4
Prerequisites	Take ACNU-404A ACNU-404B with minimum grades C- or better.
Corequisites	Pass ACNU-413 previously or concurrently within the same semester.
Semester Offered	Annual Summer Semester

ACNU-427: Comprehensive Nursing Review

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.

Credits	4
Prerequisites	Take ACNU-404A ACNU-404B with minimum grades C-.
Semester Offered	Annual Summer Semester

Anthropology

AN-189: Special Topic

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.

Credits	1-3
Distribution	Social Science

AN-204: Cultural Anthropology

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Even Year Fall Semester
Distribution	Cultural Diversity, Cross Listed Course, Social Science

AN-208: Sociology of the Family

Social Science. Cultural Diversity. 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.

Credits	3
Prerequisites	TAKE SO-101 .
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Cross Listed Course, Social Science

AN-218: Intro Native Am Studies

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Cultural Diversity, Cross Listed Course, Social Science

AN-289: Special Topic

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.

Credits	1-3

AN-317: Ethnic and Racial Relations

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.

Credits	3
Prerequisites	Take SO-101 .
Semester Offered	Odd Year Spring Semester
Distribution	Cultural Diversity, Cross Listed Course, Social Science

AN-331: Social Science Research Methods

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.

Credits	3
Prerequisites	Enrollment limited to Junior and Senior students. Take SO-200 and SO-392 or equivalents in major. Take MA-207 .
Semester Offered	Annual Spring Semester

Anthrozoology

Faculty

MADELYN BRUSTKERN, M.S.
MARGO DEMELLO, PH.D.
H. MARIE SUTHERS, D.V.M., DEPT CHAIR

Mission and Goals

Anthrozoology is an interdisciplinary field that explores the spaces that animals occupy in human social and cultural worlds and the interactions humans have with them. Central to this field is an exploration of the ways in which animal lives intersect with human cultures. At its core, the field of anthrozoology is about understanding the incredibly complex and often contradictory relationships that humans share with other species. We look at the good—how animals make our lives richer, more meaningful, and healthier—and the bad—the vast levels of human exploitation of other animals to serve human needs. Students in the anthrozoology program, explore human-animal interactions through a variety of disciplines, including psychology, sociology, anthropology, and geography, and develop the knowledge and skills to improve the lives of both animals and people through animal-assisted therapy, veterinary medicine, humane education, and other service occupations. The program blends a core liberal arts education with extensive hands-on training in which students work with horses, dogs, cats, and even wildlife.

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.

ANZ-107: Introduction to Anthrozoology

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Social Science

ANZ-108: Survey of Animals in Society

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.

Credits	3
Prerequisites	ANZ major or minor or obtain instructor approval by them entering a requisite waiver for this prerequisite. Take ANZ-107.
Semester Offered	Annual Spring Semester

ANZ-131: Beginning Horsemanship Under Saddle

Beginning Horsemanship Under Saddle. This course is offered to the student who has had little or no experience in horseback riding. The course places a major emphasis on the learning of the skills, terminology, and basic fundamentals necessary for participation in hunt seat-style, dressage, western and bareback riding.

Credits	1
Semester Offered	Annual Fall Semester

ANZ-132: Dressage: Foundation for All Riding Disc

This course is designed to help you understand the biomechanics and structural balancing of a horse's movements. Once that understanding is achieved, then applied, the student and horse can focus on the basic dressage exercises which lead to advanced performances. The student learns to move the horse's body correctly and efficiently so that gaits and muscular conformation are improved. Dressage is learning to ride with the horse in harmony, performing with precision that looks effortless and making the horse look beautiful and graceful. Riders will Increase their self-awareness in the saddle and how to enhance the relationship between horses and rider.

Credits	1
Semester Offered	Annual Spring Semester

ANZ-189: Special Topic

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.

Credits	1-3

ANZ-221: Canine Science

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.

Credits	3
Prerequisites	Take BI-121 OR BI-122 OR BI-123 PLUS BI-131 OR BI-132. Take ANZ-108 with a minimum grade of C-.
Semester Offered	Annual Spring Semester

ANZ-231: Horses & Humans: Historical Perspective

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?

Credits	3
Prerequisites	Take ANZ-108 with a minimum grade of C-.
Semester Offered	Annual Fall Semester

ANZ-233: Connecting With Horses

his class will provide hands-on experiences with horses. The two main goals of this course are connection and safety. Horses are large sentient beings with minds and independent wills. Relationships with horses can lead to very powerful, exciting and rewarding experiences. Establishing this type of relationship is critical for therapeutic interventions through Equine Assisted Services, and working with horses as a veterinarian, equine facilities manager or owner. Horses crave safety, a primary goal of this course is to learn how to keep you, other people and horses safe both physically and psychologically during interactions with each other. 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 learn 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.

Credits	2
Prerequisites	Take ANZ-108 with a minimum grade of C-.
Corequisites	Take ANZ-233L concurrently.
Semester Offered	Annual Fall Semester

ANZ-233L: Connecting With Horses Lab

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. It must be taken concurrently with ANZ 233.

Credits	0
Prerequisites	Take ANZ-108 with a minimum grade of C-.
Corequisites	Take ANZ-233 concurrently.
Semester Offered	Annual Fall Semester

ANZ-240: Cross-Cultural Anthrozoology

Cultural Diversity. Social Science. This course provides a tool for critical evaluation of human-animal interactions from the perspectives of anthropology and anthrozoology. Anthrozoology is the study of the relationship between human and nonhuman animals. Animals play profoundly important roles in the lives of humans, whether as companion, food, spiritual guide, symbol, totemic ancestor or family member. All human interactions with animals and nature take place within a cultural context. Since culture is a central concept of anthropology, this discipline provides an effective theoretical perspective for studying human-animal relationships. In this course we consider the symbolic, economic, ecological, and social consequences of human/non-human animal interaction in a variety of cross-cultural contexts. A global perspective is used to help students better understand world trends regarding modernization and its consequences to animals and their habitats. This course provides a cross-cultural understanding of the concept of the animal by examining how our relationships with animals are mediated by culture, and thus how belief systems contribute to current animal, human, and environmental social problems.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Social Science

ANZ-245: Animals in Popular Culture

Intermediate Writing. Animals in Popular Culture looks at how the use and representation of animals in popular and mass-mediated culture-in genres like film and television, fiction, animation and comic books, art, and the Internet-shape and reveal cultural values. In addition, how animals are represented in popular culture in turn shapes how animals are treated in everyday society. By studying selected elements of popular culture, students will also look at how we understand and represent concepts like "human," "nature," and "culture."

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Intermediate Writing

ANZ-268: Humans, Animals, and Nature

Ethical Reasoniong. Faith and Resaon Theology. Humans, Animals, and Nature: Ecologies of Religion. This course explores the relations between humans, animals, and nature as those relationships are depicted, understood, and influenced by religious thought and practice. Religion builds human self-understanding by providing answers to questions such as: "What are animals? What are they for? What are humans and what are we for? How should we live together on the land?" The specific answers given to these questions as well the way those answers are put into practice has varied substantially across history and culture. The course focuses on Christian theology, but other religious traditions are engaged in a comparative manner as well.

Credits	3
Prerequisites	Take TH-101 . Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Even Year Fall Semester
Distribution	Cross Listed Course, Ethical Reasoning, Faith & Reason-Theology

ANZ-289: Special Topic

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.

Credits	3

ANZ-289CD: Special Topic

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.

Credits	1-3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Cultural Diversity

ANZ-289IW: Special Topic

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Distribution	Intermediate Writing

ANZ-309: Research Methods in Anthrozoology

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.

Credits	4
Prerequisites	Take MA-207 or MA-315 . Min Jr/Sr Standing. Take one IW, intermediate writing course.
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing

ANZ-321: Citizen Canine

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.

Credits	3
Prerequisites	Take ANZ-221 .
Semester Offered	Annual Fall Semester

ANZ-321L: Citizen Canine W/ a Dog Lab

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.

Credits	2
Corequisites	Must be enrolled in ANZ-321 and have consent of the instructor to foster a dog.
Semester Offered	Annual Fall Semester

ANZ-322: Community Canine

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.

Credits	3
Prerequisites	Take ANZ-321 and ANZ-321L with a minimum grade of C-.
Semester Offered	Annual Spring Semester

ANZ-322L: Community Canine Lab

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.

Credits	2
Corequisites	Must be enrolled in ANZ-322.
Semester Offered	Annual Spring Semester

ANZ-326: Animal-Related Business and Non-Profits

This course offers students an opportunity to create a business plan for either a for-profit animal-related business, or for running an animal-related non-profit organization. The course focuses on the sequence of events that take place starting with the original idea for a new animal-related product or service to actual beginning a new business. It emphasizes the understanding of the various "stages" of development that any new product or service must pass, and the various activities each functional area of the organization must contribute, in order to have a successful business launch.

Credits	3
Prerequisites	BA-203, BA-204, BA-306, ANZ-107, ANZ-108;

ANZ-332: Equine Science: Nature of Horses

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. Must be taken concurrently with ANZ 332L.

Credits	4
Prerequisites	For ANZ courses, take ANZ-231 ANZ-233. Take one Biology course with a minimum grade C- except BI-101 BI-101L.
Semester Offered	Annual Spring Semester

ANZ-332L: Equine Lab: Nature of Horses

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. Must be taken concurrently with ANZ 332.

Credits	0
Prerequisites	Take one Biology course with a minimum grade C-, except BI-101 BI-101L. For ANZ courses, take ANZ-231 ANZ-233 AND ANZ-233L.
Corequisites	Take ANZ-332 lecture concurrently.
Semester Offered	Annual Spring Semester

ANZ-341: Equine Facilities Management 1

This course is part one of a two semester course which is designed as the Anthrozoology CORE Practicum Sed Vitae requirement. Students will need to take the spring semester course ANZ 342 to fulfill the Sed Vitae requirement. This course will introduce students to all aspects required to manage an equine facility coupled with hands-on experience. Topics include the needs of a horse such as feeding, exercise, cleaning the facilities, scheduling and helping out at farrier and vet appointments. Students will help manage the day to day activities at the Carroll College Equine Center, help with ideas on running a smooth operation and help supervise tasks.

Credits	3
Prerequisites	Take ANZ-233.
Semester Offered	Annual Fall Semester

ANZ-342: Equine Facilities Management 2

This course is the second semester of the two semester Anthrozoology CORE Practicum Sed Vitae experience. This second semester fulfills the Sed Vitae requirement. This course will continue to teach students all aspects required to manage an equine facility coupled with hands-on experience. Topics include the business aspects of running a horse facility, including contracts and records, budgeting, insurance, employees, taxes, advertising, client relationships and the development of a professional attitude will also be taught. Students will help manage the day to day activities at the Carroll College Equine Center, help with ideas on running a smooth operation and help supervise tasks. This course will culminate with students creating a business plan/proposal final project to show that they know how to set up and run a successful equine business.

Credits	3
Prerequisites	Take ANZ-341.
Semester Offered	Annual Spring Semester
Distribution	Sed Vitae

ANZ-388: ANZ Teaching Assistantship

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters

ANZ-389: Special Topic

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.

Credits	1-3

ANZ-421: Specialized Animal Training

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.

Credits	2
Prerequisites	Take ANZ-322 and ANZ-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.
Semester Offered	Annual Fall Semester

ANZ-422: Specialized Animal Training

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.

Credits	2
Prerequisites	Take ANZ-421.
Semester Offered	Annual Spring Semester

ANZ-425: Internship

Sed Vitae. 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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

ANZ-431: Modalities in Equine Assisted Services

Modalities in Equine Assisted Services. 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.

Credits	2
Prerequisites	Take ANZ-231 ANZ-233 and ANZ-233L.
Corequisites	Take ANZ-431L concurrently.
Semester Offered	Annual Spring Semester

ANZ-431L: Modalities Equine Assisted Services Lab

Modalities in Equine Assisted Services Lab. This course is the lab component to ANZ 431.

Credits	1
Prerequisites	Take ANZ-231 ANZ-233 and ANZ-233L .
Corequisites	Take ANZ-431 concurrently.
Semester Offered	Annual Spring Semester

ANZ-441: Animal Behavior

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.

Credits	3
Prerequisites	Must be an ANZ major or minor to take this course. Minimum senior standing.
Semester Offered	Annual Fall Semester

ANZ-442: The Science of Animal Welfare

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.

Credits	3
Prerequisites	Take ANZ-441 .
Semester Offered	Annual Spring Semester

ANZ-452: Wild Animals and Society

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.

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept

ANZ-485: Independent Study

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

Credits	1-4
Semester Offered	At the Discretion of the Dept

ANZ-486: Independent Research in ANZ

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters

ANZ-489: Special Topics

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.

Credits	1-3

ANZ-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Art: Visual Arts & Theory

ART-112: Drawing

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

ART-113: Digital Photography

Arts & Letters-Fine Arts. The 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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

ART-120: Art History: Ancient – 13th Century

Arts & Letters-Fine Arts. 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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

ART-121: Art History: 14th Century – Contemporary

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-Fine Arts

ART-189: Sp Topic:

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

ART-201: Acrylic Painting

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-Fine Arts

ART-206: Watercolor Painting

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

ART-289: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Fine Arts

ART-389: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Fine Arts

ART-425: Internship

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts, Sed Vitae

ART-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

ART-489: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Fine Arts

ART-495: Senior Seminar

Credits	1
Semester Offered	Annual Fall Semester

Astronomy

AS-102: Astronomy

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Cross Listed Course, Natural Science with Lab

Biochemistry Molecular Biology

Faculty

KELLIE (O'ROURKE) AGRIMSON, PH.D.
TRAVIS ALMQUIST, PH.D.
ASHLEY BECK, PH.D.
CHRISSIE CARPENTER, PH.D.
REBECCA COATES, PH.D.

DAVID HITT, PH.D.
CAROLINE PHARR, PH.D., DEPT. CHAIR
STEPHANIE OTTO-HITT, PH.D., DEPT. CHAIR
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.

BMB-485: Independent Study

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.

Credits	1-4
Semester Offered	At the Discretion of the Dept

Biology

Faculty

KELLIE (O'ROURKE) AGRIMSON, PH.D
TRAVIS ALMQUIST, PH.D.
ASHLEY BECK, PH.D.
CALVIN GOEMANN, PH.D.

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.

BI-101: Life Science

Natural Science with Lab.
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.

Credits	4
Distribution	Natural Science with Lab

BI-102: Human Biology

Natural Science with Lab.
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.

Credits	4
Distribution	Natural Science with Lab

BI-121: Foundations of Cell & Molecular Biology

Natural Science lecture course. An additional 1-credit lab is required to fulfill the Natural Science Core; 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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Natural Science with Lab

BI-122: Foundations of Organismal & Evol Biology

Natural Science lecture course. An additional 1-credit lab is required to fulfill the Natural Science Core; Foundations of Organismal and Evolutionary Biology. 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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Natural Science with Lab

BI-123: Fnds of Ecology Evolution & Diversity

Natural Science lecture course. An additional 1-credit lab is required to fulfill the Natural Science Core; Foundations of Ecology, Evolution, and Diversity. 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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Natural Science with Lab

BI-131: Lab Explorations Cellular &Molecular BI

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Natural Science with Lab

BI-132: Lab Explorations Physiology and Ecology

Natural Science with Lab. Lab Explorations Physiology and Ecology. 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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Natural Science with Lab

BI-189G: Special Topic

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.

Credits	1-4

BI-201: Intro to Human Anatomy & Physiology I

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.

Credits	4
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

BI-201L: Intro to Human Anatomy & Phys I Lab

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.

Credits	0
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

BI-202: Intro to Human Anatomy & Physiology II

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.

Credits	4
Prerequisites	Take BI-201 with a minimum grade of C-.
Semester Offered	Annual Spring Semester

BI-202L: Intro to Human Anatomy & Physio II 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.

Credits	0
Prerequisites	Take BI-201 and lab with a minimum grade of "C-".
Semester Offered	Annual Spring Semester

BI-214: General Microbiology

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.

Credits	3
Prerequisites	Completed at least one semester (4 credits) of college biology.
Corequisites	Take BI-214L previously or concurrently. Complete at least two semesters (7 credits) of college chemistry.
Semester Offered	Annual Fall Semester

BI-214L: General Microbiology Lab

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.

Credits	1
Prerequisites	Complete at least one semester (4 credits) of college biology.
Corequisites	Take BI-214 lecture previously or concurrently. Complete at least two semesters (7 credits) of college chemistry.
Semester Offered	Annual Fall Semester

BI-255: Field Ornithology

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 wetla 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.

Credits	3
Semester Offered	At the Discretion of the Dept

BI-281: Genetics

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.

Credits	3
Prerequisites	Take BI-121 and BI-131 , with minimum grades of "C-".
Corequisites	Take CH-101 CH-102 , CH-101L CH-102L , or CH-103 , with minimum grades of "C-".
Semester Offered	Annual Spring Semester

BI-281L: Genetics Lab

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.

Credits	1
Prerequisites	Take 1 OC, oral communications course. Take BI-121 and BI-131 , with minimum grades of "C-".
Corequisites	Take CH-101 CH-102 , CH-101L CH-102L , or CH-103 , with minimum grades of "C-". Take CORE-110 or HNR-150 . Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Intermediate Writing

BI-289: Special Topic

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.

Credits	1-3

BI-289L: Biology Special Topics Lab

Credits	1-4

BI-305: Microbiology

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.

Credits	3
Prerequisites	Take BI-281 , Genetics. Minimum grade of C-.
Semester Offered	Annual Spring Semester

BI-305L: Microbiology Lab

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.

Credits	1
Prerequisites	Take BI-281 , Genetics. Minimum grade of C-.
Corequisites	Take BI-305 previously or concurrently with BI-305L .
Semester Offered	Annual Spring Semester

BI-306: Plant Biology

An advanced course focusing on the evolutionary history of plants, plant anatomy and physiology, and plant ecology. The topics 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 and ecological functions of plants.

Credits	3
Prerequisites	Take BI-122 and BI-132; Minimum grade C-.
Semester Offered	Even Year Fall Semester

BI-306L: Plant Biology Lab

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.

Credits	1
Prerequisites	Take BI-122 and BI-132; Minimum grade C-.
Semester Offered	At the Discretion of the Dept

BI-307: Animal Physiology

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.

Credits	3
Prerequisites	Take BI-122 and BI-132; Minimum grade C-.
Semester Offered	Annual Spring Semester

BI-307L: Animal Physiology Lab

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.

Credits	1
Prerequisites	Take BI-122 and BI-132; Minimum grade C-.
Corequisites	Take BI-307.
Semester Offered	Even Year Spring Semester

BI-311: Ecology

An advanced course focusing on the principles of the interactions and relationships among organisms and between organisms and their environment. The topics combine basic ecological foundations such as population growth and competition with applied ecology in fields of importance such as forestry, agriculture, climate change, and conservation.

Credits	3
Prerequisites	Take BI-123 minimum grade C-. Take BI-132 minimum grade C-.
Semester Offered	Annual Spring Semester

BI-311L: Ecology Lab

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.

Credits	1
Prerequisites	Take BI-123 and BI-132; Minimum grade C-.
Corequisites	Take BI-311.
Semester Offered	Annual Spring Semester

BI-312: Global Change Ecology

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.

Credits	3
Prerequisites	Take BI-123. Take BI-132 or ES-133L , minimum grade C-.
Semester Offered	Odd Year Fall Semester

BI-323: Comparative Anatomy

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.

Credits	3
Prerequisites	Take BI-122; Minimum grade of C-.
Semester Offered	Annual Fall Semester

BI-323L: Comparative Anatomy Lab

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.

Credits	1
Prerequisites	Take BI-122; Minimum grade of C-.
Corequisites	Take BI-323.
Semester Offered	Annual Fall Semester

BI-329: Molecular Biology

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.

Credits	3
Prerequisites	Take CH-301 or CH-285 with a minimum grade of "C-". Take BI-281 with a minimum grade of "C-".
Semester Offered	Annual Spring Semester

BI-329L: Molecular Biology Lab

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.

Credits	1
Prerequisites	Take BI-281 with a minimum grade "C-". Take CH-301 or CH-285 with a minimum grade of "C-".
Semester Offered	Even Year Spring Semester

BI-346: Biomechanics

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.

Credits	3
Prerequisites	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.
Semester Offered	Annual Fall Semester

BI-346L: Biomechanics Lab

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.

Credits	1
Prerequisites	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.
Semester Offered	At the Discretion of the Dept

BI-350: Developmental Biology

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.

Credits	3
Prerequisites	Take BI-281 and BI-281L with minimum grades of C-.
Semester Offered	Odd Year Fall Semester

BI-369: Cell and Molecular Neuroscience

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.

Credits	3
Prerequisites	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-".
Semester Offered	Even Year Fall Semester

BI-369L: Cell and Molecular Neuroscience Lab

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.

Credits	1
Prerequisites	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-.
Semester Offered	Odd Year Fall Semester

BI-370: Evolutionary Analysis

This course explores the underlying principles of evolutionary change (natural selection, genetic drift, mutation, and gene flow) from an analytical perspective. The relevance of evolutionary change to real world concerns is emphasized while traditional and modern methods of analysis are explored and evaluated.

Credits	3
Prerequisites	Take BI-281Genetics minimum grade C-.
Semester Offered	Odd Year Fall Semester

BI-370L: Evolutionary Analysis Lab

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.

Credits	1
Prerequisites	Take BI-281, Genetics. Minimum grade of C-.
Semester Offered	Odd Year Fall Semester

BI-382: Cell Biology

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.

Credits	3
Prerequisites	Take CH-301 or CH-285, each with a minimum grade of "C-". Take BI-281 with a minimum grade of "C-".
Semester Offered	Annual Fall Semester

BI-389: Special Topic

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.

Credits	1-4

BI-389L: Special Topic

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.

Credits	1

BI-390: Research Experience in Plant Ecology

Advanced Writing. Writing Intensive. Sed Vitae. 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.

Credits	2
Prerequisites	Take one IW, intermediate writing course. Take BI-131 BI-132 ; Minimum grade C-. Take either BI-281 : Genetics -or- Three Foundations courses (choose from BI-121 , BI-122 , BI-123 , ES-124), Minimum grades C-.
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing, Sed Vitae

BI-391: Research Exp in Molecular Biology

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.

Credits	2
Prerequisites	Take one IW, intermediate writing course. Take BI-131 BI-132 ; Minimum grade C-. Take either BI-281 : Genetics -or- Three Foundations courses (choose from BI-121 , BI-122 , BI-123 , ES-124), Minimum grades C-.
Semester Offered	Odd Year Spring Semester
Distribution	Advanced Writing, Sed Vitae

BI-392: Res Exp Cell Molecular Neuroscience

Advanced Writing. Writing Intensive. Sed vitae. 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.

Credits	2
Prerequisites	Take one IW, intermediate writing course. Take BI-131 BI-132 ; Minimum grade C-. Take either BI-281 : Genetics -or- Three Foundations courses (choose from BI-121 , BI-122 , BI-123 , ES-124), Minimum grades C-.
Semester Offered	Even Year Fall Semester
Distribution	Advanced Writing, Sed Vitae

BI-393: Res Exp Cellular Mechanotransduction

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.

Credits	2
Prerequisites	Take one IW, intermediate writing course. Take BI-131 BI-132 ; Minimum grade C-. Take either BI-281 : Genetics -or- Three Foundations courses (choose from BI-121 , BI-122 , BI-123 , ES-124), Minimum grades C-.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing, Sed Vitae

BI-394: Research Exp in Animal Physiology

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.

Credits	2
Prerequisites	Take one IW, intermediate writing course. Take BI-131 BI-132 ; Minimum grade C-. Take either BI-281 : Genetics -or- Three Foundations courses (choose from BI-121 , BI-122 , BI-123 , ES-124), Minimum grades C-.
Semester Offered	Odd Year Spring Semester
Distribution	Advanced Writing, Sed Vitae

BI-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

BI-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

BI-489: Special Topic

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.

Credits	1-3

BI-496: Senior Seminar

Readings and discussion of significant past and current literature.

Credits	1
Prerequisites	Minumum senior standing.
Corequisites	Take BI-COMP concurrently with <u>BI-496</u> for Biology majors.
Semester Offered	Annual Fall Or Spring Semester

BI-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

BI-COMP: Biology Comprehensive Exam

Credits	0
Corequisites	Take <u>BI-496</u> concurrently for Biology majors.
Semester Offered	Annual Fall & Spring Semesters

Business: Accounting and Strategic Finance

Faculty

ADEL DIMIAN, PH.D.
BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE
JULIA MULL, PH.D., CFP®, DEPT. CHAIR
ANNETTE RYERSON, D.B.A.
ANDREW THOMAS, D.B.A., PH.D., J.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. Two certificate programs are available: Entrepreneurship Certificate and Financial Planning Certificate. There are options to combine majors, minors, and certificates.

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. Students are fully prepared to transition from the Business: Accounting and Strategic Finance program to be responsible, ethical, informed, and highly competent

professionals to pursue successful future endeavors in business, entrepreneurial, and/or further academic opportunities in the field of accounting.

Student Learning Outcomes

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

- Combine principal concepts within the traditional areas of business, accounting, and finance to inform decision-making.
- Utilize legal, ethical, and economic standards of business and accounting in organizational decision-making.
- Model professional communication skills.
- Utilize decision-support tools for accounting and organizational decision-making.
- Create collaborative team environments.
- Incorporate fundamental concepts and practices related to public accounting (financial accounting, tax, auditing, etc.).
- Incorporate fundamental concepts and practices related to industry, non-profits, and governments (financial reporting, managerial accounting, finance, etc.).
- Utilize legal and ethical principles in accounting to aid decision-making.

BA-100: Introduction to Business

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.

Credits	2
Semester Offered	Annual Fall Semester

BA-178: Entrepreneurship Lecture Series

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.

Credits	1
Semester Offered	Annual Spring Semester

BA-189: Special Topic

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.

Credits	1-3

BA-203: Principles of Financial Accounting

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.

Credits	3
Prerequisites	<u>MA-117</u> recommended.
Semester Offered	Annual Fall Semester

BA-204: Principles of Managerial Accounting

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.

Credits	3
Prerequisites	Take <u>BA-203</u>.
Semester Offered	Annual Spring Semester

BA-218: Basics of Personal Finance

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.

Credits	3
Semester Offered	Annual At the Discretion of the Dept

BA-289: Special Topic

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.

Credits	1-3

BA-301: Business Law

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.

Credits	3
Prerequisites	Minimum Jr standing. Take EC-201 EC-202. Take BA-203 BA-204.
Semester Offered	Annual Spring Semester

BA-303: Intermediate Financial Accounting I

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.

Credits	3
Prerequisites	Take BA-203.
Semester Offered	Annual Fall Semester

BA-304: Intermediate Financial Accounting II

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.

Credits	3
Prerequisites	Take BA-203, BA-303.
Semester Offered	Annual Spring Semester

BA-306: Marketing

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.

Credits	3
Prerequisites	Take BA-203 BA-204; Take EC-201 EC-202.
Semester Offered	Annual Fall Semester

BA-307: Accounting& Finance for the Entrepreneur

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.

Credits	1
Semester Offered	Annual Fall Semester

BA-308: Human Resource Management

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.

Credits	3
Prerequisites	Take BA-375.
Semester Offered	Annual Spring Semester

BA-309: Operations Research

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.

Credits	3
Prerequisites	Take MA-207 . Take MA-117 .
Semester Offered	Annual Spring Semester

BA-312: Fed Taxation: Corporation & Partnership

This course covers aspects of corporate and partnership taxation.

Credits	1
Corequisites	Take BA-415 concurrently. Take BA-311.
Semester Offered	Annual Fall Semester

BA-313: Managerial Finance

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.

Credits	3
Prerequisites	Take BA-203 BA-204 .
Semester Offered	Annual Fall Semester

BA-314: Foundations of Investment Planning

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.

Credits	2
Semester Offered	Annual Fall Semester

BA-315: Cost Accounting

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.

Credits	3
Prerequisites	Take BA-203 BA-204 .
Semester Offered	Annual Spring Semester

BA-318: Foundations of Financial Planning

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.

Credits	3
Prerequisites	Take BA-203 BA-204 EC-201 EC-202 . For the Financial Planning Certificate Program, contact the Registrar's Office for assistance if you fail passing the prerequisites or ask the instructor for a requisite waiver.
Semester Offered	Annual Fall Semester

BA-320: Market Research

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.

Credits	3
Prerequisites	Take BA-306 .
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept

BA-322: Consumer Behavior

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.

Credits	3
Prerequisites	Take BA-306.
Semester Offered	Annual Spring Semester

BA-324: Marketing Communication & Promotion

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.

Credits	3
Prerequisites	Take BA-306
Semester Offered	Annual Spring Semester

BA-326: New Product Development

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.

Credits	3
Semester Offered	Annual Fall Semester

BA-328: Personal Selling

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.

Credits	3
Corequisites	Take BA-306 previously or concurrently.
Semester Offered	Annual Fall Semester

BA-338: Intro to Nonprofit Organizations

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.

Credits	3
Semester Offered	At the Discretion of the Dept Summer Semester

BA-351: Banking Management

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.

Credits	3
Semester Offered	At the Discretion of the Dept Summer Semester

BA-360: Accounting & Finance Information Systems

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.

Credits	3
Prerequisites	<u>BA-203</u> <u>BA-204</u>.
Semester Offered	Annual Spring Semester

BA-365: Financial Analysis Using Excel

This course assists students to become proficient 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.

Credits	3
Prerequisites	Take <u>BA-203</u> <u>BA-204</u> <u>EC-201</u> <u>EC-202</u>.
Corequisites	Take <u>BA-313</u>.
Semester Offered	Annual Spring Semester

BA-375: Fundamentals of Management

An introduction to effective management practices, including planning, staffing, organizing, leading, and controlling organizational functions.

Credits	3
Prerequisites	Take <u>BA-203</u> <u>BA-204</u> <u>EC-201</u> <u>EC-202</u>. [OR take <u>HS-198</u> but only if you are a Health Sciences &/or Public Health Major using this course as your management course.]
Semester Offered	Annual Fall & Summer

BA-377: Entrepreneurship

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.

Credits	3
Semester Offered	Annual Fall Semester

BA-378: Entrepreneurship Practicum

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.

Credits	3
Prerequisites	Take <u>BA-377</u> (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.
Semester Offered	Annual Spring Semester
Distribution	Sed Vitae

BA-389: Special Topic

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.

Credits	3

BA-392: International Business

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.

Credits	3
Prerequisites	Take BA-375.
Semester Offered	Annual Fall Semester

BA-393: India: Socioeconomic Issues(GDorND)

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course

BA-395: Study Abroad

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.

Credits	3-6
Semester Offered	At the Discretion of the Dept Fall Or Spring Semester

BA-402: Project Management & Process Improvement

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 a 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.

Credits	3
Prerequisites	Take BA-375.
Semester Offered	Annual Spring Semester
Distribution	Sed Vitae

BA-405: Auditing

Advanced Writing. Writing Intensive. 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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Take BA-303 BA-304.
Corequisites	Take BA-ACOMP exam. (self service registration note: use the register now button in the uipper right so it will process BA-405 and BA-ACOMP at the same time.)
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing

BA-410: Strategic Management

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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Minimum Junior standing. Take BA-203 BA-204 BA-301 BA-306 BA-313 BA-375 BA-392 EC-201 EC-202 . (All core business courses).
Corequisites	Take BA-ACOMP previously or Take BA-BCOMP concurrently.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing

BA-411: Investment Planning

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.

Credits	1
Prerequisites	Take BA-313 or BA-314 or instructor requisite waiver. For the Financial Planning Certificate Program, contact the Registrar's Office for assistance if you fail passing the prerequisites or ask the instructor for a requisite waiver. BA-313 and BA-318 recommended. For the Financial Planning Certificate Program, contact the Registrar's Office for assistance if you fail passing the prerequisites or ask the instructor for a requisite waiver.
Semester Offered	Annual Spring Semester

BA-412: Insurance Planning

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.

Credits	2
Prerequisites	Take BA-313 BA-318 . For the Financial Planning Certificate Program, contact the Registrar's Office for assistance if you fail passing the prerequisites or ask the instructor for a requisite waiver.
Semester Offered	Annual Spring Semester

BA-413: Organizational Behavior

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.

Credits	3
Semester Offered	At the Discretion of the Dept Fall Semester

BA-414: Retirement Planning & Employee Benefits

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.

Credits	3
Prerequisites	Take BA-313 BA-318 . For the Financial Planning Certificate Program, contact the Registrar's Office for assistance if you fail passing the prerequisites or ask the instructor for a requisite waiver.
Semester Offered	Annual Spring Semester

BA-415: Federal Taxation

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.

Credits	3
Semester Offered	Annual Fall Semester

BA-420: Governmental & NFP Accounting

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.

Credits	3
Prerequisites	Take BA-303 .
Semester Offered	Annual Spring Semester

BA-421: Estate Planning

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.

Credits	3
Prerequisites	Take BA-313 BA-318 . For the Financial Planning Certificate Program, contact the Registrar's Office for assistance if you fail passing the prerequisites or ask the instructor for a requisite waiver.
Semester Offered	Annual Fall Semester

BA-425: Internship

Sed Vitae. 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.

Credits	1-9
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

BA-451: Advanced Financial Analysis & Planning

Advanced Writing. 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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Take BA-318 , BA-411 , BA-412 , BA-414 , BA-415 , BA-421 . For the Financial Planning Certificate Program, contact the Registrar's Office for assistance if you fail passing the prerequisites or ask the instructor for a requisite waiver.
Corequisites	Take BA-ACOMP previously or Take BA-BCOMP concurrently. For the Financial Planning Certificate Program as a Post Bacc student, contact the Registrar's Office for assistance if you fail passing the prerequisites or ask the instructor for a requisite waiver.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing

BA-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

BA-489: Special Topics

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.

Credits	1

BA-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

BA-ACOMP: Accounting Comprehensive Exam

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.

Credits	0
Corequisites	Take BA-405 concurrently. (self service registration note: use the register now button in the upper right so it will process BA-405 and BA-ACOMP at the same time.)
Semester Offered	Annual Fall Semester

BA-BCOMP: Business Comprehensive Exam

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.

Credits	0
Corequisites	Take BA-410 concurrently.
Semester Offered	Annual Spring Semester

Catholic Studies

Faculty

ERIC E. HALL, PH.D.
FR. CHRISTOPHER LEBSOCK, M.D., S.T.L.
FR. MARC LENNEMAN, S.T.L.
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 Catholic Studies major should be a second major; it will pair with any major at Carroll.

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. Recognize Catholic Heritage (history, culture, and intellectual traditions of Catholicism.
2. Articulate Catholic contributions to culture, society, and human civilization.
3. Integrate diverse disciplines through a Catholic lens.
4. Incarnate the Catholic intellectual, moral and spiritual traditions into the whole of their lives.

CATH-175: Catholic Thought and Culture

Catholic Thought and Culture explores how the Catholic faith has affected the cultural and academic thought of believing Catholics. The course introduces Catholic intellectual culture to students, and particularly those students considering or intending to major or minor in Catholic Studies. The course meets once weekly for seven weeks in mid-Fall semester; each course will focus on a doctrine, person, etc., relevant to an overarching theme. Themes will rotate from semester to semester.

Credits	1
Semester Offered	Annual Fall Semester

CATH-189: Special Topic

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

CATH-201: Faith and Reason

This course examines 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.

Credits	3
Semester Offered	Annual Fall Semester

CATH-206: Catholic Anthropology

This course explores the Catholic vision of the human person. Investigates questions such as what does it mean to be created? To be made in God's image? What is grace? What is sin? What is the role of Christ in the human journey? What is the end for which we hope?

Credits	3
Semester Offered	Annual Spring Semester

CATH-207: Grace & the Human Experience

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.

Credits	3
Prerequisites	<u>CATH-301</u>, Church & Culture or CATH-205, Truth & Culture recommended.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept

CATH-289: Special Topic

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

CATH-301: Church and Culture

An exploration of the encounter between Church and culture. This course considers convergences and divergences between a Catholic understanding of truth and goodness and other culturally mediated understandings. The course studies the mystery of the Church, the concept of culture itself, and the role of Church and culture in mediating what is true and good within and through the vast array of cultures.

Credits	3
Prerequisites	Take <u>CATH-201</u> <u>CATH-206</u> recommended.
Semester Offered	Annual Spring Semester

CATH-306: Topics in 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. This course can be repeated for credit if the course topic of additional courses differs from the first course taken; by approval of the program director.

Credits	3
Prerequisites	Take CATH-201, Faith & Reason (or when it was CATH-305, Faith & Reason). CATH-206 recommended.
Semester Offered	Annual Fall & Spring Semesters

CATH-308: Topics in Catholic Tradition

A concentrated study of Catholic contributions to intellectual and/or 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), considered both in terms of its own goals and methodology, and as expressions of the grace of the Christian vocation. This course can be repeated for credit if the course topic of additional courses differs from the first course taken; by approval of the program director.

Credits	3
Prerequisites	Take CATH-201, Faith & Reason (or when it was CATH-305, Faith & Reason). CATH-206 recommended.
Semester Offered	Annual Fall & Spring Semesters

CATH-389: Special Topics

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept

CATH-425: Internship

Sed Vitae. 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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

CATH-485: Independent Study

The Independent Study form is available in the Registrar's Office or MyCarroll 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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

CATH-495: Catholicism Engaged

This capstone course applies the broader dialogue begun in previous Catholic Studies courses 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 of 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.

Credits	1
Prerequisites	Completed one 300 level CATH course; either CATH-305 (or as CATH-201), CATH-306 , or CATH-308 .
Semester Offered	Annual Fall Semester

CATH-497: Senior Paper

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 in 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.

Credits	1
Prerequisites	Take CATH-495 .
Semester Offered	Annual Fall Or Spring Semester
Distribution	Sed Vitae

CATH-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

CATH-COCURR: Co-Curricular Activities

Catholic Studies Majors and Minors must participate in co-curricular activities. To graduate from the program, majors must complete two activities per academic semester, and minors must complete two per academic year. Examples of relevant activities include academic lectures, symphonies, special liturgical events, , a trip to an art gallery, Campus Ministry group or retreat; service projects coordinated with the Hunthausen Center for Peace and Justice. Events would be identified by the program director to majors and minors in the program. Students will track their Co-Curricular activities every semester, and submit them for review by the CSP program director; Activities will be recorded once during the student's senior year, in a co-credit, required course, called CATH COCURR. With year submitted record of their activities, students will brief (1-2 paragraphs) reflection of how their activities contributed or enhanced their understanding of Catholic Studies, and/or experiences in their classes.

Credits	0
Semester Offered	Annual Fall & Spring Semesters

Chemistry

Faculty

CHRISSIE CARPENTER, PH.D.

REBECCA COATES, PH.D.

DAVID HITT, PH.D.

CAROLINE PHARR, PH.D., DEPT. CHAIR

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.

CH-101: General Chemistry I

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

Credits	3
Corequisites	Take CH 101L previously or concurrently with CH 101; minimum grade C-.
Semester Offered	Annual Fall Semester

CH-101L: General Chemistry I Lab General Chemistry Lab

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.

Credits	1
Corequisites	Take CH-101 previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

CH-102: General Chemistry II

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.

Credits	3
Corequisites	Students must receive a 'C-' or better in CH-101 and CH-101L to enroll in CH-102.
Semester Offered	Annual Spring Semester

CH-102L: General Chemistry II 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.

Credits	1
Prerequisites	Students must receive a "C-" or better in CH-101 and CH-101L to enroll in CH-102L.
Semester Offered	Annual Spring Semester

CH-103: Accelerated General Chemistry

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.

Credits	4
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

CH-111: Essentials of Chemistry: General

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.

Credits	3
Corequisites	Take CH-111L previously or concurrently with CH-111; minimum grade C-.
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

CH-111L: Essentials of Chemistry Lab

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.

Credits	1
Corequisites	Take CH-111 previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

CH-112: Essentials of Chem:Organic/Biochemistry

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.

Credits	3
Prerequisites	CH-101 CH-102 or CH-111 or CH-103. Students must receive a 'C-' or better in the prerequisites to enroll in CH-112.
Semester Offered	Annual Spring Semester

CH-189L: Special Topics Lab

Credits	1-4

CH-205: Quantitative Analysis

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. Two 75-minute lectures and one 4-hour laboratory per week.

Credits	4
Prerequisites	Take CH-102 and CH-102L with a minimum grade of C- "C-".
Semester Offered	Annual Spring Semester

CH-205L: Quantitative Analysis Lab

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.

Credits	0
Prerequisites	Take CH-102 and CH-102L or CH-103 with a minimum grade of "C-".
Semester Offered	Annual Spring Semester

CH-289: Special Topic

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.

Credits	1-3

CH-289G: Special Topics

Credits	1
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept

CH-301: Organic Chemistry I

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 objective of this course is for students to gain a working knowledge of the aforementioned concepts in order to solve problems in organic chemistry.

Credits	3
Prerequisites	Grade of 'C-' or better in CH-102 and CH-102L or CH-103.
Semester Offered	Annual Fall Semester

CH-301L: Organic Chemistry I Lab

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.

Credits	1
Prerequisites	Grade of "C-" or better in CH-102 and CH-102L or CH-103.
Semester Offered	Annual Fall Semester

CH-302: Organic Chemistry II

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 objective of this course is for students to gain a working knowledge of the aforementioned concepts in order to solve problems in organic chemistry.

Credits	3
Prerequisites	Students must pass CH-301 and CH-301L with a "C-" or better to enroll in CH-302.
Semester Offered	Annual Spring Semester

CH-302L: Organic Chemistry II Lab

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.

Credits	1
Prerequisites	Students must pass CH-301 and CH-301L with a "C-" or better to enroll in CH-302L.
Semester Offered	Annual Spring Semester

CH-306: Instrumental Methods

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.

Credits	3
Prerequisites	<u>CH-205</u>. Students must receive a "C-" or better in the prerequisite to enroll in <u>CH-306</u>.
Semester Offered	Even Year Fall Semester

CH-311: Spectrometric Org Structure Determinatn

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.

Credits	2
Prerequisites	Take <u>CH-301</u>.
Semester Offered	Odd Year Spring Semester

CH-353: Biochemistry I

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.

Credits	3
Prerequisites	Take <u>CH-301</u> and <u>CH-301L</u> or CH-285 with minimum grades C-. Take <u>BI-121</u> with minimum grades of C-.
Corequisites	Take <u>CH-353L</u>;
Semester Offered	Annual Fall Semester

CH-353L: Biochemistry Lab

Intermediate Writing.

Credits	1
Prerequisites	Take <u>CORE-110</u> or <u>HNR-150</u>. Take 1 OC, oral communications course. Take <u>CH-301</u> and <u>CH-301L</u> or CH-285 with minimum grades C-. Take <u>BI-121</u> with minimum grade C-.
Corequisites	Take <u>TH-101</u>; Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Intermediate Writing

CH-354: Biochemistry II

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.

Credits	4
Prerequisites	Students must receive a "C-" or better in CH-353 to enroll in CH-354.
Semester Offered	Annual Spring Semester

CH-389: Special Topic

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.

Credits	1-4

CH-390: Physical Chemistry for Life Sciences

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.

Credits	4
Prerequisites	Take CH-302, CH-302L, MA-122 and PHYS-205. Student must pass prerequisites with a C- or better to enroll in CH-390.
Corequisites	Take PHYS-205 concurrently if not previously taken. Student must pass co-requisites with a C- or better to enroll in CH-390.
Semester Offered	Even Year Fall Semester

CH-391: Physical Chemistry

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.

Credits	3
Prerequisites	Take CH-302 and CH-302L. Students must pass prerequisites with a C-"or better to enroll in CH-391.
Corequisites	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.
Semester Offered	Odd Year Fall Semester

CH-392: Physical Chemistry

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.

Credits	3
Prerequisites	Take CH-391 and CH-302 . Students must pass prerequisites with a C- or better to enroll in CH-392 .
Corequisites	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 .
Semester Offered	Even Year Spring Semester

CH-405: Advanced Inorganic Chemistry

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.

Credits	3
Prerequisites	Take CH-302 . Students must receive a "C-" or better in the prerequisite to enroll in CH-405 .
Semester Offered	Odd Year Spring Semester

CH-406: Advanced Organic Chemistry

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.

Credits	3
Prerequisites	Students must receive a "C-" or better in CH-302 to enroll in CH-406 .
Semester Offered	Even Year Spring Semester

CH-411: Integrated Lab I

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.

Credits	2
Prerequisites	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 .
Corequisites	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 . Take CH-391 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 .
Semester Offered	Annual Fall Semester

CH-412: Integrated Lab II Lab

Advanced Writing. 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.

Credits	2
Prerequisites	Take an intermediate writing course. Take 1 OC, oral communications course. Take CH-302, CH-302L 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.
Corequisites	Take TH-101 previously or concurrently. 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.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing

CH-425: Internship

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

CH-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

CH-489: Special Topic

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters

CH-496: Senior Seminar

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.

Credits	1
Prerequisites	Minimum senior standing.
Semester Offered	Annual Fall Semester

CH-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Communication Studies

Faculty

ALAN HANSEN, PH.D.
CHARLOTTE M. JONES, 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

CO-101: Basic Communication

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Oral Communications

CO-108: Digital Publishing

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 software such as Adobe InDesign for production of pamphlets, newsletters, etc. Plus advanced units on digital design, Photoshop, designing for the Web and guides for effective PowerPoint presentations using digital tools.

Credits	3
Prerequisites	<u>CO-101</u>
Semester Offered	Annual Spring Semester
Distribution	Social Science

CO-111: Introduction to Forensics

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Fall Semester

CO-112: Introduction to Forensics

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Spring Semester

CO-130: Digital Video Production

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Cross Listed Course

CO-145: Podcasting Production

Big Sky Small World: Student Podcast Production. An interactive, practical course. Class members collaborate to the Carroll student podcasts. Students will engage with all aspects of producing live episodes of the student podcast, including planning, production, hosting, and marketing. Flex class times to accommodate all schedules.

Credits	1

CO-165: Writing for Digital Media

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.

Credits	3
Semester Offered	Odd Year Fall Semester

CO-189: Special Topic

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.

Credits	1-3

CO-206: Small Group Communication

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.

Credits	3
Prerequisites	Take CO-101 .
Semester Offered	Odd Year Fall Semester
Distribution	Social Science

CO-210: Language & Nonverbal Behavior

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.

Credits	3
Prerequisites	Minimum sophomore standing.
Semester Offered	Odd Year Fall Semester
Distribution	Social Science

CO-211: Advanced Forensics

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Fall Semester

CO-212: Advanced Forensics

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Spring Semester

CO-215: Introduction to Public Relations I

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.

Credits	3
Prerequisites	Take CO-101.
Semester Offered	Even Year Fall Semester

CO-216: Introduction to Public Relations II

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.

Credits	3
Prerequisites	Take CO-215.
Semester Offered	Odd Year Spring Semester

CO-220: Event Planning

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.

Credits	3
Semester Offered	Even Year Spring Semester

CO-225: Professional Communication

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.

Credits	3
Prerequisites	Take CO-101.
Semester Offered	Even Year Spring Semester
Distribution	Social Science

CO-226: Community Assistant Seminar

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;

Credits	2
Semester Offered	Annual Fall Semester

CO-227: Student Ambassador Seminar

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).

Credits	1
Corequisites	Take CO-101(may be taken concurrently).
Semester Offered	Annual Spring Semester

CO-228: Student Ambassador Leadership

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).

Credits	1
Corequisites	Take CO-101(may be taken concurrently).
Semester Offered	Annual Spring Semester

CO-236: Prospector Student Newspaper I

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Fall Semester

CO-237: Prospector Student Newspaper II

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Spring Semester

CO-240: Graphic Design

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.

Credits	3
Semester Offered	Odd Year Fall Semester

CO-250: Social Media and Communication

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.

Credits	3
Prerequisites	Take CO-101.
Semester Offered	Annual Spring Semester
Distribution	Social Science

CO-260: Servant Leadership

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.

Credits	3
Prerequisites	Take CO-101.
Semester Offered	Even Year Fall Semester
Distribution	Social Science

CO-275: Conflict Management

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.

Credits	3
Prerequisites	Minimum sophomore standing. Take CO-101.
Semester Offered	Even Year Fall Semester
Distribution	Social Science

CO-279: Writing About Movies

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.

Credits	3
Semester Offered	Even Year Fall Semester

CO-280: Gender Communication

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Spring Semester
Distribution	Cultural Diversity, Cross Listed Course, Social Science

CO-289: Special Topic

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.

Credits	1-3

CO-306: Writing for the Print Media

Advanced Writing. 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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Take CO-101. Take CORE-110.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing, Cross Listed Course

CO-308: Communication Ethics

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.

Credits	3
Prerequisites	Minimum Jr standing. Take CO-101.
Semester Offered	Odd Year Spring Semester
Distribution	Social Science

CO-310: Mass Media

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.

Credits	3
Prerequisites	Minimum Jr Standing.
Semester Offered	Even Year Fall Semester
Distribution	Social Science

CO-311: Advanced Forensics

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Fall Semester

CO-312: Advanced Forensics

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Spring Semester

CO-320: Organizational Communication

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.

Credits	3
Prerequisites	Minimum Jr standing.
Semester Offered	Annual Spring Semester
Distribution	Social Science

CO-325: Intercultural Comm

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.

Credits	3
Corequisites	Take <u>CORE-110</u> or <u>HNR-150</u> or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Social Science

CO-325N: Intercultural Comm

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.

Credits	3
Corequisites	Take <u>CORE-110</u> or <u>HNR-150</u> or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Social Science

CO-340: Interpersonal Communication Theory

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.

Credits	3
Prerequisites	Minimum sophomore standing.
Semester Offered	Even Year Spring Semester
Distribution	Social Science

CO-360: Health Communication

Social Science. A theoretical and practical examination of the central role of communication in the provision of health care. Students will examine communication issues such as empathy, therapeutic listening, trust, self-disclosure, social support, and interactional control/power and their use and impact on our emotional and physical well-being and in varying health care relationships: individual (e.g., the patient role, the provider role), interpersonal (e.g., provider-client, provider-family), group (e.g., healthcare teams, self-help/support groups), organizational, and societal. Designed to serve all students, especially those seeking careers as healthcare professionals.

Credits	3
Prerequisites	Minimum Jr standing.
Semester Offered	Even Year Fall Semester
Distribution	Social Science

CO-389G: Special Topic

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.

Credits	1-3

CO-395: Research Methods Seminar

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.

Credits	3
Prerequisites	Minimum Jr standing.
Semester Offered	Annual Fall Semester

CO-411: Advanced Forensics

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Fall Semester

CO-412: Advanced Forensics

Variable credit. Change to desired number of credits prior to registering. After registration, change number of credits in the registrar's office by the end of add drop week. 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.

Credits	1-3
Semester Offered	Annual Spring Semester

CO-414: Human Communication Theory

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.

Credits	3
Prerequisites	Minimum Jr Standing.
Semester Offered	Odd Year Fall Semester

CO-417: Methods of Teaching Speech Communication

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters

CO-420: Globalization Gender & Communication

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.

Credits	3
Prerequisites	Minimum Jr standing.
Semester Offered	Odd Year Fall Semester
Distribution	Social Science

CO-425: Internship

Sed Vitae. 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.

Credits	1-12
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

CO-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

CO-495: Senior Practicum: The Graceful Exit

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.

Credits	1
Semester Offered	Annual Fall Semester

CO-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Computer Science

Faculty

TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, AND PHYSICS, DEPT. CHAIR
SHAUN E. SCOTT, ED.D.
NATHAN WILLIAMS, B.S.
DIANE BURKE, M.Ed, 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.

CS-111: Introduction to Computer Programming

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.

Credits	3
Semester Offered	Annual Fall Semester

CS-112: Object-Oriented Program Design

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.

Credits	3
Prerequisites	Take <u>CS-111</u>.
Semester Offered	Annual Spring Semester

CS-121: Introduction to Cybersecurity

This introductory course offers a comprehensive overview of cybersecurity, covering key topics such as the history and evolution of cyber threats, operating system security management, and the foundations of cryptography. Students will explore essential cybersecurity frameworks like the NIST framework, gain hands-on experience with open-source security tools, and learn best practices for data protection through access controls, encryption, and secure storage. By the end of the course, students will be equipped with the fundamental skills needed to defend against cyber threats and protect digital information.

Credits	3
Semester Offered	Annual Fall & Spring Semesters

CS-130: Digital Video Production

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Cross Listed Course

CS-189: Special Topic

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

CS-195: Career Navigation and Exploration in Cybersecurity

This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you and make a clear plan of action toward securing them.

Prerequisites	Any cybersecurity course or advisor approval and a strong interest in a career in cybersecurity

CS-202: Web Design and Development

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).

Credits	3
Semester Offered	Annual Fall & Spring Semesters

CS-211: Data Structures and Algorithms

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, sou 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.

Credits	3
Prerequisites	Take CS-111. Take CS-112.
Semester Offered	Annual Fall Semester

CS-213: Management Information Systems

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters

CS-220: Network and System Security

This course provides a foundational understanding of how to secure modern networks and systems by identifying and addressing vulnerabilities. Students will explore core networking concepts such as the OSI model, routing, and switching, and gain hands-on experience with network infrastructure, including cabling, configuration, and virtualization. Key topics include network security fundamentals, the use of Security Information and Event Management (SIEM) systems, and the application of encryption and firewall technologies. Additionally, students will learn system hardening practices to protect against unauthorized access and minimize vulnerabilities.

Credits	3
Semester Offered	Annual Fall & Spring Semesters

CS-221: Cybercrime and Governance

This course examines the essential role of governance in combating cybercrime and maintaining the integrity of digital environments. Students will learn to design and implement cybersecurity policies that align with legal and ethical standards, conduct risk assessments and security audits, and navigate key laws and regulations governing cybercrime and privacy. The course also covers the development and documentation of robust security procedures, equipping students to create and enforce resilient cybersecurity strategies within organizations.

Credits	3
Semester Offered	Annual Fall Semester

CS-230: Software Engineering

Intermediate Writing. 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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course. Take CS-211 .
Corequisites	Take TH-101 previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Intermediate Writing

CS-241: Networking Fundamentals

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.

Credits	3
Semester Offered	Annual Spring Semester

CS-251: Introduction to Linux

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.

Credits	3
Corequisites	Take CS-111 previously or concurrently.
Semester Offered	Annual Fall Semester

CS-287: Student Topics in Computer Science

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.

Credits	1
Semester Offered	Annual Spring Semester

CS-289: Special Topic

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.

Credits	1-3

CS-295: Cybersecurity Sophomore Seminar

This sophomore-level course is designed to immerse

Credits	3
Prerequisites	Take CS-121, CS-220 and CS-221
Semester Offered	At the Discretion of the Dept

CS-310: Database Design

students in real-world cybersecurity challenges

Credits	4
Prerequisites	Recommended: CS-120 and CS-230 prior to taking this class. Grade of "C-" or better in CS-110 (or equivalent).
Semester Offered	Annual Fall Semester

CS-311: Database Project

through experiential learning opportunities.

Credits	4
Prerequisites	Take CS-310.
Semester Offered	Annual Spring Semester

CS-320: Security Operations

Students will engage in hands-on projects,

Credits	3
Prerequisites	Take CS-121 and CS-220
Semester Offered	Annual Fall Semester

CS-321: Ethical Hacking

simulations, and case studies that reflect current

Credits	3
Prerequisites	Take CS-220
Semester Offered	Annual Fall Semester

CS-322: Security Policy and ADS Security

industry practices and scenarios. The course

Credits	4
Prerequisites	Take CS-110, CS-202, and CS-241.
Semester Offered	Annual Spring Semester

CS-341: Software Engineering II

emphasizes practical problem-solving, teamwork,

Credits	4
Prerequisites	Must have completed CS-230 with a grade of C- or better prior to taking this course
Semester Offered	Annual Fall Semester

CS-389: Special Topic

and the application of foundational cybersecurity

Credits	1-4

CS-410: Operating Systems

concepts in dynamic environments.

Credits	4
Prerequisites	Recommended: CS-110, CS-120 and CS-230.
Semester Offered	Annual Fall Semester

CS-420: The Future of Cybersecurity

This course explores the rapidly evolving landscape of cybersecurity, focusing on emerging threats and cutting-edge technologies. Students will learn to conduct mobile security assessments, implement cloud security on platforms like AWS and Google Cloud, and counteract social engineering attacks. Additionally, the course examines how artificial intelligence and blockchain are influencing cybersecurity, equipping students with the knowledge to protect against future threats.

Credits	3
Prerequisites	Take CS-220
Semester Offered	Annual Spring Semester

CS-421: Cyber Security

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.

Credits	4
Prerequisites	Take CS-322. CS-410 is recommended. Take CS-251.
Semester Offered	Annual Spring Semester

CS-425: Internship

Sed Vitae. 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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

CS-430: Senior Project: Your Project

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.

Credits	4
Prerequisites	Take CS-310.
Semester Offered	Annual Spring Semester

CS-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

CS-489: Special Topic

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.

Credits	1-3

CS-495: Computer Science Seminar

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students.
Semester Offered	Even Year Spring Semester

CS-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Consortium

CONS-100: Consortium Credits

Credits	1-12

Continuing Education

CE-HLC: Healthcare Leadership Certificate

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. Certificate and CEU's are awarded upon completion of online assessments and participation in the Learning Live sessions.

CORE

CORE-110: First Year Writing Seminar

First year cohort. 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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	First Year Cohort

CORE-ABROAD: CORE-ABROAD

Sed Vitae. Enrollment in CORE-ABROAD indicates that your study abroad experience will be used to satisfy the Core Curriculum's Sed Vitae requirement. CORE-ABROAD itself carries no credits, and adds only one additional requirement to your study abroad experience: you must complete the Sed Vitae reflection essay at the end of your time abroad. If you meet the essay requirements, you will earn a "Pass" for CORE-ABROAD and complete the Sed Vitae requirement.

Credits	0
Semester Offered	Annual Fall Spring & Summer

CORE-INTERN: CORE-INTERN

Sed Vitae. Enrollment in CORE-INTERN indicates that your academic internship will be used to satisfy the Core Curriculum's Sed Vitae requirement. CORE-INTERN itself carries no credits, and adds only one additional requirement to your academic internship experience: you must complete the Sed Vitae reflection essay at the end of your internship. If you meet the essay requirements, you will earn a "Pass" for CORE-INTERN and complete the Sed Vitae requirement. If your internship is credit-bearing, it will receive a separate grade as determined by your academic internship faculty advisor.

Credits	0
Semester Offered	Annual Fall Spring & Summer

CORE-PRAC: CORE-PRACTICUM

Sed Vitae. Enrollment in CORE-PRAC indicates that your academic practicum experience will be used to satisfy the Core Curriculum's Sed Vitae requirement. CORE-PRAC itself carries no credits, and adds only one additional requirement to your practicum experience: you must complete the Sed Vitae reflection essay at the end of your experience. If you meet the essay requirements, you will earn a "Pass" for CORE-PRAC and complete the Sed Vitae requirement. If you are enrolled in a credit-bearing course that is associated with your practicum experience (e.g. [BA-402](#), [ED-410](#), [ENGR-412](#), [NU-305](#), etc.), it will receive a separate grade as determined by your faculty instructor.

Credits	0
Semester Offered	Annual Fall & Spring Semesters

CORE-PROJ: Core Capstone Project

Core Project is the Capstone assignment for Carroll's liberal arts Core curriculum. Students create and record a multimedia presentation in which they reflect on their liberal arts education and its impact on them. All undergraduate students must complete Core Project prior to graduation.

Credits	0
Corequisites	Take one AW, advanced writing, course. Take one ER, ethical reasoning, course.
Semester Offered	Annual Fall Spring & Summer

CORE-RSRCH: CORE-RSRCH

Sed Vitae. Enrollment in CORE-RSRCH indicates that your academic research experience will be used to satisfy the Core Curriculum's Sed Vitae requirement. CORE-RSRCH itself carries no credits, and adds only one additional requirement to your research experience: you must complete the Sed Vitae reflection essay at the end of your experience. If you meet the essay requirements, you will earn a "Pass" for CORE-RSRCH and complete the Sed Vitae requirement. If your academic research experience is credit-bearing through an academic department, it will receive a separate grade as determined by your faculty instructor.

Credits	0
Semester Offered	Annual Fall & Spring Semesters

CORE-SRVLRN: CORE-SRVLRN

Sed Vitae. Enrollment in CORE-SRVLRN indicates that your service learning experience will be used to satisfy the Core Curriculum's Sed Vitae requirement. CORE-SRVLRN itself carries no credits, and adds only one additional requirement to your service learning experience: you must complete the Sed Vitae reflection essay at the end of your experience. If you meet the essay requirements, you will earn a "Pass" for CORE-SRVLRN and complete the Sed Vitae requirement. If your service learning experience is credit-bearing through an academic department, it will receive a separate grade as determined by your faculty instructor.

Credits	0
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Criticism & Educ

ENLE-189: Special Topic

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.

Credits	1-3

ENLE-200: Literary Studies

Intermediate Writing. Writing Intensive. 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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Intermediate Writing

ENLE-289: Special Topic

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.

Credits	1-3

ENLE-332: English Grammar

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.

Credits	3
Prerequisites	Take CORE-110 and ENLE-200.
Semester Offered	At the Discretion of the Dept

ENLE-333: History of the English Language

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.

Credits	3
Prerequisites	ENLE-332 is strongly recommended before taking ENLE-333. Take CORE-110 and ENLE-200.
Semester Offered	Odd Year Spring Semester

ENLE-389: Special Topic

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.

Credits	1-3

ENLE-390: Theories & Practice for Tutoring Writing

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.

Credits	1
Semester Offered	Annual At the Discretion of the Dept

ENLE-404: Literary Theory & Criticism

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.

Credits	3
Prerequisites	Take CORE-110. Take ENLE-200.
Semester Offered	Odd Year Fall Semester

ENLE-411: Teaching English on the Secondary Level

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.

Credits	3
Corequisites	Take ED-318, minimum grade C-.
Semester Offered	Odd Year Fall Semester

ENLE-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

Data Science

Faculty

KELLY CLINE, PH.D.
JODI FASTEEN, PH.D.
TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, AND PHYSICS, DEPT. 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.

DS-201: Introduction to Data Science

Quantitative Analysis. 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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Quantitative Analysis

DS-325: Advanced Statistics for Data Science

Intermediate Writing. Writing Intensive. 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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course. Take MA-315 .
Corequisites	Take TH-101 previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Intermediate Writing

DS-401: Machine & Statistical Learning

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.

Credits	3
Prerequisites	Take DS-325 and MA-141.
Corequisites	MA-334 can be taken concurrently.
Semester Offered	Even Year Spring Semester

DS-405: Computing for Data Science

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.

Credits	3
Prerequisites	Take DS-325 and CS-310.
Semester Offered	Odd Year Spring Semester

DS-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

DS-430: Senior Project

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing

DS-489: Special Topic

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.

Credits	1-4

DS-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Advanced Writing, Sed Vitae

Economics

EC-189: Special Topic

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.

Credits	1-3
Distribution	Social Science

EC-201: Principles of Microeconomics

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.

Credits	3
Corequisites	Prerequisite or concurrent enrollment in MA-117 . (or MA-121 MA-131 or MA-207).
Semester Offered	Annual Fall Semester
Distribution	Social Science

EC-202: Principles of Macroeconomics

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.

Credits	3
Prerequisites	Take EC-201 .
Semester Offered	Annual Spring Semester
Distribution	Social Science

EC-203: Project Management Economics

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Social Science

EC-389: Special Topic

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.

Credits	1-3

EC-389W: Special Topic

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.

Credits	1-3

EC-393: India: Socioeconomic Issues(GDorND)

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course

EC-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

EC-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Education

Faculty

JOE HELBLING, PH.D., Director of Teacher Education, DEPT. CHAIR
KATHY GILBOY, ED.D.

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 differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practices;
2. Use understanding of individual differences and diverse cultures, languages 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 evidence-based practices that support the social, emotional, well-being, behavioral, and academic needs of all students;
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, language and contemporary status of American Indians and tribes in Montana.

Program Requirements and Progression Benchmarks

To ensure the development of competent, ethical, and reflective educators, the Teacher Education Program (TEP) at Carroll College has established a series of progression benchmarks that students must meet to continue in the program and be recommended for licensure. These benchmarks align with state and national standards and reflect candidate growth in knowledge, skills, and professional dispositions. Students are assessed at multiple points in their preparation and must meet academic, professional, and field-based performance expectations. The Teacher Education Program reserves the right to review a candidate's standing and progress at any point, and may require additional support plans or deny progression based on academic or professional concerns.

Key Progression Benchmarks

Benchmark 1: Completion of the Freshman Year

- GPA: Maintain a cumulative grade point average of 2.5. Students must earn a minimum of a C- in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements. Courses may be repeated up to 2 times until a C- or better is obtained.
- Courses: Completion of **ED-102** - Foundations of Education, **ED-103** - Instructional Media and Technology, **PSY-203** - Developmental Psychology, **CORE-110**, and **CO-101** - Basic Communication.
- Advisors: Elementary Education majors should identify an advisor in the Education Department by the end of the freshman year. Secondary Education majors should identify two advisors:

an advisor in the Education Department faculty to ensure state licensure guidelines are followed, and an advisor from the faculty in their content area to coordinate their program.

- CASE Test: We highly recommend that students take the Core Academic Skills for Educators Test (CASET) by the end of their freshman year or very early in their sophomore year. Minimum passing scores for Reading, Math, and Writing must be obtained prior to admission into the Teacher Education Program. Check with the Teacher Education Program Administrative Assistant or your advisor to determine current minimum passing scores.
 - CASET Waiver: Students may waive the CASET, if they can verify passing ACT or SAT scores in Reading, Math, and Writing. If ACT or SAT scores are not at the passing level for any individual area (Reading, Math, or Writing), students must obtain a passing score on the CASET in that individual area.
 - Passing ACT scores are Reading-22, Math-19, and Writing-7
 - Passing SAT scores are Reading and Writing-560; and Math-550

Benchmark 2: Admission to the Teacher Education Program (TEP)

Formal application to the Teacher Education Program:

Meet the following criteria not later than March 1st of the sophomore year:

- Have a minimum cumulative GPA of 2.75 and have a C- or better in all program required courses at the time of application;
- Passed a minimum of 1 area (Reading, Math, Writing) of the CASET or verify passing ACT/SAT scores for a minimum of 1 area;
- Received a clean background check through the Department of Education;
- Received positive faculty evaluations of professional dispositions, and;
- Received positive evaluations of professional dispositions from field experiences.

Full Admission: Upon verification of the application materials, an interview will be scheduled. Should the interview meet program requirements, students will be fully admitted to the Teacher Education Program.

Provisional Admission: Students who do not qualify for Full Admission may qualify for Provisional Admission for the following scenarios:

- GPA: Students who have a cumulative GPA of 2.25-2.74 may still be scheduled for an interview if a review of midterm grades shows that the student has the potential to

meet the 2.75 criteria at the end of the semester. At the end of the spring semester, students must have a cumulative GPA of 2.75 to be eligible for Full Admission to the TEP.

- CASET: A passing score on all sections of the CASET must be received by the following fall semester withdrawal date (usually mid-November) to be eligible for Full Admission. If passing scores are not received by the fall withdrawal date, students should withdraw from **ED-323/ED-325** - Communications Arts I & II (Elementary majors) or **ED-318** - Content Area Reading and Secondary Methods (Secondary majors) as students MUST be Fully Admitted in order to receive a passing grade in these courses. Students should consult with their academic advisors to evaluate their readiness for continued pursuit of teacher licensure and to discuss whether alternative options may better align with their strengths and goals.
- Interview: Students whose interview does not meet the minimum program requirements will receive feedback and may schedule a second interview. Students who do not meet minimum requirements on a second interview will have the opportunity to complete a plan of intervention that must be completed to the satisfaction of the Education Department to be eligible for Full Admission.
- Other: The Department may consider, at their discretion, provisional admission for reasons not listed in this catalog.

Notes:

- Readmission After Interruption: Students who have been admitted to the Teacher Education Program, but have not been enrolled in Carroll College for one semester or more, must seek readmission into the program. See “Readmission After Interruption” under Teacher Education Policies below.
- Transfer Students: Transfer students entering at the junior level may be granted conditional admission to the Teacher Education Program for one semester. See “Transfer Student Admission” under Teacher Education Policies below.
- All candidates will be informed of their admission status no later than June 30 of the application year.

Benchmark 3: Admission to Student Teaching

Students who have not been fully admitted to the Teacher Education Program by March 1st of their junior year will not be considered for student teaching. All teaching candidates in K-8, P-12, K-12, and 5-12 programs must apply for admission to student teaching. Applications must be made to the Department of Education no later than March 1st of the junior year. Failure to do so will cancel the student’s opportunity to student teach during the fall and spring semesters of the following school year. It is the student’s responsibility to seek admission to student teaching. To be admitted to student teach, students must meet the following criteria:

- Application: Submit a formal Student Teaching application to the Education Department;
- ETS Praxis Subject Knowledge Test: Receive an acceptable rating (2 or better) on the appropriate ETS Praxis Subject Knowledge Test on the Montana Assessment of Content Knowledge (MACK) Verification for each subject/endorsement area in which the candidate will be seeking licensure. Students must obtain a score of “3” to be recommended for licensure by the Carroll College Teacher Education Program.
- GPA: Have a minimum 3.0 grade point average in Major and Minor Program Requirements, Professional Education Requirements, and Other Program Requirements in each K-8, 5-12, K-12, or P-12 Major and Minor area. Elementary Education (K-8) candidates must have a minimum 3.0 grade point average in Elementary Education Content Coursework GPA on the Montana Assessment for Content Knowledge Verification;
- Courses: All Major and Minor Program Requirements, Professional Education Requirements and Other Program Requirements must be completed, with a grade of “C-” or better;
- Faculty Evaluations: Receive positive faculty evaluations, and;
- Field Experience Evaluations: Receive positive evaluations from past field experiences.

Notes:

- Student Teaching Placements: See details under Teacher Education Policies below.

Benchmark 4: Program Completion and Licensure Recommendation

To be recommended for licensure by the Carroll College TEP, students must:

- Cumulative grade point average of 3.00 and C- or better in all Professional Education Requirements, Major and Minor Program Requirements, and Other Program Requirements.
- Successfully complete all degree requirements, including Student Teaching (**ED-410**);
- Demonstrate competencies in teaching skills and professional dispositions as assessed during student teaching;
- Achieve passing scores on the Montana Assessment of Content Knowledge (MACK). The MACK includes three sources of evidence:
 - GPA in content-area coursework;
 - Praxis Subject Knowledge Test aligned with the candidate’s endorsement area(s);
 - Content knowledge demonstrated during student teaching, as evaluated by the cooperating teacher.

Students must meet minimum expectations in each component as well as an overall minimum score.

Elementary candidates may be required to meet minimum expectations across multiple content areas (English Language Arts, Math, Science, Social Studies).

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 and Other Program Requirements for elementary or secondary education, the following requirements must be met:

- Students must take methods courses aligned with their teaching major/minor (for secondary) or area of emphasis (for elementary) and complete student teaching at the middle school level.
- Areas of academic emphasis for education majors include mathematics, science, language arts (English), and social science. To obtain the Middle School area of concentration, elementary education majors must take a minimum of 12 additional semester hours of coursework in one area of academic emphasis, beyond the requirements for the elementary education major. The emphasis area and specific coursework must be approved by the students' academic advisor in Department of Education.

Teacher Education Policies

Admission into the Teacher Education Program

The Teacher Education Program is a structured sequence of coursework and field experiences that includes benchmarks for formal admission, student teaching, and program completion. Students pursuing any Education major that leads to teacher licensure, including Elementary, Secondary, and K-12 programs, must be formally admitted into the Teacher Education Program. Admission to Carroll College does not automatically qualify a student for admission 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 March 1st of their sophomore year). It is the student's responsibility to seek admission to the program.

Admission Requirements

To be considered for admission, students must meet the following criteria for acceptance:

1. Receive acceptable minimum scores on the Core Academic Skills for Educators Test or provide verified passing scores on an acceptable college entrance exam (ACT or SAT);
2. Earn a grade of "C-" or better in **CO-101**;
3. Earn a grade of "C-" or better in **CORE-110**;
4. Earn a grade of "C-" or better in all program required courses;
5. Have a minimum cumulative GPA of 2.75 at the time of application;
6. Complete an interview that meets program standards;
7. Receive positive faculty recommendations;
8. Pass a clear background check; and
9. Demonstrate a positive performance in prior K-12 field experiences

The student's application will be evaluated by Department of Education faculty based on the above criteria. Applicants will be fully admitted into the program, provisionally admitted on a provisional basis, or denied admission into the program.

Provisional Admission

Students will be admitted on a provisional basis if they meet the following criteria:

- Passed at least a minimum of one area (reading, writing, mathematics) of the Core Academic Skills for Educators Test or possess verified scores on an acceptable college entrance exam (ACT or SAT) in a minimum of one area (reading, writing, mathematics);
- Participated in an interview but may not have met program standards;
- Have not yet met the 2.75 cumulative GPA requirement but are expected to do so before the start of the fall semester of the junior year.
- All other areas have met program standards.

Students who are not directly admitted into the program will be informed of any deficiencies and may be given further opportunity for admission following academic counseling and/or academic assistance and/or counseling.

Notes:

Students who have been admitted into the Teacher Education Program, but have not been enrolled in Carroll College for one semester or more, must seek readmission into the program. See "Readmission After Interruption" below.

For Junior Level Transfer students: Transfer students entering at the junior level may be granted **conditional admission** to the Teacher Education Program for one semester. See "Transfer Student Admission" below. Two months prior to the end of that semester, they must submit a formal application for full admission. Their application will be evaluated using the same criteria as for sophomore-level students entering at the junior level and are admitted to the program

on a conditional basis for one semester. One month prior to the close of that semester, junior transfer students must submit an application for full admission into the Teacher Education Program. Transfer candidates will be reviewed using the same criteria as Carroll College sophomore students.

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

Readmission After Interruption

Students who have been admitted to the Teacher Education Program but have not been enrolled at Carroll College for one semester or more must seek readmission to the program. Readmission is not automatic and will be reviewed by Department of Education faculty.

The readmission process may include:

- Submission of a written request for readmission;
- An updated transcript review to ensure continued academic eligibility;
- A review of previously assessed field experiences and professional dispositions;
- An updated background check, if more than one year has passed since the last clearance;
- Additional requirements at the discretion of the department, especially if program standards or licensure requirements have changed during the student's absence.

Students returning after an extended absence may be required to complete additional coursework or field experiences to ensure alignment with current program expectations.

Transfer Student Admission

Students who transfer to Carroll College and intend to pursue teacher licensure must apply for admission to the Teacher Education Program in accordance with all standard admission procedures and timelines.

Junior-level transfer students may be granted conditional admission to the Teacher Education Program for their first semester at Carroll College. These students must submit a complete application for full admission during that semester (by October 15 for Fall Semester). The Department of Education will notify students of their admission status no later than November 10, or the official course withdrawal deadline, whichever comes first.

Transfer students are required to:

- Meet the same admission criteria as students who begin their education coursework at Carroll College, including GPA minimums, course grades, testing requirements, and dispositions evaluations;
- Submit official transcripts from all previously attended institutions for review by the Department of Education;

- Complete any missing pre-admission courses, including those with embedded field experiences, which provide essential assessment data on professional dispositions and teaching potential;
- Participate in an advising meeting with a Department of Education faculty member to develop a customized plan of study;
- Complete at least one supervised field experience that includes a formal evaluation of professional dispositions, as approved by the Department of Education. If prior field experience was completed at another institution, students must provide sufficient documentation (e.g., supervisor evaluations or disposition rubrics) for departmental review. If such documentation is not available or deemed insufficient, the department may require the student to complete a customized field placement at Carroll College prior to admission.

Post-Baccalaureate Pathway to Licensure

Individuals who already hold a bachelor's degree from a regionally accredited institution and wish to pursue initial teacher licensure may be eligible to complete a customized post-baccalaureate program of study at Carroll College. These candidates will meet with an advisor in the Education Department to determine licensure area(s) of interest and to complete a transcript review.

Based on this review, a tailored plan will be developed that outlines the coursework, field experiences, and assessments required to meet Carroll's Teacher Education Program standards and Montana licensure requirements. In some cases, previously completed coursework may be deemed out-of-date or not aligned with current research-based practices, in which case the student may be required to repeat or update prior coursework.

Post-baccalaureate candidates must be formally admitted to the Teacher Education Program and meet all the same benchmarks for progression, including student teaching, licensure assessments (e.g., the MACK), and demonstration of professional dispositions.

Admission to Student Teaching

All teacher candidates in K-8, K-12, and 5-12 licensure programs must apply for admission to student teaching. Admission into the Teacher Education Program at the end of the sophomore year does not automatically guarantee approval for permit one to pursue student teaching as a senior student.

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.

To be eligible for student teaching, candidates must meet the following academic requirements:

1. Receive an acceptable rating (2 or better) on the appropriate ETS Praxis Subject Knowledge Test on the Montana Assessment of Content Knowledge;
2. Maintain a minimum 3.0 GPA in:
 - Major Program Requirements,
 - Other Program Requirements,
 - Professional Education Requirements.
 - (For 5-12 and K-12 minors, a minimum 3.0 GPA is required in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.)
 - (Elementary Education candidates must have a minimum 3.0 GPA in Elementary Education Content Coursework on the Montana Assessment for Content Knowledge Verification.)
3. Complete all Major, Minor, Professional Education, and Other Program Requirements, with a grade of C- or better.
 - *Note: Students with a majority of coursework completed at the C- level may not meet the 3.0 GPA requirement stated above.*

In addition to academic qualifications, students will be assessed based on:

1. A submitted application for student teaching;
2. Positive faculty evaluations;
3. Positive performance in previous K-12 field experiences.

The application deadline for student teaching is March 15 of the academic year prior to the student teaching semester. Failure to apply by this deadline will result in the student being ineligible to student teach during the following fall or spring semester. It is the student's responsibility to ensure timely application and admission to the student teaching program.

Student Teaching Placement

Candidates admitted to student teaching cannot be guaranteed a particular school district, building, or cooperating 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:

- Local area school districts (see Option 1) cannot provide an appropriate placement in the student's area of licensing.
- An out-of-area placement provides a more valuable experience in the student's area of licensing.
- 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.

ED-102: Foundations of Education

Writing Intensive. 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.

Credits	3
Prerequisites	Course limited to freshman and sophomore students.
Semester Offered	Annual Fall & Summer

ED-103: Instructional Media & Technology

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.

Credits	3
Semester Offered	Annual Fall Semester

ED-189: Special Topic

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.

Credits	1-3

ED-215: Pe & School Health Elementary Schl

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. Students will be required to conduct 3 hours of field experience (observation) in a specified physical education setting.

Credits	3
Semester Offered	Annual Fall Semester

ED-221: Arts Integration in Elementary School

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 lesson to an elementary class.

Credits	3
Prerequisites	Take ED-102 with a minimum grade of C-
Semester Offered	Even Year Spring Semester

ED-228: Children's Literature

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.

Credits	3
Semester Offered	Odd Year Spring Semester

ED-229: Educational Psychology

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.

Credits	3
Semester Offered	Annual Fall & Summer
Distribution	Cross Listed Course

ED-245: Diversity Field Experience

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 advisor with the Education Department to plan the details of their field experience prior to registering for the course.

Credits	1
Semester Offered	Annual Fall & Spring Semesters

ED-250: Middle School Teaching

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.

Credits	3
Corequisites	Take ED-229 or PSY-229 (may be taken concurrently).
Semester Offered	Even Year Fall Semester

ED-305: Classroom Management

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.

Credits	2
Corequisites	Concurrent enrollment with ED-323, ED-325, or E- 318.
Semester Offered	Annual Fall Semester

ED-312: Elementary Science and Social Studies

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. Students will be required to conduct 5 hours of field experience (observation) in a specified science-based program.

Credits	4
Prerequisites	A lab course in at least two of the science disciplines: physical, life, or earth science.
Semester Offered	Annual Spring Semester

ED-316: Measurement and Assessment in Teaching

This course is designed to equip pre-service teachers with the knowledge and skills to create, interpret, and use various types of classroom assessments. These skills will help teachers make more accurate inferences in regards to student attainment of curricular aims so that appropriate instructional decisions can be made.

Credits	3
Prerequisites	A grade of "C-" or better in ED-318 or ED-325 .
Semester Offered	Annual Spring & Summer

ED-318: Content Area Reading & Sec Teach Methods

Advanced Writing. Content Area Reading & Secondary Teaching Methods. This course considers instructional planning and methods, lesson presentation skills, and learning tools. Students study the development of listening, speaking, vocabulary, reading, and writing, and learn assessment and teaching strategies to improve study skills and literacy in content areas. A 45-hour field experience in a public school classroom is required.

Credits	3-4
Prerequisites	Take one IW, intermediate writing course. Take PSY-229 or ED-229 and acceptance or provisional acceptance into to the Teacher Education Program.
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing

ED-323: Teaching Communication Arts I

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.

Credits	2
Prerequisites	Take one IW, intermediate writing course. Take ED-229 or PSY-229 and acceptance or provisional acceptance into the Teacher Education Program.
Corequisites	Concurrent enrollment in ED-325 .
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing

ED-324: Diagnostic-Based Interv in Literacy Inst

Diagnostic-Based Interventions in Literacy Instruction. This course addresses the following four topics: 1) formal and informal assessments of students' reading interests, attitudes, and abilities; 2) proven reading strategies, methods and techniques (research-based); 3) assessment-driven instructional planning, and 4) methods of reporting students' literacy skills and recommendations for continued growth. Students are required to complete a clinical field experience (10 sessions) in a K-12 school setting.

Credits	3
Prerequisites	A grade of C- or better in ED-318 or ED-325.
Semester Offered	Annual Spring Semester
Distribution	Cross Listed Course

ED-325: Teaching Communication Arts II

Teaching the Communication Arts II. Methods, materials, techniques, and strategies for teaching reading will be presented. The students will study methods for developing emergent literacy skills, word identification, fluency, vocabulary, comprehension, and metacognition. One-third of this course is devoted to public school classroom work (45-hour field experience).

Credits	3
Prerequisites	Take ED-229 or PSY-229 and acceptance or provisional acceptance into the Teacher Education Program.
Corequisites	Take ED-323.
Semester Offered	Annual Fall Semester

ED-365: Young Adult Literature

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.

Credits	3
Prerequisites	Take ENLE-200. Take CORE-110.
Semester Offered	Annual Spring Semester
Distribution	Cross Listed Course, Arts & Letters-Literature

ED-389: Special Topic

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.

Credits	1-3

ED-403: Internship

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.

Credits	5
Prerequisites	Take ED-318 or ED-325 and acceptance to student teaching.
Semester Offered	Annual Fall Semester

ED-404: Internship

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.

Credits	5
Prerequisites	Take ED-318 or ED-325 and acceptance to student teaching.
Semester Offered	Annual Spring Semester

ED-405: Education Seminar

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.

Credits	2
Corequisites	Concurrent enrollment in ED-403 or ED-404 or ED-408 or ED-410 , or consent of instructor. Admission to Student Teaching required.
Semester Offered	Annual Fall & Spring Semesters

ED-407: Organization & Admin of the Reading Prog

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. Admission to Student Teaching required.

Credits	2
Corequisites	Concurrent enrollment in ED-403 , ED-404 , ED-408 or ED-410 , and Admission to Student Teaching.
Semester Offered	Annual Fall & Spring Semesters

ED-408: Student Teaching- Minor Only

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.

Credits	5
Semester Offered	Annual Fall & Spring Semesters

ED-410: Student Teaching - Major Or Major/Minor

Sed Vitae. For qualified students pursuing 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.

Credits	12
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

ED-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

ED-489: Special Topic

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.

Credits	1-3

ED-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Engineering

Faculty

TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, AND PHYSICS DEPT. CHAIR
RECEP BIRGUL, PH.D.
SHAYE P. BODINE, PH.D.
RONALD BREITMEYER, PH.D.
MARY E. KEEFFE, PH.D.,DIRECTOR OF CIVIL ENGINEERING PROGRAM, ENGINEERING MATHEMATICS (3-2 PROGRAM) COORDINATOR
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. Carroll offers a major in civil engineering and a 3-2 engineering program. Additionally, a mathematics degree with a cognate concentration in engineering is available through the mathematics program.

ENGR-104: Engineering Graphics & CAD Application

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.

Credits	3
Semester Offered	Annual Spring Semester

ENGR-105: Intro to Engineering GPS & Surveying

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.

Credits	1
Semester Offered	Annual Fall Semester

ENGR-155: Robotics and Experimental Physics

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.

Credits	3
Corequisites	Required: Students who have taken <u>PHYS-205</u> or <u>CS-120</u> must have instructor approval to enroll in <u>PHYS-155/ENGR-155</u> . Recommended: <u>Mathematics at the level of high-school pre-calculus (i.e.,algebra, trigonometry, and elementary functions)</u> will be used throughout this course, but calculus is not a prerequisite; high-school physics is recommended but n
Semester Offered	Annual Fall Semester
Distribution	Cross Listed Course, Natural Science with Lab

ENGR-189: Special Topic

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.

Credits	1-3

ENGR-202: Water Distribution Systems

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.

Credits	1
Semester Offered	Annual Fall Semester

ENGR-205: Civil Engineering Materials and Testing

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.

Credits	2
Semester Offered	Annual Fall Semester

ENGR-289: Special Topic

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.

Credits	1-3

ENGR-302: Engineering Mechanics I: Statics

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.

Credits	3
Prerequisites	Grade of "C-" or better in PHYS-205 or MA-233.
Semester Offered	Annual Spring Semester

ENGR-303: Engineering Mechanics II: Solids

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.

Credits	3
Prerequisites	Grades of "C-" or better in ENGR-302, MA-122 or MA-131, and MA-141.
Semester Offered	Annual Fall Semester

ENGR-304: Engineering Mechanics III: Dynamics

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.

Credits	3
Prerequisites	Grade of "C-" or better in ENGR-302.
Semester Offered	Annual Fall Semester

ENGR-305: Electronics and Circuit Analysis I

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).

Credits	4
Prerequisites	Grades of "C-" or better in PHYS-202 or PHYS-206, MA-141, and MA-233.
Semester Offered	Annual Fall Semester
Distribution	Cross Listed Course

ENGR-305L: Electronic/Circuit Anlys I Lab

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).

Credits	0
Prerequisites	Grades of C or better in PHYS-206, MA-232, and MA-233.
Semester Offered	Annual Fall Semester
Distribution	Cross Listed Course

ENGR-306: Electronics and Circuit Analysis II

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.

Credits	4
Prerequisites	Grade of "C-" or better in ENGR-305.
Semester Offered	Spring Semester
Distribution	Cross Listed Course

ENGR-307: Fluid Mechanics

Writing intensive. 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.

Credits	3
Prerequisites	Grades of C- or better in ENGR-302 and MA-141.
Semester Offered	Annual Fall Semester

ENGR-309: Geotechnical Engineering

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.

Credits	4
Prerequisites	Grades of "C-" or better in ENGR-303 and ENGR-307.
Semester Offered	Annual Spring Semester

ENGR-310: Structures I

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.

Credits	3
Prerequisites	Grade of "C-" or better in ENGR-303.
Semester Offered	Annual Spring Semester

ENGR-311: Matrix Methods for Structures

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.

Credits	1
Prerequisites	A grade of "C-" or better in ENGR-303.
Corequisites	Take ENGR-310 or consent of the instructor not to.
Semester Offered	Annual Spring Semester

ENGR-313: Hydrology

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.

Credits	3
Prerequisites	Grades of "C-" or better in MA-131 or MA-122 or permission of instructor.
Semester Offered	Annual Fall Semester

ENGR-315: Transportation Engineering I

This course covers vehicle characteristics, geometric design of highways, earthwork calculations, pavement design, networks, and statistical applications in transportation. Two class hours per week.

Credits	2
Semester Offered	Annual Fall Semester

ENGR-323: Water Quality

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.

Credits	2
Prerequisites	Grades of "C-" or better in CH-111, BI-101 or BI-102, and MA-131 or MA-122.
Semester Offered	Even Year Fall Semester

ENGR-324: Air Quality

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.

Credits	2
Prerequisites	Minimum Jr standing. Take MA-122 or MA-131, and MA-141.
Semester Offered	Annual Spring Semester

ENGR-325: Hydrogeology

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.

Credits	3
Prerequisites	Minimum Jr standing.
Semester Offered	Annual Fall Semester

ENGR-326: Energy and the Environment

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, wi 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.

Credits	3
Prerequisites	Minimum sophomore standing. Take MA-122 or MA-131.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity

ENGR-327: Land & Stream Restoration

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 field 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.

Credits	3
Prerequisites	Minimum Jr standing.
Semester Offered	Odd Year Fall Semester

ENGR-329: Public Health & Environment

Cultural Diversity. 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.

Credits	3
Prerequisites	Minimum sophomore standing.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Cross Listed Course

ENGR-342: Thermal Physics

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.

Credits	3
Prerequisites	Grades of "C-" or better in PHYS-206 and MA-233 .
Semester Offered	Even Year Spring Semester
Distribution	Cross Listed Course

ENGR-389: Special Topic

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.

Credits	1-3

ENGR-389B: Land & Stream Restoration

Credits	2
Prerequisites	Minimum junior standing. Take MA-122 .
Semester Offered	Annual Fall & Spring Semesters

ENGR-389G: Special Topic

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.

Credits	1-3

ENGR-395: Spanning the Ages:history/Structure Spanning the Ages: (gd)

This a 16 day study abroad to trace the history of structural design in Europe from the time of the Mycenaean civilization in Greece (~1600 BC) through the Industrial Revolution (~1850 AD) to include the Golden Age of Greece, the Roman Empire, the Middle Ages, and the Renaissance. The course will also study the civilizations and cultures that persisted during each era of structural advancement through the period of study. Art, government structures, social structures, and the economics of Western European civilizations and their interconnections with advancement of structural designs are also studied, together with the rise and fall of several empires and cultures in Western Europe. During the study abroad 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 Western Europe in its modern contexts of art, culture, and social structures. The importance of various structures in the contexts of the history and modern circumstances in Europe are also studied. Students will also be guided in developing their international travel skills. The course will consist of 4 pre-trip preparation classes in April, the study abroad program, and the follow-up submission of a travel and study journal together with an exploration and discovery paper.

Credits	3
Semester Offered	At the Discretion of the Dept

ENGR-401: Hydraulics

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.

Credits	3
Prerequisites	Take ENGR-307 , minimum grade C-.
Semester Offered	Annual Fall Semester

ENGR-402: Environmental Engineering

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.

Credits	3
Prerequisites	Grades of "C-" or better in CH-III , BI-101 or BI-102 , and either MA-131 or MA-122 .
Semester Offered	Annual Spring Semester

ENGR-403: Structures II Steel Design

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.

Credits	3
Prerequisites	Take ENGR-303 ; minimum grade C-.
Semester Offered	Annual Fall Semester

ENGR-405: Water and Wastewater

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. Seco 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.

Credits	4
Prerequisites	Grade of "C-" or better in ENGR-401 .
Semester Offered	Annual Spring Semester

ENGR-406: Structures III Reinforced Concrete Design

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.

Credits	2
Prerequisites	Grade of "C-" or better in ENGR-303 .
Semester Offered	Annual Spring Semester

ENGR-409: Transportation Engineering II

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.

Credits	3
Prerequisites	Grade of C- or better in ENGR-315.
Semester Offered	Annual Fall Semester

ENGR-411: Senior Design Project I

Advanced Writing. 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.

Credits	2
Prerequisites	Take one IW, intermediate writing course. Minimum senior standing.
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing

ENGR-412: Senior Design Project II

Advanced Writing. 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.

Credits	2
Prerequisites	Take one IW, intermediate writing course. Grade of "C-" or better in ENGR-411.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing, Sed Vitae

ENGR-424: Groundwater Flow Modeling

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.

Credits	3
Prerequisites	Take ENGR-325.
Semester Offered	Annual Spring Semester

ENGR-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

ENGR-444: Computational Mthd Engineering Mechanics

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.

Credits	4
Corequisites	Grade of C- or better in MA-342 .
Semester Offered	Annual Spring Semester

ENGR-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

ENGR-489: Special Topic

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

ENGR-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

English Language

ENLE-189: Special Topic

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.

Credits	1-3

ENLE-200: Literary Studies

Intermediate Writing. Writing Intensive. 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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Intermediate Writing

ENLE-289: Special Topic

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.

Credits	1-3

ENLE-332: English Grammar

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.

Credits	3
Prerequisites	Take CORE-110 and ENLE-200 .
Semester Offered	At the Discretion of the Dept

ENLE-333: History of the English Language

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.

Credits	3
Prerequisites	ENLE-332 is strongly recommended before taking ENLE-333 . Take CORE-110 and ENLE-200 .
Semester Offered	Odd Year Spring Semester

ENLE-389: Special Topic

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.

Credits	1-3

ENLE-390: Theories & Practice for Tutoring Writing

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.

Credits	1
Semester Offered	Annual At the Discretion of the Dept

ENLE-404: Literary Theory & Criticism

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.

Credits	3
Prerequisites	Take CORE-110 . Take ENLE-200 .
Semester Offered	Odd Year Fall Semester

ENLE-411: Teaching English on the Secondary Level

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.

Credits	3
Corequisites	Take ED-318 , minimum grade C-.
Semester Offered	Odd Year Fall Semester

ENLE-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

English Literature

ENLT-189: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Literature

ENLT-215: Introduction to Literature

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.

Credits	3
Prerequisites	Take CORE-110 .
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Literature

ENLT-215N: Introduction to Literature

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Cultural Diversity, Arts & Letters-Literature

ENLT-216: Introduction to Literature

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.

Credits	3
Prerequisites	Take 1 OC, oral communications course. Take TH-101 . Take CORE-110 or HNR-150 .
Corequisites	Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Intermediate Writing, Arts & Letters-Literature

ENLT-216N: Intro to Literature WI ND

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.

Credits	3
Prerequisites	Take 1 OC, oral communications course. Take TH-101 . Take 1 PR, philosophical reasoning course. Take ENWR-102 .
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Arts & Letters-Literature

ENLT-289: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Literature

ENLT-289N: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Literature

ENLT-303: Medieval English Literature

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150.
Semester Offered	Even Year Fall Semester
Distribution	Arts & Letters-Literature

ENLT-306: Revising Classics

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.

Credits	3
Prerequisites	Take CORE-110.
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Literature

ENLT-323: Renaissance English Lit

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.

Credits	3
Prerequisites	Take CORE-110.
Semester Offered	Odd Year Fall Semester
Distribution	Arts & Letters-Literature

ENLT-334: World Literature

Cultural Diversity, Arts & Letters-Literature. Critical and comparative study of selected representative literary works from African, Arabic, Latin American, and Oriental literature.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Arts & Letters-Literature

ENLT-339: Post/Colonial Lives Lit & Film

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall Or Spring Semester
Distribution	Cultural Diversity, Arts & Letters-Literature

ENLT-343: Restoration & 18th Century British Lit

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.

Credits	3
Prerequisites	Take CORE-110 .
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Literature

ENLT-363: 19th Century Brit Lit: The Romantics

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.

Credits	3
Prerequisites	Take CORE-110 .
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Literature

ENLT-365: Young Adult Literature

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.

Credits	3
Prerequisites	Take ENLE-200. Take CORE-110.
Semester Offered	Annual Spring Semester
Distribution	Cross Listed Course, Arts & Letters-Literature

ENLT-367: 19th Century Brit Lit: The Victorians

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 Rossettis.

Credits	3
Prerequisites	Take CORE-110.
Semester Offered	Even Year Fall Semester
Distribution	Arts & Letters-Literature

ENLT-373: 19th Century U.S. Literature

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 Douglass, 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.

Credits	3
Prerequisites	Take CORE-110.
Semester Offered	Odd Year Spring Semester
Distribution	Arts & Letters-Literature

ENLT-383: 20th Century British Literature

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.

Credits	3
Prerequisites	Take CORE-110.
Semester Offered	Even Year Spring Semester
Distribution	Arts & Letters-Literature

ENLT-389: Special Topic

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.

Credits	1-4
Distribution	Arts & Letters-Literature

ENLT-389CD: Special Topic

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.

Credits	1-3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Cultural Diversity, Arts & Letters-Literature

ENLT-389G: Special Topic

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.

Credits	1-3
Semester Offered	Annual At the Discretion of the Dept
Distribution	Arts & Letters-Literature

ENLT-389W: Special Topic

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.

Credits	1-3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Intermediate Writing, Arts & Letters-Literature

ENLT-393: Jazz Age and the Harlem Renaissance

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Fall Semester
Distribution	Cultural Diversity, Arts & Letters-Literature

ENLT-397: 20th Century U.S. Literature

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 .
Semester Offered	Even Year Spring Semester
Distribution	Arts & Letters-Literature

ENLT-410: Women's Literature

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Take CORE-110 .
Semester Offered	Even Year Spring Semester
Distribution	Cultural Diversity, Cross Listed Course, Arts & Letters-Literature

ENLT-411: African American Lit

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).

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Even Year Fall Semester
Distribution	Cultural Diversity, Arts & Letters-Literature

ENLT-412: Native American Authors

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Fall Semester
Distribution	Cultural Diversity, Arts & Letters-Literature

ENLT-413: U.S. Latino Literature

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.

Credits	3
Corequisites	Take SP-305 or ENLT-215 ENLT-215N or ENLT-216 previously or concurrently. Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Fall Semester
Distribution	Cultural Diversity, Arts & Letters-Literature

ENLT-423: Shakespeare

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.

Credits	3
Prerequisites	Minimum Jr standing. Take CORE-110 .
Semester Offered	Odd Year Spring Semester
Distribution	Arts & Letters-Literature

ENLT-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Literature

ENLT-489: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Literature

ENLT-489G: Special Topics

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.

Credits	1-3
Semester Offered	Annual Fall Or Spring Semester
Distribution	Arts & Letters-Literature

ENLT-489N: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Literature

ENLT-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Literature, Sed Vitae

English Writing

ENWR-101: College Writing

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.

Credits	3
Semester Offered	Annual Fall Semester

ENWR-102: College Composition II

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.

Credits	4
Semester Offered	Annual Fall & Spring Semesters

ENWR-189: Special Topic

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.

Credits	1-3

ENWR-264: Introduction to Creative Writing

Intermediate Writing. Writing Intensive. 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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150. Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Intermediate Writing

ENWR-289: Special Topic

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.

Credits	1-3

ENWR-302: Expository Writing

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150. Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Intermediate Writing

ENWR-303: Grant Writing

Intermediate Writing. Writing Intensive. 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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150. Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Intermediate Writing

ENWR-305: Workplace Writing

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150. Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Intermediate Writing

ENWR-306: Writing for the Print Media

Advanced Writing. 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.

Credits	3
Prerequisites	Take CO-101 . Take one IW, intermediate writing course. Take CORE-110 ..
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing, Cross Listed Course

ENWR-337: Creative Writing Genres and Modes

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.

Credits	3
Prerequisites	Take CORE-110 .
Semester Offered	At the Discretion of the Dept

ENWR-363: Literary Translation

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.

Credits	3
Prerequisites	TAKE SP-102 and ENWR-264 or permission of the instructor.
Semester Offered	At the Discretion of the Dept

ENWR-389: Special Topic

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.

Credits	1-3

ENWR-425: Internship

Sed Vitae. 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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

ENWR-461: Adv Creative Writing

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.

Credits	1-3
Prerequisites	Take one IW, intermediate writing course. Take ENWR-264 .
Semester Offered	Annual Fall & Spring Semesters
Distribution	Advanced Writing

ENWR-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

ENWR-489: Special Topic

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.

Credits	1

ENWR-498: Capstone Seminar

Advanced Writing. Writing Intensive. The English Capstone Workshop is a writing course in which advanced English majors practice professional writing and presentation skills and aid one another in the further development of these skills. The course is required for all English majors who are in the last fall semester of study before graduation. Members of the class plan the Carroll College Literary Festival, held on campus in November; they propose, organize, and coordinate sessions on subjects of interest in literature, writing, and English Educatio and they issue calls for papers to English majors and other interested parties for presentation at the conference. Students then spend the semester writing senior projects, regularly subjecting submitting drafts the texts they are working on to intensive workshops by the other members of the class. They then present portions of their final project at the literary festival.

Credits	3
Prerequisites	Take 1 IW, intermediate writing course. Take ENLE-200 .
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing

ENWR-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Environmental Studies

Faculty

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

ES-111: Earth Science

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 tectonics, 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.

Credits	4
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

ES-124: Climate and Environment

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.

Credits	3
Corequisites	Take ES-134 concurrently.
Semester Offered	Annual Spring Semester
Distribution	Natural Science with Lab

ES-133L: Field Ecology Lab

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.

Credits	1
Corequisites	Take BI-123 and be an ES major, or obtain faculty permission to register for this course by requisite waiver.
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

ES-134: Climate and Environment Laboratory

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.

Credits	1
Corequisites	Take ES-124 concurrently.
Semester Offered	Annual Spring Semester
Distribution	Natural Science with Lab

ES-189: Special Topic

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.

Credits	1-3

ES-200: Environmental Exploration

Environmental Exploration 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 la 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.

Credits	2
Prerequisites	Minimum Sophomore standing. Take one group: BI-123 and ES-133L , or ES-111 , or ES-124 and ES-134 .
Semester Offered	Annual Fall Semester

ES-200L: Environmental Exploration Field

Environmental Exploration Field - Missouri River Trip 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 five day river trip down the Missouri River White Cliffs section 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 may be joined by faculty from anthropology, philosophy, English, other humanities, sciences, or social sciences. Students will develop skills in the observation, description and interpretation of the natural world, building connections with the la the Carroll faculty, and with each other. The second part of the course, ES 200 Environmental Exploration, 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. (SUMMER- before Fall Semester starts)

Credits	0
Semester Offered	Annual Summer Semester

ES-201: Environmental Practicum

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. aA practical exploration of an environmental issue on the Carroll College campus or the local community, through class analysis of the issue and concrete engagement with its resolution. May also be service learning experience promoting sustainability initiatives on campus or within the community. The course may be taken for credit up to three times in different semesters, with an exploration of, or participation in at least two different topics/projects. Students must work with an advisor to prepare a proposal and must receive prior approval to register. Students must work with an advisor to prepare a proposal and must receive prior approval to register.

Credits	1
Semester Offered	Fall Or Spring Semester

ES-220: Conservation Biology

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.

Credits	3
Prerequisites	Take GIS-120 . Take any introductory Earth Science, Environmental Science, or Biology course.
Semester Offered	Annual Spring Semester

ES-250: Field Zoology: Entomology

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.

Credits	2
Prerequisites	Take BI-123 and ES-133L or permission of instructor.
Semester Offered	At the Discretion of the Dept

ES-251: Field Zoology: Herpetology

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.

Credits	2
Prerequisites	Take ES-133L. Take BI-123.
Semester Offered	At the Discretion of the Dept

ES-252: Field Zoology: Ichthyology

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.

Credits	2
Prerequisites	Take ES-133L. Take BI-123.
Semester Offered	At the Discretion of the Dept

ES-253: Field Zoology: Ornithology

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.

Credits	2
Prerequisites	Take BI-123 and ES-133L or permission of instructor.
Semester Offered	At the Discretion of the Dept

ES-289: Special Topic

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.

Credits	1-3

ES-300: Environmental Field Studies

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, Desert Ecology or Natural History of Montana. Offered on rotational basis and/or upon student and faculty interest.

Credits	3
Prerequisites	Take any natural science course.
Semester Offered	Even Year Fall Semester

ES-300G: Environmental Field Study

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.

Credits	3
Prerequisites	Take any natural science course.
Semester Offered	Spring Semester

ES-380: Soil Genesis and Classification

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, sediments, slopes, engineering soils. Intensive labs and at least one weekend field trip 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.

Credits	4
Prerequisites	Take Earth Science as ES-III, 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.
Semester Offered	Odd Year Spring Semester

ES-381: Landscape Processes

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.

Credits	3
Prerequisites	Take Earth Science as ES-III or as EAS-101.
Corequisites	Take GIS-120.
Semester Offered	Odd Year Fall Semester

ES-382: Landscape Analysis

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.

Credits	4
Prerequisites	Take ES-381.
Semester Offered	Even Year Spring Semester
Distribution	Advanced Writing

ES-389: Special Topic

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.

Credits	1-3

ES-400: Environmental Omega

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 and discuss relevant readings and current environmental issues.

Credits	1
Prerequisites	Minimum senior standing.
Semester Offered	Annual Spring Semester

ES-401: Environmental Impact Assessment

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.

Credits	2
Prerequisites	Take ES-124 and ES-134.
Semester Offered	Even Year Fall Semester

ES-425: Internship

Sed Vitae. 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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

ES-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

ES-489: Special Topic

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.

Credits	1-3

ES-498: Environmental Research

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

ES-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Foreign Language

FL-289: Special Topic

Credits	3
Semester Offered	Annual
Distribution	Cultural Diversity

FL-389: Special Topic

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Cultural Diversity

French and Francophone Studies

Faculty

JULIE CROHAS, PH.D, DIRECTOR

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.

FR-101: Elementary French I

Oral Communications, Cultural Diversity. Global 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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Oral Communications

FR-101L: Elementary French I Lab

Credits	0
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Oral Communications

FR-101MM: Beginning French I

The Beginning French I 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.

Credits	4

FR-102: Elementary French II

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.

Credits	3
Prerequisites	Take FR-101.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Oral Communications

FR-102L: Elementary French II Lab

Language lab.

Credits	0
Prerequisites	Take FR-101.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Oral Communications

FR-102MM: Beginning French II

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.

Credits	4

FR-149: French Immersion Weekend

Credits	1
Semester Offered	Annual Spring Semester

FR-150: French Immersion Abroad

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.

Credits	3
Semester Offered	At the Discretion of the Dept

FR-189: Special Topics

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.

Credits	1-3
Distribution	Cultural Diversity

FR-201MM: Intermediate French I

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.

Credits	4

FR-202MM: Intermediate French II

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.

Credits	4

FR-203: Intermediate French I

Oral Communications, Cultural Diversity. Global 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.

Credits	3
Prerequisites	FR-102 or equivalent for FR-203.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Oral Communications

FR-203L: Intermediate French I CD GD Lab

Language lab.

Credits	0
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity

FR-204: Intermediate French II CD/GD

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.

Credits	3
Prerequisites	Take FR-203 or equivalent for FR-204.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Arts & Letters-Literature, Oral Communications

FR-204L: Intermediate French II CD GD Lab

Language lab.

Credits	0
Prerequisites	Take FR-203 or equivalent.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Oral Communications

FR-205: French for the Workplace

This course is designed to enhance proficiency in French, focusing on the specificities of French for the workplace. This course will allow students to prepare for joining the job market and to work in the best conditions with French speakers. Students will improve their knowledge of professional French language, as well as their cultural competence and awareness, and will be able to adapt to the diversity of the Francophone workplace from Europe to Canada and from Africa to the Caribbean islands.

Credits	3
Prerequisites	Take FR-203
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity

FR-250: French Immersion Abroad

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.

Credits	3
Semester Offered	At the Discretion of the Dept

FR-289: Special Topic

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.

Credits	1-3
Distribution	Cultural Diversity

FR-295: Franco-American Institute

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Cultural Diversity

FR-301: Littérature francophone de L'Afrique

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.

Credits	3
Prerequisites	Take FR-204 or equivalent.
Semester Offered	Even Year At the Discretion of the Dept
Distribution	Arts & Letters-Literature

FR-301MM: Advanced French I

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.

Credits	3

FR-302: French Literature Thru 18th Cent

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.

Credits	3
Prerequisites	Take FR-204 or equivalent.
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Literature

FR-303: Adv Grammar and Composition

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.

Credits	3
Prerequisites	Take 1 OC, oral communications course. Take CORE-110 or HNR-150 . Take FR-204 or equivalent.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Intermediate Writing

FR-304: French & Francophone Civil &cult

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.

Credits	3
Prerequisites	Take FR-204 or equivalent.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity

FR-305: Imm. Et Int. En France Moderne

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.

Credits	3
Prerequisites	Take FR-204 .
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept

FR-350: French Immersion Abroad (GD)

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.

Credits	3
Semester Offered	At the Discretion of the Dept

FR-389: Special Topics

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.

Credits	1-3

FR-401: French Lit & the 19th Century

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.

Credits	3
Prerequisites	Take FR-204 or equivalent.
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Literature

FR-402: French Lit & the 20th Century

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.

Credits	3
Prerequisites	Take FR-204 or equivalent.
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Literature

FR-403: Le Francais En Action

A study of representative oral and written passages from French radio, Internet and television programs, interviews of con-temporary French singers and politicians, songs, and analysis of contemporary French films. Discussions of current French issues based on several French sources.

Credits	3
Prerequisites	Take FR-204 or equivalent.
Semester Offered	At the Discretion of the Dept

FR-404: Le Conte Francais

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.

Credits	3
Prerequisites	Take FR-204 or equivalent.
Semester Offered	Spring Semester
Distribution	Arts & Letters-Literature

FR-405: Imm. Et Int. En France Moderne

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.

Credits	3
Prerequisites	Students enrolling in FR-405 must have taken at least one 300-level course in French.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept

FR-415: French Lab Coordinator

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters

FR-423: Francophone Feminisms

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, Seco 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.

Credits	3
Semester Offered	At the Discretion of the Dept

FR-425: Internship

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.

Credits	1-9
Semester Offered	At the Discretion of the Dept

FR-433: Visual Arts of the Francophone World

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.

Credits	3
Semester Offered	At the Discretion of the Dept

FR-450: French Nationalism(s)

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.

Credits	3
Prerequisites	Take FR-303 or FR-304 or equivalent.
Semester Offered	At the Discretion of the Dept

FR-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

FR-489: Special Topic

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.

Credits	1-3

FR-489W: Special Topic

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.

Credits	1-3

FR-495: French Capstone

Students will work with their major advisor on a final project. These projects may include an internship, writing or performance of a dramatic work, or a written research paper with approval from the student's advisor. The final project will be presented to a public audience in a formal or informal setting. The student will work with the French Program faculty to organize, prepare and present their project. This course is offered as needed at the discretion of the department and should be taken during the final semester of a student's senior year, or during the fall semester if a student chooses to study abroad in the spring. This course is required for graduation from the French Program.

Credits	3
Prerequisites	Take at least one course in French at the 300 level;.
Semester Offered	At the Discretion of the Dept

FR-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Gender Studies

Faculty

JAMIE DOLAN, PH.D., CO-CHAIR
JEANETTE M. FREGULIA, PH.D., CO-CHAIR
CHARLOTTE JONES, PH.D.
ERIC MEYER, PH.D.
JOHN RIES, PH.D., S.T.D.
ELVIRA RONCALLI, PH.D.
and Affiliated Gender Studies Faculty

Overview

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.

GNDR-189: Special Topic

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.

Credits	1-3
Distribution	Social Science

GNDR-206: Perspectives on Gender

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.

Credits	3
Prerequisites	Minimum sophomore standing.
Semester Offered	Annual Spring Semester

GNDR-225: Sociology of Gender

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.

Credits	3
Prerequisites	Take SO-101 , PSY-105 , or CO-101 .
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Fall Semester
Distribution	Cultural Diversity, Cross Listed Course, Social Science

GNDR-258: Theology & Gender: Images Trdns & Discrs

Cultural Diversity. Faith & Reason-Theology. Ethical Reasoning. 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.

Credits	3
Prerequisites	Take TH-101 .
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Even Year Spring Semester
Distribution	Cultural Diversity, Cross Listed Course, Ethical Reasoning, Faith & Reason-Theology

GNDR-261: Philosophy & Gender

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Odd Year Spring Semester
Distribution	Cross Listed Course, Ethical Reasoning, Faith & Reason-Philosophy

GNDR-280: Gender Communication

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Spring Semester
Distribution	Cultural Diversity, Cross Listed Course, Social Science

GNDR-285: Sexes and Sensibilities

Social Science. This course immerses students in an array of important texts and conversations, primarily from the past century, surrounding gender and sexuality. Our time together this semester will be spent in seminar-style discussions engaged with key texts, thinking together about all the ways that human life is tangled up with conceptions and misconceptions of gender and sexuality. Upon completing this course students will have: (1) carried out a significant research project in gender studies; (2) gained facility and familiarity with major texts of gender theory and utilized at least one of these texts for critical scholarly analysis; (3) understood historical developments and trajectories in theories of gender and sexuality; (4) developed communication skills necessary to discuss sensitive and controversial questions surrounding gender and sexuality with a variety of audiences. In addition, the students plan and conduct the events associated with Spring Fever Week in February.

Credits	3
Prerequisites	Take CORE-110 . A previous gender studies class is strongly encouraged.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Social Science

GNDR-289: Special Topic

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.

Credits	1-3
Distribution	Social Science

GNDR-309: Gender History

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course, Arts & Letters-History

GNDR-310: Human Sexuality

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students. Take PSY-105.
Semester Offered	Annual At the Discretion of the Dept
Distribution	Cross Listed Course, Social Science

GNDR-385: Sexes and Sensibilities

Cultural Diversity. Social Science. This course immerses students in an array of important texts and conversations, primarily from the past century, surrounding gender and sexuality. Our time together this semester will be spent in seminar-style discussions engaged with key texts, thinking together about all the ways that human life is tangled up with conceptions and misconceptions of gender and sexuality. Upon completing this course students will have: (1) carried out a significant research project in gender studies; (2) gained facility and familiarity with major texts of gender theory and utilized at least one of these texts for critical scholarly analysis; (3) understood historical developments and trajectories in theories of gender and sexuality; (4) developed communication skills necessary to discuss sensitive and controversial questions surrounding gender and sexuality with a variety of audiences. In addition, the students plan and conduct the events associated with Spring Fever Week in February.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. A previous gender studies class is strongly encouraged.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Social Science

GNDR-389: Special Topic

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.

Credits	1-3
Distribution	Social Science

GNDR-389CD: Special Topic

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.

Credits	1-3
Prerequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Distribution	Cultural Diversity, Social Science

GNDR-410: Women's Literature

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Take CORE-110.
Semester Offered	Annual Fall Or Spring Semester
Distribution	Cultural Diversity, Cross Listed Course, Arts & Letters-Literature

GNDR-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

GNDR-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

GNDR-489: Special Topic

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.

Credits	1-3

GNDR-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Geographic Information Systems

GIS-120: Principles of Geographic Information Sys

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.

Credits	3
Semester Offered	Annual Fall Semester

GIS-230: Advanced Geographic Information Systems

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.

Credits	3
Prerequisites	Take GIS-120 or GIS-110 or GIS-220.
Semester Offered	Annual Spring Semester

GIS-289: Special Topic

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

GIS-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept

GIS-485

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

Health Sciences

Faculty

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 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.

HS-150: Medical Terminology

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.

Credits	3
Semester Offered	Annual Summer Semester

HS-189: Special Topic

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.

Credits	1-3

HS-198: Introduction to Health Sciences

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.

Credits	3
Semester Offered	Annual Spring Semester

HS-230: Introduction to Epidemiology

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.

Credits	3
Prerequisites	Minimum sophomore standing. Completion of MA-207 or MA-315; good quantitative skills and some biologic background are also strongly recommended.
Semester Offered	Annual Fall & Spring Semesters

HS-289: Special Topic

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.

Credits	1-3

HS-289G: Special Topic

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.

Credits	1-4

HS-303: Public Health Nutrition

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters

HS-307: Evidence Based Research Methods (WI)

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students. Take one IW, intermediate writing course.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Advanced Writing

HS-307L: Research Writing Lab

Credits	0
Prerequisites	Enrollment Limited to Junior and Senior Students. Take one IW, intermediate writing course.
Semester Offered	Annual Spring Semester

HS-325: Applied Anatomical Kinesiology

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students. Take BI-122 BI-132 or BI-201 BI-202.
Semester Offered	Annual Fall Semester

HS-329: Public Health & Environment

Cultural Diversity. 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.

Credits	3
Prerequisites	Minimum sophomore standing.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Cross Listed Course

HS-335: Health Policy Mgmt/Issues

Intermediate writing. Global Diversity. Health Policy Management and Issues. 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.

Credits	3
Corequisites	Take Core-110 or HNR-150
Semester Offered	Annual Fall & Spring Semesters
Distribution	Intermediate Writing

HS-389: Special Topic

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.

Credits	1-3

HS-405: Senior Seminar

Writing Intensive. 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.

Credits	1
Prerequisites	Enrollment Limited to Junior and Senior Students.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Cross Listed Course

HS-413: Exercise Physiology/Human Performance

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students. Take BI-121 or BI-122 or BI-202 ;
Semester Offered	Annual Spring Semester

HS-425: Internship

Sed Vitae. 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. 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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

HS-485: Independent Study

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters

HS-489: Special Topic

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.

Credits	1-3

HS-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters

History

Faculty

DANE J. CASH, PH.D.
JEANETTE M. FREGULIA, PH.D., DEPT CHAIR
RONALD LAMOTHE, 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 both inside and outside the field of history.

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, and African 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 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:

- 1. Critical Thinking
- 2. Inquiry and Analysis
- 3. Historical Awareness
- 4. Written Communication

HI-101: Topics in Global History I

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-History

HI-102: Topics in Global History II

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-History

HI-121: Us History I

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-History

HI-122: US History II

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-History

HI-189: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-History

HI-203: Renaissance History

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 piazzas, busy merchants and traders, bloody vendettas; 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.. Cross listed with HI 303; students may not get credit for one course if they have taken the other.

Credits	3
Prerequisites	Take CORE-110 or HNR-150. Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course, Arts & Letters-History, Intermediate Writing

HI-204: Medieval History

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

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-205: Nineteenth-Century Europe

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-206: Reformation in the Age of Exploration

Arts & Letters-History. 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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-214: 20th Century Europe

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-223: Presidential History

This course will examine some of the most significant presidents in American history and their legacies, including Lincoln, Washington, FDR, and many others. Questions to be explored include the following: Which presidents have made the greatest impact on American history, and in what ways? Are there common traits that make for a "great" president, as opposed to a failed president? How have the presidency and its powers evolved over time? Which presidents do historians typically rank as "great," and why? Which presidents rank among the worst in American history? Ultimately, to what extent do we agree or disagree with the rankings of the experts? We will also keep a close eye on current events to help students arrive at a fresh appreciation of how presidential history can inform our understanding of the present.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-224: History of the American West

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-230: Russia From the Tsars to Putin

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. 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, students will sharpen their critical reading and analytical skills, writing skills, and ability to debate concepts in a group situation. Crosslisted with HI 320 - students can't take or get credit for one course if they have taken the other.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course, Arts & Letters-History

HI-231: Montana and the West

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-239: History of the Ancient Mediterranean

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-241: History Modern Middle East

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. 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, students will sharpen their critical reading and analytical skills, writing skills, and ability to debate concepts in a group situation. Crosslisted with HI 320 - students can't take or get credit for one course if they have taken the other.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Arts & Letters-History

HI-242: Study Abroad

Arts & Letters-History. All History Study Abroad courses. Study Abroad also fulfills the Cultural Diversity CORE requirement and the Sed Vitae CORE requirement.

Credits	3
Prerequisites	Take HI-241 or 3 pre-departure meetings.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Arts & Letters-History, Sed Vitae

HI-243: Judaism, Christianity & Islam

Arts & Letters-History. Judaism, Christianity & Islam - A Historic Conversation. 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. 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, students will sharpen their critical reading and analytical skills, writing skills, and ability to debate concepts in a group situation. Crosslisted with HI 320 - students can't take or get credit for one course if they have taken the other.

Credits	3
Semester Offered	Odd Year At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-245: Munch: A History of Food

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. 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, and we will also do some cooking together. Our final class project will be a meal, with lively conversation enhanced by food and drink.

Credits	3
Semester Offered	Odd Year Spring Semester
Distribution	Arts & Letters-History

HI-251: Introduction to East Asia

Cultural Diversity. 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.

Credits	3
Corequisites	Take <u>CORE-110</u> or <u>HNR-150</u> or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Arts & Letters-History

HI-271: History of Modern Latin America

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-282: World War II

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. Cross listed with HI 382; students may not get credit for one course if they have taken the other.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-289: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-History

HI-289G: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-History

HI-291: Modern African History

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.

Credits	3
Corequisites	Take <u>CORE-110</u> or <u>HNR-150</u> or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Arts & Letters-History

HI-295: History of Humanitarianism

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-303: Renaissance History

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;foods and material goods from distant places, and the encounters that occurred between people in the East and in 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. Cross listed with HI 303; students may not get credit for one course if they have taken the other. 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. Distribution: CL,HIS,IW,W. Prerequisite: Must have completed freshman year. Take CORE 110 or HNR 150. Take 1 OC, oral communications course. Take a previous History course, except HI 203, 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 not meeting these requirements are encouraged to take HI 203. . Corequisite: Take [TH-101](#) previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently. . Crosslisted as: HI 203. Offered: At the Discretion of the Dept.

Credits	3
Prerequisites	Must have completed freshman year. Take CORE-110 or HNR-150 . Take 1 OC, oral communications course. Take a previous History course, except HI-203 , 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 not meeting these requirements are encouraged to take HI-203 .
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.

Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course, Arts & Letters-History, Intermediate Writing

HI-304: Reformation in the Age of Exploration

Arts & Letters-History. 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. 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 age. 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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-305: The Long 19th Century:Europe, 1789–1918

Arts & Letters-History. An interpretative course which investigates a number of significant themes in the history of nineteenth century Europe. Revolution, liberalism and nationalism, industrialization, the question of class, diplomacy and imperialism are among the subjects to be examined.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-307: The Cold War

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-309: Gender History

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. 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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course, Arts & Letters-History

HI-311MM: Gender Studies: The Case of Morocco

Considering questions of gender in Moroccan society requires situating the topic in the broader historical, religious, social, cultural, political, geographic, and contemporary contexts of which it is a part. While our study focuses largely on Morocco, we will pay considerable attention to the broader Middle East and North Africa given the inextricable ties that bind this region, as well as the forces that drive them apart. It will consider gender in the pre-Islamic MENA region, as well as the changes introduced by Islam as they pertain to sex roles, male-female dynamics, and the degree to which male ideology has dominated social practices. We will examine both the Qur'an and Islamic law (Shari'a) for clues regarding questions of gender, as well as look at deeply rooted (but also changing) cultural notions of gender. As early as the 19th century Moroccan women, like women in other parts of the region (i.e. Huda Sha'arwi and the feminist movement in Egypt), gained greater awareness of questions of women's rights and feminism. Critical examination of these topics requires an equally critical look at questions of men and masculinity, although the latter is much more recent as a field of study, as well as how relations between men and women continue to change. Beginning with the more general themes of history, culture, and religion, the course will then move to more recent matters. The Moudawana or Personal Status Code (viewed by many as inherently discriminatory); the upheavals of the early 21st century; questions of politics and power; and the on-going reverberations in the wake of the Arab spring are just a few of the topics that will occupy our time and discussion. From dress, relations between men and women, the family, and the larger questions of history, religion, and culture this course engages both students and professor in a conversation that is taking place not only here in Morocco but across the Middle East and North Africa.

Credits	3

HI-312: History of Ireland

Arts & Letters-History. Brian Boru, St. Patrick, Gerry Adams, Ian Paisley, Thomas Meagher, 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, 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..."

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-314: French Revolutions 1789 to Present

Intermediate Writing. 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 readings and short lectures.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History, Intermediate Writing

HI-317: Interwar Europe: Versailles to Hitler

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-320: Russia From the Tsars to Putin

Intermediate Writing. 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 the prerequisites 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).

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course. 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 not meeting these requirements are encouraged to take HI-230 .
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course, Arts & Letters-History, Intermediate Writing

HI-322: Slavery and the Civil War

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?

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-323: History of the US Since 1980

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-342: American Diplomatic History

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-352: American-East Asian Relations

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-362: History of Global Games

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-363: History of the Modern Olympic Games

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

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-382: World War II

Intermediate Writing, Arts & Letters-History. World War II was the most destructive conflict in history; about 60 million people were killed worldwide in a 'war of annihilation.' This course covers the historical origins of the war in Europe and the Pacific, the major political and military aspects of the conflict in Europe, Asia, Africa and in the Pacific, how it led to genocide, and issues related to the war's lasting impact. We will balance the study of the war's leading personalities with exploration of the experience of the millions of everyday soldiers and civilians who endured unspeakable suffering. The course will attend to the 'moral history' of the war: the obliteration of law and combat rules, deliberate starvation, bombing of cities, war crimes, atrocities, the fraught experiences of countries under occupation, a for the Germans, the centrality of the Nazi Rassenkampf ("race struggle"). By reading, analyzing, and discussing texts in addition to the textbook, students will sharpen their critical reading and analytical skills, writing skills, and ability to discuss concepts in a group situation. The course will be conducted through reading, discussion, and lectures. Class participation will be an important component of the final grade. 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. HI 382 students will also serve as leaders during regular class discussion. Students not meeting the course prerequisites for HI 382 are encouraged to take the cross-listed course, HI 282. Students can't take or get credit for one course if they have taken the other.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History, Intermediate Writing

HI-389: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-History

HI-389G: Hi: Special Topics

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.

Credits	3
Distribution	Arts & Letters-History

HI-425: Internship

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.

Credits	1-9
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History, Sed Vitae

HI-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-486: Readings and Conference

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-History

HI-494: Historiography & Historical Methods

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.

Credits	3
Prerequisites	Take one IW, intermediate writing course.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing, Arts & Letters-History

HI-495: Research Seminar in History

Sed Vitae. 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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Sed Vitae

HI-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-History, Sed Vitae

Honor Scholars Program Courses

HNR-150: Classical Greek & Roman Thought

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.

Credits	3
Corequisites	Must be in the Honors Scholar Program and be a first year freshmen to register for this first year writing course. NOTE: if you have 30+ completed credits then you will not pass the FR class level prerequisite. If you don't have the honors cohort assigned you will not pass that restriction. Email advising@carroll for assistance.
Semester Offered	Annual Fall Semester

HNR-189: Special Topic

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.

Credits	1-3

HNR-250: Judeo-Christian & Medieval Thought

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Faith & Reason-Theology

HNR-251: Renaissance Thought

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Intermediate Writing, Arts & Letters-Literature

HNR-289: Special Topic

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.

Credits	1-3

HNR-350: Restoration & Enlightenment Thought

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Philosophical Reasoning

HNR-389: Special Topic

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.

Credits	1-3

HNR-450: Modern Thought

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Annual Fall Semester
Distribution	Ethical Reasoning, Faith & Reason-Philosophy

HNR-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

HNR-495: Honors Scholars Program Capstone

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.

Credits	2
Semester Offered	Annual Spring Semester

HNR-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Integrative Learning Course

ILC-208: Philosophy and Poetry

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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	Odd Year Fall Semester
Distribution	Integrated Learning Crse, Arts & Letters-Literature, Faith & Reason-Philosophy

ILC-213: The Elusive Self

An Integrative Learning course where students receive CORE credit in both Faith & Reason-Philosophy and Social Science.
The Elusive Self: On Mi 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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	Even Year Spring Semester
Distribution	Integrated Learning Crse, Faith & Reason-Philosophy, Social Science

ILC-271: World Cinema

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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Integrated Learning Crse, Arts & Letters-Literature, Social Science

ILC-272: Depression, Trauma, & Literature

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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take 1 PR, philisophical reasoning course previously or concurrently. Take TH-101 previously or concurrently.
Semester Offered	Even Year Spring Semester
Distribution	Integrated Learning Crse, Arts & Letters-Literature, Social Science

ILC-281: How to Act in the Business World

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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	Odd Year Spring Semester
Distribution	Arts & Letters-Fine Arts, Integrated Learning Crse

ILC-282: FrançaisFashion

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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course. Take FR-101 .
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-Fine Arts, Integrated Learning Crse

ILC-288: Data in the Arts

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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	Annual Summer Semester
Distribution	Arts & Letters-Fine Arts, Integrated Learning Crse, Quantitative Analysis

ILC-289I: Photography & Catholic Social Teaching

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.

Credits	4
Prerequisites	Take TH-101 .
Corequisites	Take one IW, intermediate writing course or one CD, cultural diversity course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Integrated Learning Crse

ILC-289L: Terroir Et Patrimoine

La France: Terroir et Patrimoine(GD)

Credits	4
Corequisites	Take one IW, intermediate writing course or one CD, cultural diversity course previously or concurrently.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Integrated Learning Crse

ILC-289M: The Chemistry & Culture of Cuisine

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.

Credits	4
Corequisites	Take one IW, intermediate writing course or one CD, cultural diversity course previously or concurrently.
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Integrated Learning Crse

ILC-356: Holocaust: Psych & History

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.

Credits	4
Prerequisites	Minimum Jr standing. Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	At the Discretion of the Dept Fall Semester
Distribution	Arts & Letters-History, Integrated Learning Crse, Social Science

ILC-357: Animal & Human Geography & History

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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Even Year Spring Semester
Distribution	Arts & Letters-History, Integrated Learning Crse, Social Science

ILC-376: Missouri River Plains: Words&Watersheds

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.

Credits	4
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philisophical reasoning course previously or concurrently.
Semester Offered	Even Year Summer Semester
Distribution	Integrated Learning Crse, Arts & Letters-Literature, Natural Science with Lab

ILC-389D: Historical Atrocity, Suffering & God

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.

Credits	4
Prerequisites	Take TH-101 .
Semester Offered	At the Discretion of the Dept
Distribution	Integrated Learning Crse

ILC-389F: Exploring Gender Lit & History

Exploring Gender, Literature, and History.

Credits	4
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Integrated Learning Crse

ILC-389G: Historical Atrocity, Suffering & God

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.

Credits	4
Semester Offered	At the Discretion of the Dept
Distribution	Integrated Learning Crse

ILC-485: Independent Study

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.

Credits	4
Semester Offered	At the Discretion of the Dept
Distribution	Integrated Learning Crse

International Relations

Faculty

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.

IR-189: Special Topic

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.

Credits	1-3

IR-289: Special Topic

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.

Credits	1-3

IR-312MM: Geostrategic Importance of Morocco

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 backgrou 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.

Credits	3

IR-331MM: The Representation of Geopolitical Confl

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.

Credits	3

IR-332MM: Peace & Conflict Resolution

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.

Credits	3

IR-389: Special Topic

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.

Credits	1-3

IR-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

IR-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

IR-486: Readings & Confernece

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.

Credits	1-3
Semester Offered	Annual At the Discretion of the Dept

IR-489: Special Topic

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.

Credits	1-3

IR-495: Senior Research Seminar in Intl Rel

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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 ; Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing, Cross Listed Course, Sed Vitae

IR-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Italian

ITAL-189G: Beginning Italian

Credits	3
Semester Offered	At the Discretion of the Dept

Latin American Studies

MLAS-200: Gateway Course in Latin Am Studies

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.

Credits	3
Semester Offered	Odd Year Fall Semester

MLAS-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

MLAS-495: Capstone Semnr in Latin American Studies

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.

Credits	1
Prerequisites	Take <u>MLAS-200</u> , <u>SP-204</u> , and 9 semester credits in residence at Carroll College in MLAS concentration or allied courses, or the instructor's permission..
Semester Offered	Annual Spring Semester

MLAS-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Liberal Arts Studies

LAS-101: Alpha Seminar

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters

LAS-102: LAS Physical Activities

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters

LAS-105: College Success

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters

LAS-185: Career Exploration for FR & SO Students

This course helps students who are unclear about their educational goals and future career plans to identify their career related interests and values and to develop their personal decision-making style. With a better understanding of self and a vision for one's personal future, students will learn how to pursue their career-related interests and apply them to the reality of the changing job market of the 21st century.

Credits	1
Prerequisites	Course limited to freshman and sophomore students.
Semester Offered	Annual Fall & Spring Semesters

LAS-189: Special Topic

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.

Credits	1-3

LAS-201: Outdoor Emergency Care

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.

Credits	4
Semester Offered	Annual Fall Semester

LAS-202: Ski Patrol

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.

Credits	2
Prerequisites	Take HPE-201 or LAS-201.
Semester Offered	Annual Spring Semester

LAS-250: Service Learning Through Immersion

Credits	1-5
Semester Offered	At the Discretion of the Dept
Distribution	Pseudo Course, Service Learning

LAS-289: Special Topic

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.

Credits	1-3

LAS-310MM: Exploring Moroccan History, Culture & So

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.

Credits	3

LAS-314MM: Intercultural Development for Students a

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.

Credits	3

LAS-320MM: Islamic Civilization & Artisti

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.

Credits	3

LAS-389: Special Topic

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.

Credits	1-3

LAS-425: Liberal Arts Studies Internship

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.

Credits	1-12
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

LAS-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

LAS-489: Special Topic

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.

Credits	1-3

LAS-490: Job Search Course

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters

LAS-GD: Global Diversity Course

Placeholder course used in Student Planning. In consultation with your academic advisor, select major/concentration courses based on major requirements and your personal goals.

Credits	3

LAS-ND: National Diversity Course

Placeholder course used in Student Planning. In consultation with your academic advisor, select major/concentration courses based on major requirements and your personal goals.

Credits	3

Linguistics

LL-189: Special Topic

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.

Credits	1-3

LL-220: Introduction to Linguistics

An introductory course in the basic concepts and methodology of linguistics (phonetics and phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and psycholinguistics).

Credits	3
Semester Offered	Fall Or Spring Semester

LL-289: Special Topic

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.

Credits	1-3

LL-400: Theories/Methods Lrng/Tch Lang

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.

Credits	3
Semester Offered	Odd Year Spring Semester

Mathematics

Faculty

KELLY CLINE, PH.D.
JODI FASTEEN, PH.D.
MARY E. KEEFFE, PH.D.
CASEY PINCKNEY, PH.D.
MICHAEL TRUDNOWSKI
TED WENDT, PH.D., MATHEMATICS, ENGINEERING, COMPUTER SCIENCE, AND PHYSICS, DEPT. 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 to demonstrate the ability to solve mathematical and statistical problems using appropriate technology.

MA-102: Foundations of College Math

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.

Credits	3
Semester Offered	At the Discretion of the Dept

MA-112: Precalculus: Function & Graphs

Quantitative Analysis. 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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Quantitative Analysis

MA-117: Difference Equations & Linear Equations

Quantitative Analysis. Difference Equations and Linear Equations. 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 solving systems of linear equations. 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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Quantitative Analysis

MA-121: Differential Calculus

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Quantitative Analysis

MA-122: Integral Calculus

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.

Credits	3
Prerequisites	A grade of C- or better in MA-121 .
Semester Offered	Annual Spring Semester

MA-131: Calculus of Single Variable Functions

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.

Credits	4
Semester Offered	Annual Fall & Spring Semesters
Distribution	Quantitative Analysis

MA-141: Introduction to Mathematical Modeling

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.

Credits	4
Prerequisites	Take MA-121 or MA-131 .
Semester Offered	Annual Spring Semester

MA-189: Special Topic

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.

Credits	1-4
Distribution	Quantitative Analysis

MA-201: Mathematics for Elementary Education I

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.

Credits	3
Semester Offered	Annual Fall Semester

MA-202: Mathematics for Elementary Education II

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.

Credits	3
Prerequisites	Take MA-201.
Semester Offered	Annual Spring Semester
Distribution	Quantitative Analysis

MA-207: Introduction to Statistics

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.

Credits	3
Prerequisites	High school algebra or a college level math course within the past two years.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Quantitative Analysis

MA-233: Multivariable Calculus

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.

Credits	4
Prerequisites	A grade of C- or better in MA-131 or MA-122.
Semester Offered	Annual Fall Semester

MA-250: Mathematical Writing

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, which guides the reader step-by-step through the work that was performed.

Credits	1
Prerequisites	Take MA-121, MA-131 or MA-141.
Semester Offered	At the Discretion of the Dept

MA-289: Special Topic

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.

Credits	1-4
Distribution	Quantitative Analysis

MA-301: Teaching Math Content & Methds Mdl Grade

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.

Credits	3
Prerequisites	Take MA-201 .
Corequisites	Take MA-202 , or permission of the instructor.
Semester Offered	Annual Spring Semester

MA-306: Real Analysis

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.

Credits	3
Prerequisites	A grade of C- or better in MA-328 .
Semester Offered	Odd Year Spring Semester

MA-314: Probability and Statistics for Engineers

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.

Credits	2
Prerequisites	A grade of C- or better in MA-131 or MA-122 .
Semester Offered	Annual Fall Or Spring Semester

MA-315: Probability and Statistics

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.

Credits	3
Prerequisites	A grade of C- or better in MA-131 or MA-121 .
Semester Offered	Annual Fall Or Spring Semester

MA-321: Math in the Mountains

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.

Credits	3
Prerequisites	Minimum sophomore standing. Grades of "C-" or better in MA-141 and MA-131.
Semester Offered	Odd Year Fall Semester

MA-328: Modern Applications of Discrete Math

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.

Credits	3
Prerequisites	Grades of "C-" or better in MA-131 or MA-121 MA-122.
Semester Offered	Annual Fall Semester

MA-334: Adv Diff Equations & Linear Algebra

Advanced Differential Equations and Linear Algebra. 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.

Credits	4
Prerequisites	A grade of "C-" or better in MA-131 and MA-141 or A grade of "C-" or better in MA-121 MA-122 and MA-141.
Semester Offered	Annual Spring Semester

MA-342: Applied Numerical Methods & Analysis

Intermediate Writing. 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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150. Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. A grade of "C-" or better in MA-334 or taken concurrently with MA-334.
Semester Offered	Annual Spring Semester
Distribution	Intermediate Writing

MA-366: Junior Seminar

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).

Credits	1
Semester Offered	Annual Spring Semester

MA-389: Special Topic

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.

Credits	1-3

MA-401: Abstract Algebra and Modern Geometry

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.

Credits	3
Prerequisites	A grade of C- or better in MA-328 .
Semester Offered	Even Year Spring Semester

MA-406: Complex Analysis

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.

Credits	3
Prerequisites	A grade of "C-" or better in MA-233 .
Semester Offered	At the Discretion of the Dept

MA-421: Math Optimization, Applications & Analysis

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.

Credits	3
Prerequisites	Grade of "C-" or better in MA-334 .
Corequisites	Recommended prerequisite or concurrent enrollment in MA-315 .
Semester Offered	Even Year Fall Semester

MA-422: Senior Project

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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Minimum senior standing.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Advanced Writing

MA-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

MA-471: History Seminar in Mathematics

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.

Credits	1
Semester Offered	At the Discretion of the Dept

MA-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

MA-489: Special Topic

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.

Credits	1-3

MA-499: Senior Thesis

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.

Credits	1-3
Prerequisites	Take one IW, intermediate writing course.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Advanced Writing, Sed Vitae

Military Science

MSL-101: Introduction to the Army

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.

Credits	3
Corequisites	<u>MSL-206</u> is only offered in the fall so take <u>MSL-206</u> concurrently for all incoming Freshman or transfers who are interested in ROTC. Regarding ROTC nursing students, <u>MSL-101</u> is required but MSL-206 can be taken at a later date if taking <u>CH-III</u>.
Semester Offered	Annual Fall Semester

MSL-102: Foundations of Leadership

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 leaders 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.

Credits	3
Semester Offered	Annual Spring Semester

MSL-201: Leadership and Ethics

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.

Credits	3
Semester Offered	Annual Fall Semester

MSL-202: Army Doctrine and Decision Making

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.

Credits	3
Semester Offered	Annual Spring Semester

MSL-206: A History of the US Military

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.

Credits	3
Semester Offered	Annual Fall Semester

MSL-301: Trng Mgt/Warfighting Functions

MSL 301 and 303 (lab) focuses on training management and the warfighting functions. It is an academically challenging course and lab where 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.

Credits	3
Corequisites	Take <u>MSL-303</u>
Semester Offered	Annual Fall Semester

MSL-302: Applied Leadership Small Unit Operations

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.

Credits	3
Semester Offered	Annual Spring Semester

MSL-303: Leadership Laboratory

MSL 301 and 303 (lab) focuses on training management and the warfighting functions. It is an academically challenging course and lab where 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.

Credits	1
Semester Offered	Annual Fall Semester

MSL-304: Leadership Laboratory

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.

Credits	1
Semester Offered	Annual Spring Semester

MSL-315: Drill and Conditioning 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.

Credits	1
Semester Offered	Annual Fall Semester

MSL-316: Drill and Conditioning 2

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.

Credits	1
Semester Offered	Annual Spring Semester

MSL-401: The Army Officer

MSL 401 and 403(lab) focuses on development of the Army Officer. It is an academically challenging course where 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.

Credits	3
Semester Offered	Annual Fall Semester

MSL-402: Company Grade Leadership

MSL 402 and 404(lab) are academically challenging courses where 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.

Credits	3
Semester Offered	Annual Spring Semester

MSL-403: Advanced Leadership Practicum

MSL 401 and 403(lab) focuses on development of the Army Officer. It is an academically challenging course where 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.

Credits	1
Semester Offered	Annual Fall Semester

MSL-404: Advanced Leadership Practicum

MSL 402 and 404(lab) are academically challenging courses where 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.

Credits	1
Semester Offered	Annual Spring Semester

MSL-415: Drill and Conditioning 3

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters

MSL-416: Drill and Conditioning 4

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.

Credits	1
Semester Offered	Annual Spring Semester

MSL-485: Senior Cadet Independent Study

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.

Credits	1-3
Semester Offered	Annual Fall Or Spring Semester

MSL-486: Senior Cadet Independent Study

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.

Credits	3
Semester Offered	Annual Spring Semester

Music

MUS-109: Keyboard Musicianship I

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

MUS-118: Music Theory

This course is an introduction to music theory and understanding of written musical elements such as pitch, staves, rhythm, meter, dynamics, symbolic markings, intervals, chords, the circle of 5ths, modes, scales, melody and harmony, form, and analysis. Much like learning a new language, this class will build fundamental skills that other musical skills will be developed from.

Credits	3
Semester Offered	Annual Fall Semester

MUS-119: Sight Singing & Aural Skills

An introduction to aural skills with an emphasis on sight singing, rhythmic and melodic identification, analysis and creation of melody, and simple part-singing designed for aural development. Materials will focus on rhythm and meter, basic conducting patterns, diatonic melodies, and use of solfege. This course emphasizes the aural component of musicianship and is highly recommended for anyone interested in music performance of all kinds. No previous musical background is required.

Credits	3
Semester Offered	Annual Spring Semester

MUS-129: Carroll College Choir

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.

Credits	1
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

MUS-131: Pep Band

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.

Credits	0-1
Semester Offered	Annual Fall Semester

MUS-165: American Popular Music

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

MUS-189: Special Topic:

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

MUS-199: Music Practicum

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.

Credits	1-2
Semester Offered	Annual Fall & Spring Semesters

MUS-229: Chamber Choir-Audition Only

Arts & 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.

Credits	1
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

MUS-238: Instrument Ensemble

Arts & Letters-Fine Arts This course is designed for students with proficient training in piano, string, wi brass, reed, or percussion instruments. The instrumental ensemble will focus on preparing for annual musical and additional events, including scheduled concerts and requested performances for Carroll College events. The ensemble will also provide the pit orchestra for musicals in conjunction with the theatre department.

Credits	1
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

MUS-250: Development of Sacred Music in the West

This course will study the development of sacred music throughout the different Christian denominations and their influences on one another. The course begins with the Jewish roots of Christian sacred music and conclude with the sacred music of today. Students will read theological documents about the role of music within the different religious traditions, discuss the readings, listen to representative examples, and perform simple hymns and chants during class.

Credits	3
Semester Offered	Odd Year Spring Semester

MUS-252: Pract Appl Sac Mus in Mod Church

This performance-based course will describe the role of music director within different denominations. Students will learn how music directors program hymns, anthems, preludes, and postludes. The course will include study of documents, from multiple sources, on organ registration of hymns, the performance of hymns and anthems, and basic improvisation. Students will also research sources for printed music and the copyright law related to music performed during services.

Credits	3
Semester Offered	Even Year Spring Semester

MUS-261: Music History

Arts and Letter - 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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

MUS-289: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Fine Arts

MUS-425: Internship

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts, Sed Vitae

MUS-475: Applied Music

Private music study on an instrument or voice with an approved local private teacher. Students must have prior music study on the instrument or voice. Approval and Evaluation is conducted by music faculty in consultation with the private teacher at the end of each semester. Course Fee \$550.00 (Covers private tuition costs)

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters

MUS-485: Independent Study

The Independent Study form is available in the Registrar's Office or MyCarroll 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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

MUS-495: Senior Seminar

Credits	1
Semester Offered	Annual Fall Semester

Nursing

Faculty

LAUREN SWANT, DNP, MSN, RNC-NIC, CNE, CPHQ, DIRECTOR OF NURSING & DEPT. CHAIR
 APRIL BOITANO, DNP, CNM, WHNP
 MARIA BROSNAN, MSN, APRN, ACNP-BC, FNP-BC, CNE, CHSE
 AMANDA EVANS, MSN, FNP-C, BSN, RN
 ZULEYHA INCEOZ, PH.D, MBA, MA, BSN, RN
 JANET JOHNSON, MSN, RN, CNE
 MELISSA LEWIS, MSN, RN
 JEN MILLER, MSN, RN, CPH, CCM
 KATHERINE PIEPER, MSN, RN

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 eligibility and 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 healthcare for individuals, families, and 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 interdisciplinary knowledge from the sciences, arts, and humanities into evidence-based nursing practice.
2. Evaluate organizational structures and systems leadership to enhance patient safety and quality healthcare outcomes.
3. Integrate nursing theory, research findings, and evidence-based practice to optimize health and well-being.
4. Implement patient care technologies and information management systems effectively to support clinical decision-making and optimize patient outcomes across diverse healthcare environments.
5. Advocate for evidence-based interventions to address social determinants of health within diverse populations in varied healthcare, social, political, financial, policy, and/or regulatory settings.
6. Demonstrate excellence in communication, including interprofessional communication and collaboration for improving patient health outcomes.

7. Implement evidence-based health promotion and disease prevention strategies tailored to diverse individuals, families, communities, and populations across varied healthcare settings.
8. Demonstrate personal accountability and commitment to professionalism and professional values through reflective practice and ongoing professional development.
9. Uphold nursing practice consistent with standards outlined by the Montana Nurse Practice Act and the ANA Code of Ethics.
10. Demonstrate comprehensive, Baccalaureate holistic generalist nursing care across diverse patient populations throughout the lifespan, ensuring inclusive and equitable practices.

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.

*** Please note that meeting the minimum requirements for application eligibility does not guarantee admission to the nursing major, to include the Accelerated Nursing track.**

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. 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 for pre-nursing and transfer applications. For the Accelerated Nursing track, criteria will be applied based on application materials submitted through NursingCAS in addition to supplemental documentation that may be requested by the Admissions Committee.

1. Successful completion of the items listed in the application eligibility criteria for each specific entry path.
2. Overall college career Grade Point Average (this includes all attempted credits at an accredited college or university).
3. Selected GPA from the following courses: **BI-201, BI-202, CH-III, CH-112**, Oral Communication course, **CORE-110** or **ENWR-102, PSY-105, PSY-203**. A course from another institution must be accepted at Carroll as an equivalent course to be calculated in this selected GPA.

4. Completion of Core or nursing prerequisites without need for repeating courses (no D's or F's) or withdrawals.
5. Current enrollment and the number of credits completed at Carroll College. Students who have completed 24 or more Carroll credits by the end of the spring semester will be ranked higher on this criteria than students who have completed fewer than 24 Carroll credits.
6. No academic integrity violations 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. Additional documentation, letters of recommendation, and/or interviews may be required.

Direct Entry into the Traditional Track

When applying to Carroll College, a student will be considered for Direct Entry to Carroll's nursing major if the student submits a completed application, indicating NURSING as the first major of interest, and if the student meets the eligibility criteria outlined below. Direct Entry to the nursing major requires no additional application process once the student is admitted to Carroll. To receive priority consideration, students must submit a completed application by the November 1 deadline. As a Direct Entry nursing student, students will enroll in the pre-licensure BSN nursing curriculum beginning their first semester. Direct entry students must meet all the progression criteria to progress and 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. Completion of, or current enrollment in, two years of science (Biology and Chemistry recommended)
3. Completion of, or current enrollment in, mathematics through Intermediate Algebra (Algebra II)
4. Submission and completion of application (receipt of all supporting credentials) by November 1, listing NURSING as the first major of interest will be given priority consideration.

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

Students accepting Carroll's offer of admission are required to demonstrate their intent to enroll by submitting the Enrollment Reservation form and returning it with the \$200 enrollment reservation fee to the Office of Admission by May 1st. Please note that failure to submit the required enrollment reservation fee by May 1st will result in the forfeiture of an offer for Direct Entry.

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.

Pre-Nursing students seeking admission into the nursing major must meet the following criteria for application eligibility:

1. Be admitted to Carroll College as a degree-seeking student.
2. Complete, or be enrolled in, the following courses with a "C-" or better at the time of application: **BI-201, BI-202, CH-III, CH-III2, 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-III, CH-III2, and BI-214** (or the equivalent of these courses) must have been completed within 5 years of admission to the nursing program at Carroll College. Any of these courses, taken prior to the five-year limit, may be analyzed by the nursing department for possible use depending on individual circumstances.
4. Have an overall college career Grade Point Average of 3.0 or higher on a 4-point scale. (This includes all attempted credits at an accredited college or university.)
5. Repeat or withdraw from no more than two (2) courses considered prerequisite to nursing or nursing courses taken either at Carroll or other institutions.
6. Complete all required coursework, to include independent study or "incompletes", by established deadlines.
7. Students with an academic integrity violation on file at Carroll College will be evaluated individually to determine whether they are eligible to apply and/or will be admitted to the nursing major.
8. Provide documentation noting completion of and compliance with the expectations and requirements of the nursing program clinical affiliates to include, but not limited to, official documentation for specific immunizations, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification. Costs to complete these clinical readiness requirements are to be paid by the student.

Instructions for completing these requirements will be provided by the Department of Nursing after acceptance to the nursing major. Students with background checks that reveal a record

and/or urine drug screen that reveal a positive result will be evaluated individually to determine whether they will be eligible to progress in the nursing major. Inability to comply with the outlined clinical readiness requirements may interfere with a student's ability to participate in the nursing program clinical requirements, making the student ineligible to progress in the major. Alcohol and drug violations may interfere with Montana Board of Nursing approval to sit for the NCLEX-RN exam.

Transfer Admission into the Traditional Track

Carroll College may accept a select number of Running start, Dual-enrollment, and/or external transfer students directly into the nursing program. 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.

Transfer students seeking admission into the nursing major must meet the following criteria for application eligibility:

1. Be admitted to Carroll College as a degree-seeking student.
2. Complete, or be enrolled in, the following courses with a "C-" or better at the time of application: the equivalent of Carroll College **BI-201**, **BI-202** (Anatomy and Physiology I + II with labs), **PSY-105** (General Psychology), **PSY-203** (Developmental Psychology), **CH-111** (Essentials of Chemistry with lab), **CH-112** (Organic and Biochemistry), **ENWR-102** (English Writing), and **CO-101** (Basic Communication).
3. **BI-201**, **BI-202**, **CH-111**, **CH-112**, and **BI-214** (or the equivalent of these courses) must have been completed within 5 years of admission to the nursing program at Carroll College. Any of these courses, taken prior to the five-year limit, may be analyzed by the nursing department for possible use depending on individual circumstances.
4. Have an overall college career Grade Point Average of 3.5 or higher on a 4-point scale. (This includes all attempted credits at an accredited college or university.)
5. Repeat or withdraw from no more than two (2) courses considered prerequisite to nursing or nursing courses taken either at Carroll or other institutions.

Additional requirements specifically for transfer students:

- One semester of full-time college-level coursework within the last 3 years
- At least 25 College credits must be completed by June 1

For students applying to Carroll College as a running start or dual enrollment applicant, the student is required to comply with the policies and expectations of all first-time, first-year students.

Accelerated Nursing Track

The 15-month accelerated nursing track is designed for those who have earned an associate (AA/AS), baccalaureate, or higher degree in a non-nursing field. Students in this track build on their previous

degree(s) to achieve a Bachelor of Science in Nursing (BSN) degree, enabling them to become a Registered Nurse. **Applicants to the accelerated nursing track must have earned an associate (AA/AS) or baccalaureate degree from an accredited college or university prior to their enrollment in the program.** Applicants with an Associate of Applied Science or Applied Arts (AAS/AAA) do not qualify.

Additionally, students who earned an AA or AS degree while in high school and matriculate to Carroll as first-year students are not eligible to apply to the Accelerated Nursing Track.

Students seeking admission into the Accelerated Nursing track must meet the following criteria for application eligibility:

1. Complete, or be enrolled in, the following prerequisites (or their equivalent) with a "C-" or better at the time of program enrollment. This coursework needs to be completed prior to program start, with official transcripts on file with the Registrar's office.
 - Anatomy & Physiology I and II with labs
 - Essentials of Chemistry with lab
 - Organic & Biochemistry
 - Microbiology with lab
 - Intro to Sociology
 - Statistics
 - General Psychology
 - Developmental Psychology
 - Written Communication
 - Oral Communication
2. May be completed prior to application or taken concurrently with the accelerated nursing classes.
 - One theology class
 - One philosophy class
 - *Note: For the theology or philosophy classes, one must be an ethical reasoning course*
3. Other requirements:
 - Hold an associate (AA or AS) and/or 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).
 - Students with an academic integrity violation on file at Carroll College will be evaluated individually to determine whether they are eligible to apply and/or will be admitted to the nursing major.
 - The Department will use the Priority Ranking System outlined above to select students for admission. Criteria will be applied based on application materials submitted through NursingCAS in addition to supplemental documentation that may be requested by the Admissions Committee.

- Provide documentation noting completion of and compliance with the expectations and requirements of the nursing program clinical affiliates to include, but not limited to, official documentation for specific immunizations, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification. Instructions for completing these requirements will be provided by the Department of Nursing after acceptance to the nursing major. Students with background checks that reveal a record and/or urine drug screen that reveal a positive result will be evaluated individually to determine whether they will be eligible to progress in the nursing major. Inability to comply with the outlined clinical readiness requirements may interfere with a student's ability to participate in the nursing program clinical requirements, making the student ineligible to progress in the major. Alcohol and drug violations may interfere with Montana Board of Nursing approval to sit for the NCLEX-RN exam.

Progression in the Nursing Major

To progress in the nursing major, to include the Accelerated Nursing track, the student must:

1. Have a grade of "C-" or better in all required nursing classes and the following co-requisites: **BI-214**, **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**, **CH-112**, **CORE-110** or **ENWR-102**, Oral Communication course - e.g. **CO-101/FR-101/SP-101**), **PSY-105**, and **PSY-203** to maintain their placement in the nursing major.
2. Maintain a minimum cumulative Carroll GPA of 2.75 at the end of each semester after admission into the nursing major.
3. Pass/Fail grades may be acceptable for courses not co-requisite to nursing courses as long as the student is within the parameters of the guidelines of the Academic Policies as stated in the Carroll College Catalog currently in effect.
4. In the event of a college academic integrity violation, the student's ability to progress in the nursing major will be determined on an individual basis.
5. Provide documentation noting completion of and compliance with the expectations and requirements of the nursing program clinical affiliates to include, but not limited to, official documentation for specific immunizations, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification. Costs to complete these clinical readiness requirements are to be paid by

the student. Instructions for completing these requirements will be provided by the Department of Nursing prior to 200-level nursing courses. Students with background checks that reveal a record and/or urine drug screen that reveal a positive result will be evaluated individually to determine whether they will be eligible to progress in the nursing major. Inability to comply with the outlined clinical readiness requirements may interfere with a student's ability to participate in the nursing program clinical requirements, making the student ineligible to progress in the major. Alcohol and drug violations may interfere with Montana Board of Nursing approval to sit for the NCLEX-RN exam.

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 may not 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.

The 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 to these admission and progression criteria.

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 experiences are required periodically throughout the curriculum, necessitating personal transportation at the students' expense. On-campus clinical experiences are also provided in the on-campus nursing simulation center.

Nursing students are expected to purchase Carroll College nursing scrubs, nametags, hand-held mobile devices, and other items needed for clinical/ lab experience. As part of the program onboarding process and prior to beginning 200-level courses, nursing students must demonstrate specific clinical readiness requirements required by our third-party clinical affiliates. These requirements must be kept current throughout the program duration and include, but may not be

limited to, up-to-date immunization records, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification.

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 indicate 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 experiences, which may inhibit progression in the nursing major. 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 International Honor Society of Nursing. Sigma is an international community of nurses, dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research. The Zeta Upsilon Chapter of **Sigma** was formed through the joint efforts of the nursing faculty at Carroll College and Montana State University School of Nursing to encourage and recognize superior scholarship and/or leadership achievement in nursing at either the undergraduate or graduate level in the state of Montana. Most recently, Montana Technological University School of Nursing joined this at-large chapter in 2024.

The high percentage of nursing students who are invited to join Sigma is indicative of the strong academic success and leadership we have seen in the Carroll nursing students. Students in the traditional and accelerated nursing tracks are considered for eligibility once they have completed at least 50% of the nursing curriculum. Induction ceremonies are held twice a year on a rotating basis on the Carroll College, Montana State University and Montana Technological University campuses. At this induction ceremony, students learn about the privileges and responsibilities that come with membership in this international nursing society and receive an honors cord as a symbol of their achievement and membership.

NU-201: Fundamentals & Health Promotion

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.

Credits	4
Prerequisites	Take CH-111 CH-111L with mininum grades of C-. Take PSY-105 with mininum grade of C-. Admission to the Nursing major; Take CORE-110 or HNR-150 or ENWR-102 with mininum grade of C-. Take an Oral Communications course with mininum grade of C-. Take BI-201 BI-201L BI-202 BI-202L , with minimum grades of C-.
Semester Offered	Annual Fall Semester

NU-201L: Nursing Fundamentals Lab

Credits	0
Corequisites	Take NU-201
Semester Offered	Annual Fall Semester

NU-202: Assessment and Health Promotion

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.

Credits	4
Prerequisites	Admission to the Nursing major; Take CH-III CH-IIIL with mininum grades of C-. Admission to the Nursing major; Take PSY-105 with mininum grade of C-. Admission to the Nursing major; Take CORE-110 or ENWR-102 with mininum grade of C-. Admission to the Nursing major; Take an Oral Communications course with mininum grade of C-. Admission into the Nursing major and Take BI-201 BI-201L BI-202 BI-202L, with minimum grades of C-.
Semester Offered	Annual Fall Semester

NU-202L: Nursing Assessment Lab

Credits	0
Corequisites	Take NU-202
Semester Offered	Annual Fall Semester

NU-205: Resiliency for Life

This course focuses on resiliency building skills to enhance the individual's capacity to navigate adversity and challenges. The concept of resiliency as the cultivation of intentional wellness skills is explored, with a special focus placed on personal reflection, evaluation, and application of these principles. Foundational aspects of building self-awareness, self-regulation, optimism, mental agility, strength of character, and connection are examined.

Credits	2
Semester Offered	Annual Fall & Spring Semesters

NU-208: Nutrition for Healthcare Professionals

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.

Credits	3
Prerequisites	For nursing majors: NU-201, NU-202. For non-nursing majors: CH-101 or CH-III and approval by nursing department using the online add form or add/drop card.
Semester Offered	Annual Spring Semester

NU-228: Fertility Awareness

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.

Credits	2
Prerequisites	Take BI-201. Take CH-101 or CH-III. Take NU-301.
Semester Offered	Annual At the Discretion of the Dept

NU-289: Special Topic

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.

Credits	1-3

NU-301: Care of the Childbearing Family

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.

Credits	5
Prerequisites	Take PSY-203. Take NU-201 and NU-202.
Semester Offered	Annual Fall Semester

NU-301L: Care of the Family Clinical

Credits	0
Corequisites	Take NU-301
Semester Offered	Annual Fall Semester

NU-302: Psychosocial Health

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.

Credits	5
Prerequisites	Take NU-201 and NU-202.
Semester Offered	Annual Spring Semester

NU-302L: Psychosocial Health Clinical

Credits	0
Corequisites	Take NU-302 concurrently.
Semester Offered	Annual Spring Semester

NU-304: Illness Across the Lifespan I

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.

Credits	4
Prerequisites	Take NU-301, NU-302, NU-308, and all 200 level nursing courses.
Corequisites	Take NU-305 previously or concurrently.
Semester Offered	Annual Spring Semester

NU-304L: Nursing Skills Lab

Credits	0
Corequisites	Take NU-304.
Semester Offered	Annual Spring Semester

NU-305: Clinical Nursing Care I

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.

Credits	3
Prerequisites	Take NU-301 NU-302 NU-308 and all 200 level Nursing courses.
Corequisites	Take NU-304 .
Semester Offered	Annual Spring Semester
Distribution	Sed Vitae

NU-307: Evidence-Based Practice Research Methods

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.

Credits	3
Prerequisites	Take NU-301 NU-302 NU-308 and all 200-level nursing courses. Take one IW, intermediate writing course. Take MA-207 .
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing

NU-307L: Evid-Based Practice Rsrch lab

Credits	0
Semester Offered	Annual Spring Semester

NU-308: Pathophysiology & Pharmacology

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, mi 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.

Credits	3
Prerequisites	Take CH-112 . Take NU-201 NU-202 with minimum graded C-. Take BI-214 BI-214L .
Semester Offered	Annual Fall Semester

NU-308A: Pathophysiology & Pharmacology Part a

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, mi 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-214](#) [BI-214L](#). Take [CH-112](#). Take [NU-201](#) [NU-202](#) [NU-208](#) with minimum graded C-. . Corequisite: Take [NU-301](#) [NU-302](#) previously or concurrently. Offered: Annual Fall Semester

Credits	2
Prerequisites	Take BI-214 BI-214L ; Take CH-112 ; Take NU-201 NU-202 NU-208 ; Minimum grade C-;

NU-308B: Pathophysiology & Pharmacology Part B

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, mi 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-214](#) [BI-214L](#). Take [CH-112](#). Take [NU-201](#) [NU-202](#) [NU-208](#) with minimum graded C-. . Corequisite: Take [NU-301](#) [NU-302](#) previously or concurrently. Offered: Annual Spring Semester.

Credits	2
Prerequisites	Take BI-214 BI-214L ; Take CH-112 ; Take NU-201 NU-202 NU-208 ; Minimum grade C-;

NU-389: Special Topic

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.

Credits	1-3

NU-404: Illness Across the Lifespan II

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.

Credits	4
Prerequisites	Take NU-304, NU-305, NU-307, and all other 300 level nursing courses.
Corequisites	Take NU-404L concurrently.
Semester Offered	Annual Fall Semester

NU-404L: Nursing Clinical Lab

Credits	0
Corequisites	Take NU-404.
Semester Offered	Annual Fall Semester

NU-406: Nursing Leadership & Management

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. There is an additional fee for this course.

Credits	4
Prerequisites	Take NU-404 NU-413 NU-414 and all 300-level nursing courses.
Semester Offered	Annual Spring Semester

NU-413: Clinical Nursing Care II

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.

Credits	3
Prerequisites	Take NU-304 NU-307 and all other 300 level nursing courses.
Corequisites	Take NU-404 previously or concurrently.
Semester Offered	Annual Fall Semester

NU-414: Community & Public Health Nursing

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.

Credits	3
Corequisites	Take NU-414L concurrently. Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Take NU-304 NU-305 NU-307; and all other 300 level nursing courses.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity

NU-414L: Com& Publichealth Nursing Lab

Credits	0
Corequisites	Take NU-414 concurrently. Take NU-404 NU-413 and all 300 level Nursing courses.
Semester Offered	Annual Fall Semester

NU-417: Capstone Clinical

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.

Credits	4
Prerequisites	Take NU-404 NU-413 NU-414.
Corequisites	Take CORE-PROJ previously or concurrently.
Semester Offered	Annual Spring Semester

NU-418: Applied Pharmacology

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.

Credits	1
Prerequisites	Take NU-404 NU-414 NU-413.
Corequisites	Take NU-427 Comprehensive Review.
Semester Offered	Annual Spring Semester

NU-427: Comprehensive Nursing Review

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.

Credits	4
Prerequisites	Take NU-404 , NU-413 , NU-414 .
Corequisites	Take NU-418 concurrently.
Semester Offered	Annual Spring Semester

NU-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

NU-489: Special Topic

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.

Credits	1-3

NU-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Pastoral Ministry

PM-110: PM/Theological Foundations

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.

Credits	3
Semester Offered	Annual Fall Semester

PM-111: PM/History of Christianity

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.

Credits	3
Semester Offered	Annual Spring Semester

PM-210: Pm/Survey of Christian Ethics

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.

Credits	3
Semester Offered	Odd Year Fall Semester

PM-211: PM/Philosophy & Christianity

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.

Credits	3
Semester Offered	Annual Spring Semester

PM-289: Special Topic: Pastoral Ministry

Credits	3
Semester Offered	Annual Fall & Spring Semesters

Philosophy

Faculty

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:

- Gain acquaintance with philosophical problems and major philosophical figures
- Present normative evaluations using ethical reasoning
- Read philosophical writing
- Engage in philosophical discussions
- Write philosophical papers

PHIL-101: Perspectives in Philosophy

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Philosophical Reasoning

PHIL-113: Formal Logic

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).

Credits	3
Semester Offered	Fall Semester
Distribution	Philosophical Reasoning

PHIL-114: Critical Thinking

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Philosophical Reasoning

PHIL-121: Philosophy of Human Being

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Philosophical Reasoning

PHIL-131: Philosophy & Film

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.

Credits	3
Semester Offered	Even Year Fall Semester
Distribution	Philosophical Reasoning

PHIL-150: Philosophy in Love

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Philosophical Reasoning

PHIL-161: Philosophy of Artificial Intelligence

Philosophical Reasoning. Course will explore philosophical issues, such as the nature of mind of consciousness, and freedom, which are raised by and relevant to deciding key questions about the possibility, and authenticity of artificial intelligence. The course will also consider whether ethical intelligence can be reproduced in a machine.

Credits	3
Semester Offered	Odd Year Fall Semester
Distribution	Philosophical Reasoning

PHIL-189: Special Topic

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.

Credits	1-3
Distribution	Philosophical Reasoning

PHIL-200: Ancient Philosophy

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Philosophical Reasoning

PHIL-202: Medieval Philosophy

Faith and Reason Philosophy. 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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning Course
Semester Offered	Annual Spring Semester
Distribution	Philosophical Reasoning

PHIL-203: Islam: Philosophy & Culture

Cultural Diversity, Faith & Reason-Philosophy. 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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning Course.
Corequisites	Take <u>CORE-110</u> or <u>HNR-150</u> or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual At the Discretion of the Dept
Distribution	Cultural Diversity, Faith & Reason-Philosophy

PHIL-205: Ethics

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Ethical Reasoning, Faith & Reason-Philosophy

PHIL-206: Environmental Ethics

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

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Even Year Spring Semester
Distribution	Ethical Reasoning, Faith & Reason-Philosophy

PHIL-207: Business Ethics

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Annual Fall Semester
Distribution	Ethical Reasoning, Faith & Reason-Philosophy

PHIL-208: Bioethics

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Annual Spring Semester
Distribution	Ethical Reasoning, Faith & Reason-Philosophy

PHIL-213: Modern Philosophy

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.

Credits	3
Prerequisites	Take one Philosophy course or one Honors course. Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Even Year Fall Semester
Distribution	Intermediate Writing, Faith & Reason-Philosophy

PHIL-214: Contemporary Philosophy

Faith & Reason-Philosophy.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning Course.
Semester Offered	Even Year Spring Semester
Distribution	Faith & Reason-Philosophy

PHIL-216: Philosophy of God & Religion

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.

Credits	3
Semester Offered	Even Year Spring Semester
Distribution	Faith & Reason-Philosophy

PHIL-223: Asian Philosophy

Cultural Diversity, Faith & Reason-Philosophy. 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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning Course
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Summer Semester
Distribution	Cultural Diversity, Faith & Reason-Philosophy

PHIL-252: Philosophy & History of Science

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning Course
Semester Offered	Odd Year Spring Semester
Distribution	Faith & Reason-Philosophy

PHIL-255: Philosophy of Art & Beauty

Ethical Reasoning/Faith and Reason Philosophy. 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.

Credits	3
Semester Offered	Odd Year Fall Semester
Distribution	Philosophical Reasoning

PHIL-256: Social & Political Philosophy

Intermediate Writing, Ethical Reasoning, Faith & Reason-Philosophy. A critical review of theories of political, social, and economic organizations that have shaped Western social and political thinking in the 19th and 20th centuries. The philosophical underpinnings of "political theory" will be explored through a close examination of historical events and the relationship between theory and practice.

Credits	3
Prerequisites	Take 1 group; # Take 1 courses; From rule REPR; # Take LAS-101 or LAS-EXEMPT; Minimum grade D,P,PT; Take CORE-110 or HNR-150. Take 1 OC, oral communications course. Take 1 Cultural Diversity course. Don't see this one TS
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Ethical Reasoning, Intermediate Writing, Faith & Reason-Philosophy

PHIL-261: Philosophy & Gender

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Odd Year Spring Semester
Distribution	Cross Listed Course, Ethical Reasoning, Faith & Reason-Philosophy

PHIL-289: Special Topic

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.

Credits	1-3
Prerequisites	Take 1 Philosophical Reasoning Course. Take one Philosophy course or one Honors course.
Distribution	Faith & Reason-Philosophy

PHIL-289CD: Special Topic

Faith & Reason-Philosophy & 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.

Credits	1-3
Prerequisites	Take one Philosophy course or one Honors course. Take 1 Philosophical Reasoning Course.
Corequisites	Take CORE-110 or HNRS-150 or an Oral Communications Class previously or concurrently.
Distribution	Cultural Diversity, Faith & Reason-Philosophy

PHIL-310: Metaphysics

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.

Credits	3
Prerequisites	Take one Philosophical Reasoning Course.
Semester Offered	Odd Year Spring Semester
Distribution	Faith & Reason-Philosophy

PHIL-313: Epistemology

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning Course.
Semester Offered	Even Year Fall Semester
Distribution	Faith & Reason-Philosophy

PHIL-315: 20th Century European Philosophy

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning Course. Take once course from subject PHIL.
Semester Offered	Even Year Fall Semester
Distribution	Faith & Reason-Philosophy

PHIL-324: Ethical Theory

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. A previous philosophy course.
Semester Offered	Even Year Spring Semester
Distribution	Ethical Reasoning, Faith & Reason-Philosophy

PHIL-389: Special Topic

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.

Credits	1-3
Prerequisites	Take 1 Philosophical Reasoning Course. Take one Philosophy course or one Honors course.
Distribution	Faith & Reason-Philosophy

PHIL-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

PHIL-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

PHIL-489: Special Topics:

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.

Credits	1-3
Distribution	Faith & Reason-Philosophy

PHIL-495: Philosophy Seminar

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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Take a previous philosophy course.
Semester Offered	Odd Year Fall Semester
Distribution	Advanced Writing, Faith & Reason-Philosophy

PHIL-497: Senior Paper

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

PHIL-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Physics

MAJOR IN SUSPENSION - effective May 13, 2022, additional students may not declare a Physics major while it is in suspension; the Physics minor is still active and available.

Faculty

KELLY CLINE, PH.D.
MARY E. KEEFFE, PH.D.
ANTHONY M. SZPILKA, PH.D.
NATHAN WILLIAMS, B.S.

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.

PHYS-104: Astronomy

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Cross Listed Course, Natural Science with Lab

PHYS-155: Robotics and Experimental Physics

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.

Credits	3
Corequisites	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
Semester Offered	Annual Fall Semester
Distribution	Cross Listed Course, Natural Science with Lab

PHYS-160: Einstein's Physics

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.

Credits	3
Prerequisites	Mathematics at the level of high-school pre-calculus (i.e., algebra, trigonometry, and elementary functions) will be used throughout this course, but calculus is not a prerequisite; high-school physics is recommended but not required.
Semester Offered	Annual Spring Semester
Distribution	Natural Science with Lab

PHYS-189: Special Topic

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.

Credits	1-3

PHYS-189NS: Special Topic

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.

Credits	1-3
Distribution	Natural Science with Lab

PHYS-201: Physics I: Mechanics

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 with topics in fluids as time permits. Three hours lecture and one two-hour laboratory per week. NOTE: Students must separately enroll in a laboratory section (PHYS 201L) to be fully registered for PHYS 201.

Credits	4
Prerequisites	Proficiency in high school algebra and trigonometry or MA-112. Students must pass prerequisites with a grade of "C-" or better to enroll in PHYS-201. Students who have successfully completed PHYS-205 cannot take PHYS-201.
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

PHYS-201L: Physics I Lab

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. Three hours lecture and one two-hour laboratory per week.

Credits	0
Prerequisites	Proficiency in high school algebra and trigonometry or MA-112. Students must pass prerequisites with a grade of "C-" or better to enroll in PHYS-201.
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

PHYS-202: Physics II:Thermody/Elec/Mag/Opt/ModPhy

Physics II: Electricity Magnetism and Optics.. A continuation of PHYS 201. Topics include electrical and magnetic phenomena, simple electrical circuits, and optics. Three hours lecture and one two-hour laboratory per week. NOTE: Students must separately enroll in a laboratory section (PHYS 202L) to be fully registered for PHYS 202.

Credits	4
Prerequisites	Students must pass PHYS-201 with a grade of "C-" or better to enroll in PHYS-202. Students who have successfully completed PHYS-206 cannot take PHYS-202.
Corequisites	Students must separately enroll in a laboratory section (PHYS-202L) concurrently to be fully registered for PHYS-202.
Semester Offered	Annual Spring Semester

PHYS-202L: Physics II Lab

A continuation of PHYS 201. Topics include electrical and magnetic phenomena, simple electrical circuits, and optics. Three hours lecture and one two-hour laboratory per week.

Credits	0
Prerequisites	Students must pass PHYS-201 with a grade of "C-" or better to enroll in PHYS-202.
Semester Offered	Annual Spring Semester

PHYS-205: Physics Using Calculus I: Mechanics

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.

Credits	4
Prerequisites	<u>MA-122</u> or <u>MA-131</u> required, high school physics recommended. Students must pass prerequisites with a grade of "C-" or better to enroll in <u>PHYS-205</u>.
Corequisites	Take <u>PHYS-205L</u> concurrently. NOTE: Students must separately enroll in a laboratory section to be fully registered for <u>PHYS-205</u>.
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

PHYS-205L: Physics Using Calculus I Lab

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.

Credits	0
Prerequisites	<u>MA-122</u> or <u>MA-131</u> required, high school physics recommended. Students must pass prerequisites with a grade of "C-" or better to enroll in <u>PHYS-205</u>.
Semester Offered	Annual Fall Semester
Distribution	Natural Science with Lab

PHYS-206: Physics Using Calculus II

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.

Credits	4
Prerequisites	Students must pass <u>PHYS-205</u> with a grade of "C-" or better to enroll in <u>PHYS-206</u>.
Corequisites	Take <u>PHYS-206L</u> concurrently. NOTE: Students must separately enroll in a laboratory section to be fully registered for <u>PHYS-206</u>.
Semester Offered	Annual Spring Semester

PHYS-206L: Physics Using Calculus II Lab

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.

Credits	0
Prerequisites	Students must pass <u>PHYS-205</u> with a grade of "C-" or better to enroll in <u>PHYS-206</u>.
Semester Offered	Annual Spring Semester

PHYS-305: Electronics and Circuit Analysis I

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).

Credits	4
Prerequisites	Grades of "C-" or better in PHYS-202 or PHYS-206, MA-141, and MA-233.
Semester Offered	Annual Fall Semester
Distribution	Cross Listed Course

PHYS-305L: Electronic/Circuit Anlysis I Lab

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).

Credits	0
Prerequisites	Grades of "C-" or better in PHYS-202 or PHYS-206, MA-141, and MA-233.
Semester Offered	Annual Fall Semester
Distribution	Cross Listed Course

PHYS-306: Electronics and Circuit Analysis II

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.

Credits	4
Prerequisites	Grade of "C-" or better in PHYS-305 / ENGR-305.
Semester Offered	Spring Semester
Distribution	Cross Listed Course

PHYS-321: Geometrical Optics

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.

Credits	1
Prerequisites	Grades of "C-" or better in PHYS-206, MA-141, and MA-233.
Semester Offered	Even Year Fall Semester

PHYS-322: Modern Physics

An introduction to the highlights of twentieth-century physics: quantum mechanics, special and general relativity, and selected topics in atomic and nuclear physics.

Credits	3
Prerequisites	Grades of C- or better in MA-232 MA-233. Grade of C- or better in PHYS-206.
Semester Offered	Spring Semester

PHYS-323: Optics & Electromagnetic Radiation

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.

Credits	4
Prerequisites	Grades of "C-" or better in PHYS-206, MA-141, and MA-233.
Semester Offered	Even Year Fall Semester

PHYS-331: Computational Physics

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.

Credits	3
Prerequisites	Grades of "C-" or better in PHYS-160, PHYS-206, MA-233, MA-334, and MA-342.
Semester Offered	Even Year Fall Semester

PHYS-340: Classical Mechanics

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.

Credits	3
Prerequisites	Grade of "C-" or better in PHYS-331.
Semester Offered	Odd Year Spring Semester

PHYS-342: Thermal Physics

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.

Credits	3
Prerequisites	Grades of "C-" or better in PHYS-206 and MA-233.
Semester Offered	Even Year Spring Semester
Distribution	Cross Listed Course

PHYS-345: Electromagnetism

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.

Credits	3
Prerequisites	Grades of "C-" or better in PHYS-160, PHYS-206, and MA-233.
Semester Offered	Odd Year Fall Semester

PHYS-346: Quantum Mechanics

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.

Credits	3
Prerequisites	Grades of "C-" or better in PHYS-160, PHYS-206, MA-233 and MA-334.
Semester Offered	Odd Year Spring Semester

PHYS-389L: Special Topics Lab

Credits	0

PHYS-452: Advanced Physics Lab

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.

Credits	3
Prerequisites	Grades of "C-" or better in PHYS-305 , MA-315 , and MA-334 ; or permission of instructor.
Semester Offered	Annual Spring Semester

PHYS-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

PHYS-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Political Science

Faculty

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.

PO-102: Intro Comparative Politics

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Social Science

PO-104: American National Government

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Social Science

PO-115: International Relations

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Social Science

PO-119: City Politics

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Social Science

PO-189: Special Topic

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.

Credits	1-4
Distribution	Social Science

PO-201: Introduction to the Legal Profession

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.

Credits	1
Prerequisites	Minimum sophomore standing.
Semester Offered	Annual Spring Semester

PO-210: Intro to Constitutional Law

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.

Credits	3
Semester Offered	Even Year Spring Semester
Distribution	Social Science

PO-216: American Political Thought

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.

Credits	3
Semester Offered	Odd Year Spring Semester
Distribution	Social Science

PO-222: U. S. Foreign Policy

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Social Science

PO-230: Montana State Politics

Social Science. An introductory analysis of Montana state politics and political institutions. The course will explore federalism, Montana political history, and contemporary policy issues.

Credits	3
Semester Offered	Odd Year Spring Semester
Distribution	Social Science

PO-241: Democracy & Autocracy

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

PO-242: State & Nation in World Politics

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.

Credits	3
Semester Offered	At the Discretion of the Dept Spring Semester
Distribution	Social Science

PO-243: Political Economy

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Social Science

PO-250: Topics in American Politics

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Social Science

PO-260: Health Politics & Policy

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150. Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Intermediate Writing, Social Science

PO-289: Special Topic

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.

Credits	1-3
Distribution	Social Science

PO-289IW: Special Topic

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.

Credits	1-3
Prerequisites	Take CORE-110 or HNR-150. Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Intermediate Writing, Social Science

PO-306: Political Research Methods

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.

Credits	3
Prerequisites	MA-207 is recommended.
Corequisites	Junior and Senior Students.
Semester Offered	Annual Spring Semester
Distribution	Social Science

PO-310: Selected Topics in Public Policy

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.

Credits	3
Semester Offered	Odd Year Fall Semester
Distribution	Social Science

PO-312: Elections/Pol Parties/Public Opinion

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.

Credits	3
Semester Offered	Even Year Fall Semester
Distribution	Social Science

PO-315: Congress and the Presidency

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.

Credits	3
Semester Offered	Even Year Spring Semester
Distribution	Social Science

PO-321: Citizenship: Think Global, Act Local-ND

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.

Credits	3
Semester Offered	At the Discretion of the Dept Spring Semester
Distribution	Social Science

PO-330: Topics in Political Theory

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).

Credits	3
Prerequisites	Previous lower division study of political ideas is helpful but not required.
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

PO-330MM: Islamic Society & Politics

This course is a broad overview of historical and contemporary cultural context, bridging diverse domains from religion and politics to architecture, music and popular culture. This course aims equally at bringing history and culture to bear upon contemporary global issues that frequently involve the Muslim and Arab World such as universal human rights, peace and conflict, cross cultural communication, and cultural critique. We will examine a myriad of artistic representations from throughout the Islamic World from across the ages in order to ascertain a deeper interpretation of Islamic Civilizations.

Credits	3

PO-342: War and Peace

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Social Science

PO-344: Contemporary Global Issues CD

Cultural Diversity (Global 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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Spring Semester
Distribution	Cultural Diversity, Social Science

PO-348: International Negotiation Simulation-GD

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.

Credits	3
Semester Offered	Even Year Spring Semester
Distribution	Social Science

PO-389: Special Topic

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.

Credits	1-3
Distribution	Social Science

PO-417: Legal Internship Program

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.

Credits	1-6
Prerequisites	Minimum sophomore standing. Take PO-201 .
Semester Offered	Annual At the Discretion of the Dept

PO-425: Internship

Sed Vitae. 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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

PO-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

PO-495: Senior Research Seminar in Pol Sci

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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Take CORE-110 HNR-150 or CORE-EXEMPT; Minimum grade D,P,PT; Minimum grade D,P,PT; Take 1 OC, oral communications course. Minimum senior standing. Take PO-306 .
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing, Cross Listed Course, Sed Vitae

PO-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Psychology

Faculty

JULIAN NOLEN, PH.D., DEPT. CHAIR
DIANA DEVINE, PH.D.
NIKKI HONZEL, PH.D.
ALEXANDRIA WEISBERG, PSY.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.

PSY-105: General Psychology

Social Science. An introduction to the principles of behavior through an analysis of the explanatory concepts, research methodologies, and contemporary issues in psychology.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Social Science

PSY-200: Emotional Intel & Personal Prof Success

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.

Credits	3
Prerequisites	Take PSY-105 .
Semester Offered	At the Discretion of the Dept

PSY-203: Developmental Psychology

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Social Science

PSY-207: Learning and Behavior

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.

Credits	3
Prerequisites	Take PSY-105 ;
Semester Offered	At the Discretion of the Dept

PSY-216: Social Psychology

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.

Credits	3
Prerequisites	Take PSY-105 or SO-101 . NOTE: students cannot take PSY-216/SO-216 if they have taken PSY-240/SO-240 and/or PSY-241/SO-241 .
Semester Offered	Annual Fall Semester
Distribution	Social Science

PSY-222: History & Systems in Psychology

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.

Credits	3
Prerequisites	Take PSY-105
Semester Offered	At the Discretion of the Dept

PSY-227: Child & Adolescent Psychology

Social Science. 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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

PSY-229: Educational Psychology

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.

Credits	3
Semester Offered	Annual Fall & Summer
Distribution	Cross Listed Course

PSY-289: Special Topic

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.

Credits	1-3
Distribution	Social Science

PSY-304: Theories & Practice in Counseling Psych

This course is designed to introduce students to the theoretical models, research findings, and practical skills and techniques of counseling and psychotherapy.

Credits	3
Prerequisites	Must be a Psychology major. Minimum Jr standing. Take PSY-105 .
Semester Offered	Annual Fall Semester

PSY-305: Junior Seminar

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.

Credits	1
Prerequisites	Minimum Jr Standing Must be a Psychology major.
Semester Offered	Annual Fall Semester

PSY-306: Abnormal Psychology

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.

Credits	3
Prerequisites	Must be a Psychology major. Minimum Jr standing. Take PSY-305. Take PSY-105.
Semester Offered	Annual Spring Semester

PSY-308: Health Psychology

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.

Credits	3
Prerequisites	Take PSY-105.
Semester Offered	At the Discretion of the Dept

PSY-309: Research Methods

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.

Credits	4
Prerequisites	Must be a Psychology major. Minimum Jr standing. Take PSY-105. Take one IW, intermediate writing course. Take MA-207 or MA-315.
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing

PSY-310: Human Sexuality

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students. Take PSY-105.
Semester Offered	At the Discretion of the Dept
Distribution	Cross Listed Course, Social Science

PSY-311: Theories of Personality

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students. Take PSY-105.
Semester Offered	At the Discretion of the Dept

PSY-314: Cognitive Psychology

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.

Credits	3
Prerequisites	Take PSY-105.
Semester Offered	At the Discretion of the Dept

PSY-321: Law, Justice & Forensic Psychology

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.

Credits	3
Prerequisites	Take PSY-105 or SO-101.
Semester Offered	Annual Spring Semester

PSY-334: Experiential/Adventure Therapy

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.

Credits	3
Prerequisites	Take PSY-105 or PSY-203 or PSY-227.
Semester Offered	Annual Spring Semester

PSY-388: Undergraduate Teaching Assistantship

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.

Credits	1-2
Prerequisites	Minimum Jr Standing.
Semester Offered	Annual Fall & Spring Semesters

PSY-389: Special Topic

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.

Credits	1-3

PSY-414: Physiological Psychology

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.

Credits	4
Prerequisites	Enrollment Limited to Junior and Senior Students.
Semester Offered	Annual Fall Semester

PSY-416: Brain and Behavior

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students. Take PSY-309 (or appropriate writing course for Neuroscience minors; instructor enters prerequisite waiver). Psychology major or Neuroscience minor.
Corequisites	Take PSY-416L concurrently:
Semester Offered	Annual Spring Semester

PSY-416L: Brain and Behavior Lab

Credits	1
Corequisites	Take PSY-416 concurrently;
Semester Offered	Annual Spring Semester

PSY-425: Internship

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.

Credits	1-8
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

PSY-485: Independent Study

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

Credits	1-4
Semester Offered	At the Discretion of the Dept

PSY-486: Independent Research in PSY

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

PSY-489: Special Topic

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.

Credits	1-3

PSY-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

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

SW-402: 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-404: 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-405: 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-407: 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-485: Independent Study

Credits	1-3

Spanish

SP-101: Elementary Spanish I

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Oral Communications

SP-102: Elementary Spanish II

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Oral Communications

SP-150: Intensive Spanish Immersion Abroad

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.

Credits	2
Semester Offered	At the Discretion of the Dept

SP-189: Special Topic

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity

SP-203: Intermediate Spanish III

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.

Credits	3
Prerequisites	Take SP-102 or equivalent.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Oral Communications

SP-204: Intermediate Spanish IV

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.

Credits	3
Prerequisites	Take SP-203 or equivalent.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity, Oral Communications

SP-250: Intensive Spanish Immersion Abroad

Oral Communications. 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.

Credits	3
Prerequisites	Take SP-102.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Oral Communications

SP-301: Spanish Conversation

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.

Credits	3
Prerequisites	Take SP-204 or requiste waiver of the instructor for concurrent enrollment in SP-204.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Oral Communications

SP-303: Power and Culture: Utopias and Dystopias

Cultural Diversity. Power and Culture: Utopias and Dystopias in the Hispanic World. 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.

Credits	3
Prerequisites	Take SP-204 or equivalent.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Cultural Diversity

SP-305: Literary Perspectives Hispanic World

Cultural Diversity, Arts & Letters-Literature. Literary Perspectives from the Hispanic World. 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.

Credits	3
Prerequisites	Take SP-303.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Arts & Letters-Literature

SP-306: Adv Spanish Grammar & Composition

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.

Credits	3
Prerequisites	Take one IW, intermediate writing course. Take SP-204 or equivalent.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Spring Semester
Distribution	Advanced Writing, Cultural Diversity

SP-320: Language & Healing

Cultural Diversity. 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.

Credits	3
Prerequisites	Take SP-301 .
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity

SP-321: Cultivate Comp: Hisp Hlth

Cultural Diversity SP 321 is dedicated to the human and social aspects of health (the patient and their environment) and is specifically designed for students in healthcare fields. In this course we will approach different aspects of healthcare that are difficult to find in medical textbooks through Hispanic cultural production. Therefore, in this course we will study and analyze Hispanic films, poems, short stories, and art works that include in their arguments both aspects of health and human behaviors that result from medical conditions and treatments. Finally, during our conversations and practices in class we will apply medical terminology and the Hispanic cultural competence content that we studied in SP 320. This course is conducted in Spanish, and it fulfills a CORE cultural diversity requirement. SP 320 or permission of the instructor is a prerequisite for this course.

Credits	3
Prerequisites	Take SP-320 ;
Semester Offered	Odd Year Spring Semester
Distribution	Cultural Diversity

SP-322: Communicating Care: Spanish Translation

Cultural Diversity This intermediate-level course is designed to develop and enhance the language skills necessary for effective translation and interpretation in healthcare settings. Through a combination of theoretical study, practical exercises, and real-world simulations, students will gain proficiency in Spanish-English language translation and interpretation with a focus on terminology and situations relevant to the health professions. SP 320: Language and Healing: A Cultural Exploration of Hispanic Experiences, is a prerequisite for this course.

Credits	3
Prerequisites	Take SP-320 ;
Semester Offered	Even Year Spring Semester
Distribution	Cultural Diversity

SP-350: Cultural Immersion Experience

Cultural Diversity. Cultural Immersion Experience. 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.

Credits	3
Prerequisites	Take SP-204 .
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity

SP-389: Special Topics

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity

SP-405: Topics in Hispanic Literature

This course offers topic-specific approaches to modern Hispanic literature (1499-present) to be read alongside contemporary criticism on these works and their authors and literary movements. In particular, this course focuses on honing your ability to read analytically and express your textual interpretation both orally and in written form. During the semester, we will read both critically and creatively, analyzing the strategies that various authors use to express their ideas, create their literary and filmic worlds, and engage the reader. The course will also situate the selected texts within leading Hispanic literary movements and help you to understand the historical context in which this literature was/is produced. The course aims focus on a specific set of literary texts and historical moments, help you further develop your tools for literary and film analysis, and push you to create more critical, insightful and engaging readings. These are tools that will empower you to be more critical and creative thinkers across the board, whatever your major or interests. Example topics include but are not limited to Medieval Spanish poetry, the Gaucho and Argentine Independence, the Spanish Civil War, Afro-Caribbean Literature and Culture, and Contemporary Latin American graphic novels.

Credits	3
Prerequisites	Take SP-303 SP-305 SP-306.
Semester Offered	Even Year Fall Semester

SP-406: Topics in Spanish Linguistics

This course builds upon the science of language and dives deeper into various topics associated with Spanish linguistics, pragmatics, phonetics, phonology, second language acquisition, and sociolinguistics. In this course students will learn to engage with, process, describe and analyze linguistics data. This course will include a research project component for graduating seniors.

Credits	3
Prerequisites	Take SP-301 Spanish Conversation and SP-306 Advanced Spanish Grammar and Composition.
Semester Offered	Odd Year Spring Semester

SP-410: Topics in Spanish & Latin American Film

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.

Credits	3
Prerequisites	Take SP-303, SP-305 and SP-306.
Semester Offered	Even Year Spring Semester
Distribution	Arts & Letters-Literature

SP-425: Internship

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.

Credits	1-9
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

SP-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

SP-489: Special Topics

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.

Credits	1-3

SP-499: Senior Thesis

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

Study Abroad

SA-250: Cross-Cultural Immersion

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.

Credits	3-6
Semester Offered	Annual At the Discretion of the Dept
Distribution	Service Learning, Sed Vitae

SA-355: Study Abroad Direct

Global Diversity. Sed Vitae. 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.

Credits	1-12
Distribution	Sed Vitae

SA-361: Summer Abroad Siena Italy

Credits	1-12
Distribution	Sed Vitae

SA-362: Summer Abroad Meknes Morocco

Credits	1-12
Distribution	Sed Vitae

SA-363: Summer Abroad Galway Ireland

Credits	1-12
Distribution	Sed Vitae

SA-364: Oxford Summer Program

Credits	1-12
Distribution	Sed Vitae

SA-366: Cambridge Summer Program

Credits	1-12
Distribution	Sed Vitae

SA-375: Study Abroad Affiliate Program

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.

Credits	1-12
Distribution	Sed Vitae

SA-385: Study Abroad ISEP Exchange

Global Diversity. Sed Vitae. 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.

Credits	12
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

SA-395: Study Abroad CC Exchange

Global Diversity. Sed Vitae. 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.

Credits	1-19
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

SA-425: International Internship

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.

Credits	1-6
Semester Offered	Annual At the Discretion of the Dept
Distribution	Sed Vitae

SA-489: Study Abroad Special Topics:

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Pseudo Course, Sed Vitae

Theatre

THT-102: Theatre Technician Practicum

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-103: Theatre Travel Practicum

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-110: Theatre Practicum

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-111: Acting I: Intro to Acting

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-118: Theatre Appreciation

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.

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-121: Stagecraft

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-130: Dance I

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.

Credits	1
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

THT-131: Dance II

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.

Credits	1
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-Fine Arts

THT-148: Film Acting

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.

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-160: Improvisation

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-189: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Fine Arts

THT-207: Comedy Acting

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.

Credits	3
Prerequisites	Take THT-111 or THT-212 .
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-208: Stage Combat

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. Must be a Theatre major or minor to register for this course.

Credits	3
Corequisites	Must be a theatre major or minor.
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-209: Intro to Musical Theatre

As an introductory class, the focus primarily is for students to end the semester with either a deeper appreciation for musical theatre or the tools necessary to continue pursuing musical theatre performance. Students will learn an overview of musical theatre history, and receive an introduction to musical theatre performing techniques, including different styles of musical theatre singing. All skill levels are encouraged to take this class. It is a performance class so students will sing, act and move in group activities. Offered Even Falls.

Credits	3
Distribution	Arts & Letters-Fine Arts

THT-210: Creative Drama for Educators

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-Fine Arts

THT-211: Puppetry

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.

Credits	3
Semester Offered	Odd Year Spring Semester
Distribution	Arts & Letters-Fine Arts

THT-212: Acting 2: Acting Methods

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 the professor before registration.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

THT-218: Acting 3: Voice & Movement

Arts & Letters-Fine Arts. This 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.

Credits	3
Prerequisites	Take THT-111 and THT-212
Distribution	Arts & Letters-Fine Arts

THT-220: Scene Painting and Prop Artistry

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-Fine Arts

THT-221: Stagecraft II

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.

Credits	3
Prerequisites	Take THT-121 .
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-222: Introduction to Stage Design

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, sou 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.

Credits	3
Semester Offered	Even Year Fall Semester
Distribution	Arts & Letters-Fine Arts

THT-223: Costuming

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.

Credits	3
Semester Offered	Annual Fall Semester
Distribution	Arts & Letters-Fine Arts

THT-224: Stage Make-Up

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.

Credits	3
Semester Offered	Annual Spring Semester
Distribution	Arts & Letters-Fine Arts

THT-271: Stage Management Apprenticeship

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-281: Electrician Apprenticeship

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-289: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Fine Arts

THT-305: Theatre Intensive

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-308: Acting 4: Period Styles for Acting

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.

Credits	3
Prerequisites	Take THT-112, THT-313 , OR permission of the instructor.
Semester Offered	Odd Year Spring Semester
Distribution	Arts & Letters-Fine Arts

THT-310: Women in Theatre

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.

Credits	3
Semester Offered	Odd Year Fall Semester
Distribution	Arts & Letters-Fine Arts

THT-311: Directing

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.

Credits	3
Prerequisites	Must be a Theatre major or minor.
Semester Offered	Even Year Fall Semester
Distribution	Arts & Letters-Fine Arts

THT-312: Musical Theatre Performance

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.

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-313: Stage Dialects

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.

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-314: Shakespeare in Performance

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.

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-318: History of Theatre I

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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Odd Year Fall Semester
Distribution	Arts & Letters-Fine Arts, Intermediate Writing

THT-319: History of Theatre II (WI)

Arts & Letters-Fine Arts. 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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course.
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Even Year Spring Semester
Distribution	Arts & Letters-Fine Arts

THT-320: Corsetry

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.

Credits	3
Semester Offered	At the Discretion of the Dept Spring Semester
Distribution	Arts & Letters-Fine Arts

THT-322: Scenic Design

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-323: Lighting Design

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-324: Digital Media Design

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.

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept

THT-389: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Fine Arts

THT-403: Theatre Projects

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-404: Theatre Projects

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-418: Theatre for Young Audiences

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-422: Advanced Design

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-425: Internship

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.

Credits	1-6
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts, Sed Vitae

THT-426: Dramaturgy

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.

Credits	3
Prerequisites	Take one IW, intermediate writing course.
Semester Offered	Odd Year Spring Semester
Distribution	Advanced Writing, Arts & Letters-Fine Arts

THT-471: Production Stage Mgmt Mentorship

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-481: Master Electrician Mentorship Practicum

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters
Distribution	Arts & Letters-Fine Arts

THT-485: Independent Study

Arts & Letters-Fine Arts. 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.

Credits	1-3
Semester Offered	At the Discretion of the Dept
Distribution	Arts & Letters-Fine Arts

THT-489: Special Topic

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.

Credits	1-3
Distribution	Arts & Letters-Fine Arts

THT-495: Senior Seminar

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.

Credits	1
Semester Offered	Annual Fall Semester

THT-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Public Health

Faculty

KELLY PARSLEY, M.A., M.P.H., DEPT. CHAIR
GERALD SCHAFFER, 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 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.

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.

PH-200: Public Health Field Experience

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.

Credits	1-3
Prerequisites	Minimum sophomore standing.
Semester Offered	Annual Fall & Spring Semesters

PH-289: Special Topic

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.

Credits	1-3

PH-289G: Special Topic

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.

Credits	1-4

PH-321: Gardening & Community Health

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.

Credits	3
Semester Offered	Annual Spring Semester

PH-330G: Public Health Methods

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.

Credits	3
Prerequisites	Minimum Sophomore standing required to register. 30-59 completed credits.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Have Sophomore class level.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Service Learning

PH-330N: Public Health Methods

Cultural Diversity, Service Learning. Intermediate Writing. 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.

Credits	3
Prerequisites	Min Sophomore standing required to register. 30-59 completed credits.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently. Have Sophomore class level.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Service Learning

PH-333: Public Health Theories & Practice

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.

Credits	3
Prerequisites	Minimum sophomore standing.
Semester Offered	Annual Spring Semester

PH-389: Special Topic

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.

Credits	1-3

PH-389CD: Special Topic

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.

Credits	1-4
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Cultural Diversity

PH-405: Senior Seminar

Writing Intensive. 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.

Credits	1
Prerequisites	Enrollment Limited to Junior and Senior Students.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Cross Listed Course

PH-425: Internship

Sed Vitae. 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. 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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

PH-485

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

PH-489: Special Topic

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.

Credits	1-3

PH-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Sociology

Faculty

KAYLIN BOURDON, PH.D.
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 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 understanding as we focus on social justice throughout the program.

Program Learning Goals

- 1. Students will develop a robust sociological imagination.
- 2. Students will become critical consumers of information.
- 3. Students will be able to apply social theories to social context.
- 4. Students will contribute to Sociological knowledge.
- 5. Students will communicate responsibly with and for others.

SO-101: Introduction to Sociology

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Social Science

SO-189: Special Topic

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.

Credits	1-3
Distribution	Social Science

SO-200: Social Problems

Social Science. Cultural Diversity. An in-depth examination and discussion of selected American social problems, including poverty, sexism, racism, family violence, and health issues. Analysis of solutions to the problems with a social justice viewpoint.

Credits	3
Prerequisites	Take SO-101 .
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Cultural Diversity, Social Science

SO-204: Cultural Anthropology

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.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Cross Listed Course, Social Science

SO-208: Sociology of the Family

Social Science. Cultural Diversity. 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 in relationships; parenting; life transitions; and the roles of gender, property, power, and love in marriage and family.

Credits	3
Prerequisites	Take SO-101 .
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Cross Listed Course, Social Science

SO-216: Social Psychology

Social Science. Cultural Diversity. 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 in relationships; parenting; life transitions; and the roles of gender, property, power, and love in marriage and family.

Credits	3
Prerequisites	Take PSY-105 or SO-101 . NOTE: students cannot take PSY-216/SO-216 if they have taken PSY-240/SO-240 and/or PSY-241/SO-241 .
Semester Offered	Annual Fall Semester
Distribution	Social Science

SO-218: Intro Native Am Studies

Cultural Diversity, Social Science. This course covers a broad range of prehistoric, historic, and contemporary issues pertaining to American Indians. The course will cover diversity among tribes including political organization, social organization, economics, subsistence, religions, and other cultural issues.

Credits	3
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Annual Fall & Spring Semesters
Distribution	Cultural Diversity, Cross Listed Course, Social Science

SO-220: Sociology of Sport

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.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

SO-225: Sociology of Gender

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.

Credits	3
Prerequisites	Take SO-101 or PSY-105 or CO-101.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Fall Semester
Distribution	Cultural Diversity, Cross Listed Course, Social Science

SO-230: Social Movements & Collective Action

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.

Credits	3
Prerequisites	Take SO-101
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

SO-241: Soc: Social Behavior (ND)

Credits	3

SO-251: Gender, Health and Medicine

Social Science. In this course we use the sociological "lens" of gender to look at issues involving men's, women's, and all others'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 and how they affect the medical perspective as well as our perceptions of health.

Credits	3
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

SO-256: Gender & Work

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.

Credits	3
Prerequisites	Take <u>CORE-110</u> or <u>HNR-150</u> or an OC, Oral Communication, course previously or concurrently. Take <u>SO-101</u>.
Semester Offered	Even Year Spring Semester
Distribution	Cultural Diversity, Social Science

SO-262: Alcoholism, Drug Abuse, Dependent Behavior

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.

Credits	3
Prerequisites	Take <u>SO-101</u>.
Semester Offered	Even Year Spring Semester
Distribution	Social Science

SO-289: Special Topic

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.

Credits	1-3
Distribution	Social Science

SO-309: Crime & Criminology

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.

Credits	3
Prerequisites	Take <u>SO-101</u>.
Semester Offered	Even Year Fall Semester
Distribution	Social Science

SO-312: Juvenile Delinquency/Deviant Behavior

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.

Credits	3
Prerequisites	Take SO-101.
Semester Offered	Odd Year Spring Semester
Distribution	Social Science

SO-314: Sociology of Law

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.

Credits	3
Prerequisites	SO-101.
Semester Offered	Odd Year Spring Semester
Distribution	Social Science

SO-317: Ethnic and Racial Relations

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.

Credits	3
Prerequisites	Take SO-101.
Semester Offered	Odd Year Spring Semester
Distribution	Cultural Diversity, Cross Listed Course, Social Science

SO-319: Policing & Violence 21st Century

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.

Credits	3
Prerequisites	Take SO-101.
Semester Offered	Odd Year Fall Semester
Distribution	Social Science

SO-321: Crime, Justice, and the Media

Social Science. In this course, we will examine the interrelationships between mass media, the criminal justice system, and crime in the U.S. In particular we will explore the public policy implications of media portrayals of crime, criminals, the police, and the court systems. We will also study the relationship between media consumption, social media, and crime. This course will examine the relationship between media and due process. The main objective of this course is to enable you to learn to think critically about today's world. Through the course material you will be encouraged to reflect on and challenge popular assumptions and simplistic interpretations of criminal endeavors and media.

Credits	3
Prerequisites	Take SO-101.
Semester Offered	Even Year Spring Semester
Distribution	Social Science

SO-331: Social Science Research Methods

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.

Credits	4
Prerequisites	Enrollment Limited to Junior and Senior Students. Take MA-207. Take SO-200 and SO-392.
Semester Offered	Annual Spring Semester

SO-351: Medical Sociology

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.

Credits	3
Prerequisites	SO-101.
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

SO-355: Sociology of Emotions

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.

Credits	3
Prerequisites	Take SO-101.
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

SO-360: Environmental Sociology

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.

Credits	3
Prerequisites	Take SO-101
Semester Offered	At the Discretion of the Dept
Distribution	Social Science

SO-389: Special Topic

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.

Credits	1-3
Distribution	Social Science

SO-389MM: Migration and Transnationalism in Morocco

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.

Credits	3

SO-392: Modern Social Theory

Intermediate Writing. This course introduces students to important theoretical tools that will enable them to see the world as sociologists do 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.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course. Minimum Jr standing. Take SO-101 and SO-200
Corequisites	Take TH-101 . Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Fall Semester
Distribution	Intermediate Writing

SO-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

SO-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

SO-495: Senior Seminar

Writing Intensive. 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.

Credits	3
Prerequisites	Minimum senior standing. Take SO-392 and SO-331 .
Semester Offered	Annual Fall Semester
Distribution	Advanced Writing

SO-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

Special Education

Faculty

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

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, and challenging learning experiences for individuals with exceptionalities;

- 2. demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning that:
 - a. is based on ongoing analysis of student learning, self-reflection, and professional standards, research, and contemporary practices;
 - b. allows all individuals with exceptionalities to become active, effective learners with positive social interactions, self-determination, and healthy well-being;
- 3. demonstrate knowledge of standards used in Montana schools and the ability to use general and specialized curricula 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);
 - a. ability to identify, collect, and understand quantitative and qualitative data;
 - b. ability to accurately prepare Present Level of Academic Achievement and Functional Performance;
 - c. ability to accurately prepare Measurable Annual Goals,
 - d. ability to accurately administer, score, and analyze the results of formative, summative, and standardized assessments; and
 - e. ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;
- 5. select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning;
- 6. use foundational knowledge of the field along with professional ethics and standards
- 7. collaborate, communicate, and advocate 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, including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and 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.

Transportation

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

SPED-189: Special Topic

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.

Credits	1-3

SPED-200: Introduction to Exceptional Children

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.

Credits	3
Prerequisites	Take ED-102 .
Semester Offered	Annual Spring & Summer

SPED-204: Students W/ High Incidence Disabilities

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.

Credits	3
Prerequisites	Take SPED-200 .
Semester Offered	Annual Spring Semester

SPED-205: Students With Low Incidence Disabilities

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 by providing an overview of the best practices for working with persons who have low incidence disabilities. Students will be encouraged to 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.

Credits	3
Semester Offered	Annual Fall Semester

SPED-206: Collab & Conference for Educators

Intermediate Writing. Collaboration and Conferencing Techniques for Educators. 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. This course also fulfills the Intermediate Writing Core requirement. The principles of technical writing will be taught using a Writer's Reference Guide and students will become acquainted with and use the American Psychological Association (APA) writing style for writing and research projects. A Collaborative Group Research Project will be developed using appropriate APA style. Students will be required to complete 12 hours of classroom observation and attend two team meetings at assigned schools.

Credits	3
Prerequisites	Take CORE-110 or HNR-150 . Take 1 OC, oral communications course. Take SPED-200 .
Corequisites	Take TH-101 previously or concurrently. Take 1 PR, philosophical reasoning course previously or concurrently.
Semester Offered	Annual Spring & Summer
Distribution	Intermediate Writing

SPED-308: Methods for Teaching Students with Disabilities

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.

Credits	3
Prerequisites	Take SPED-304, SPED-305 and <u>SPED-323</u>. Acceptance or provisional acceptance into the Teacher Education Program. (request waiver for prereq courses. faculty consent for acceptance or provisional acceptance)
Semester Offered	Annual Spring Semester

SPED-323: Assmnt & Evaluation in Special Education

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.

Credits	3
Prerequisites	Take SPED-304 and SPED-305. Acceptance or provisional acceptance into the Teacher Education Program. (request waiver for prereq courses. faculty consent for acceptance or provisional acceptance)
Semester Offered	Annual Fall Semester

SPED-324: Diagnostic-Based Interv in Literacy Inst

Diagnostic-Based Interventions in Literacy Instruction. This course addresses the following four topics: 1) formal and informal assessments of students' reading interests and abilities; 2) proven reading strategies, methods and techniques (research-based); 3) diagnostic teaching strategies, and 4) methods of reporting students' strengths and weaknesses. Students are required to complete a clinical experience in a K-12 school setting.

Credits	3
Prerequisites	A grade of C- or better in <u>ED-318</u> or <u>ED-325</u>.
Semester Offered	Annual Spring Semester
Distribution	Cross Listed Course

SPED-409: Methods for Administering Special Ed

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.

Credits	5
Prerequisites	Take SPED-408. Acceptance or provisional acceptance into the Teacher Education Program. (request waiver for prereq courses. faculty consent for acceptance or provisional acceptance)
Semester Offered	Annual Fall Semester

SPED-485

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

Theology

Faculty

CAMERON FERGUSON, PH.D.
KATHERINE GREINER, PH.D.
ERIC E. HALL, PH.D.
ERIC D. 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 demonstrate an in-depth understanding of Christian doctrines, biblical foundations, key themes in the history of theology, and contemporary issues focusing on Catholic intellectual traditions.
- Students will develop the ability to analyze and interpret Scripture in its historical, literary, and theological contexts.
- Students will engage in a deep, reflective dialogue between faith and reason, understanding their complementary roles in the intellectual and lived life of Christians.
- Students will reflect critically on theological principles in relation to contemporary moral issues, social justice, and global challenges, with an emphasis on Catholic Social Teaching.
- Students will demonstrate knowledge of the historical development of Christian theology and the historical/cultural contexts in which key theological issues have arisen.

- Students will develop the skills to conduct theological research, engage critically with primary and secondary sources, and communicate their findings effectively in both written and oral forms.

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.

TH-101: Theological Foundations

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.

Credits	3
Semester Offered	Annual Fall & Spring Semesters

TH-189: Special Topic

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.

Credits	1-3
Prerequisites	Take <u>TH-101</u> .
Distribution	Faith & Reason-Theology

TH-201: Church and Worship

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.

Credits	3
Prerequisites	Take TH-101 .
Semester Offered	Odd Year Spring Semester
Distribution	Faith & Reason-Theology

TH-202: The Gospel According to Harry Potter

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.

Credits	3
Prerequisites	Take TH-101 .
Semester Offered	Summer Semester

TH-205: Theology and Film

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.

Credits	3
Prerequisites	Take TH-101 .
Semester Offered	At the Discretion of the Dept

TH-206: American Cinema & Catholic Imagination

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 sacra-mentality, 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.

Credits	3
Prerequisites	Take TH-101 .
Semester Offered	At the Discretion of the Dept

TH-210: Catholicism: Explor From Vatican I to Pres

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.

Credits	3
Prerequisites	Take TH-101
Semester Offered	At the Discretion of the Dept

TH-211: Comparative Religion

Cultural Diversity, Faith & Reason-Theology. A study of the origins and beliefs of major world religions in historical contexts.

Credits	3
Prerequisites	Take TH 101.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Odd Year Fall Semester
Distribution	Cultural Diversity, Faith & Reason-Theology

TH-212: Women Mystics

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.

Credits	3
Prerequisites	TH-101;
Semester Offered	Even Year Fall Semester
Distribution	Faith & Reason-Theology

TH-215: Exploring Christian Spirituality

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.

Credits	3
Prerequisites	Take TH-101.
Semester Offered	Odd Year Fall & Spring Semesters
Distribution	Faith & Reason-Theology

TH-216: Violence & Atonement

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.

Credits	3
Prerequisites	Take I Philosophical Reasoning course. Take I Cultural Diversity course. Take TH-101.
Semester Offered	At the Discretion of the Dept
Distribution	Ethical Reasoning, Faith & Reason-Theology

TH-217: Christian Spirituality and Justice

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.

Credits	3
Prerequisites	Take I Philosophical Reasoning course. Take I Cultural Diversity course. Take TH-101 .
Semester Offered	Odd Year Fall Semester
Distribution	Ethical Reasoning, Faith & Reason-Theology

TH-218: Spiritual Autobiographies

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.

Credits	3
Prerequisites	Take TH-101 .
Semester Offered	Even Year Spring Semester
Distribution	Faith & Reason-Theology

TH-220: Moral Theology

Ethical Reasoning, Faith & Reason-Theology. An introduction to moral decision making and moral action in light of biblical principles and changing contexts.

Credits	3
Prerequisites	Take I Philosophical Reasoning course. Take I Cultural Diversity course. Take TH-101 .
Semester Offered	At the Discretion of the Dept
Distribution	Ethical Reasoning, Faith & Reason-Theology

TH-222: Health Care Ethics

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.

Credits	3
Prerequisites	Take I Philosophical Reasoning course. Take I Cultural Diversity course. Take TH-101 .
Semester Offered	Annual Fall Semester
Distribution	Ethical Reasoning, Faith & Reason-Theology

TH-231: Introduction to Old Testament

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.

Credits	3
Prerequisites	Take TH-101 .
Semester Offered	Annual Fall Semester
Distribution	Faith & Reason-Theology

TH-233: Intro to Old Testament

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. TH 233 is not WI, writing intensive.

Credits	3
Semester Offered	At the Discretion of the Dept At the Discretion of the Dept
Distribution	Faith & Reason-Theology

TH-236: Introduction to New Testament

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.

Credits	3
Prerequisites	TH-101 .
Semester Offered	Annual Spring Semester
Distribution	Faith & Reason-Theology

TH-237: Intro to New Testament

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.

Credits	3
Prerequisites	TH-101 .
Semester Offered	Annual Fall & Spring Semesters
Distribution	Faith & Reason-Theology

TH-251: The God Question

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.

Credits	3
Prerequisites	Take TH-101 .
Semester Offered	Odd Year Fall Semester
Distribution	Faith & Reason-Theology

TH-252: Theology of the Land

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.

Credits	3
Prerequisites	Take TH-101.
Semester Offered	At the Discretion of the Dept

TH-254: Theology and Science

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.

Credits	3
Prerequisites	Take TH-101.
Semester Offered	At the Discretion of the Dept
Distribution	Faith & Reason-Theology

TH-256: God and the Human Experience

Faith & Reason-Theology. A thoughtful exploration of human finitude and human diversity in encounters with God. Students will explore the work of theologians, mystics, philosophers, writers, and scientists grappling with human experience as a place of encounter with the divine.

Credits	3
Prerequisites	Take TH-101.
Semester Offered	Even Year Spring Semester
Distribution	Faith & Reason-Theology

TH-258: TH & Gender: Images Tradition & Discourse

Cultural Diversity. 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.

Credits	3
Prerequisites	Take TH 101.
Corequisites	Take CORE-110 or HNR-150 or an OC, Oral Communication, course previously or concurrently.
Semester Offered	Even Year Spring Semester
Distribution	Cultural Diversity, Cross Listed Course, Ethical Reasoning, Faith & Reason-Theology

TH-261: Wealth Pov Bible Early Church

This is an exploration of the biblical theme of justice as it relates to wealth and poverty with an attention to the importance of this theme for modern Christian social ideas. Based upon readings of primary texts from the Bible and early Christianity, the course explores the potential contributions and limitations of early Christian social thought to contemporary socio-ethical discourse.

Credits	3
Prerequisites	Take TH-101.
Semester Offered	At the Discretion of the Dept

TH-262: Slavery and Christian Theology

Ethical Reasoning, Faith and Reason Theology. This course explores the intersections between slavery and Christian theology in the historical contexts of the ancient Roman Empire and the United States. The course starts from the presupposition that slavery is a moral evil. Students will read biblical and historical texts from Christians who support slavery and Christians who oppose slavery. The big questions of the course revolve around the relationships between moral discernment, social evils, and religious belief and practice.

Credits	3
Prerequisites	Take TH-101 . Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Odd Year Spring Semester
Distribution	Ethical Reasoning, Faith & Reason-Theology

TH-263: Modern Catholic Social Teaching

Intermediate Writing, Ethical Reasoning, Faith & Reason-Theology. 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. (This course has been granted an exception to double-count in the Central Sequence of the Core Curriculum 2020 requirements. Students needing [TH-263](#) to fulfill both Intermediate Writing and Ethical Reasoning will need to contact the Registrar's Office for a manual override so that the course will count for both requirements in their degree progress: registraroffice@carroll.edu)

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101 .
Semester Offered	Fall Or Spring Semester
Distribution	Ethical Reasoning, Intermediate Writing, Faith & Reason-Theology

TH-264: Theologies of Liberation

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 fundamentals of theology therein. The course will then examine how this has begun to blossom into a rich variety of 'theologies of liberation' in diverse contexts throughout the world. In this context, the course explores new ways of (re)thinking Christianity as fruitfully engaging the world by 'building of the Kingdom of God' in and through the 'option for the poor'.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101 .
Semester Offered	At the Discretion of the Dept
Distribution	Cultural Diversity, Ethical Reasoning, Faith & Reason-Theology

TH-266: Ecological Theologies

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.

Credits	3
Prerequisites	Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course. Take TH-101 .
Semester Offered	Odd Year Spring Semester
Distribution	Ethical Reasoning, Faith & Reason-Theology

TH-268: Humans, Animals, and Nature

Ethical Reasoning. Faith and Reason Theology. Humans, Animals, and Nature: Ecologies of Religion. This course explores the relations between humans, animals, and nature as those relationships are depicted, understood, and influenced by religious thought and practice. Religion builds human self-understanding by providing answers to questions such as: "What are animals? What are they for? What are humans and what are we for? How should we live together on the land?" The specific answers given to these questions as well the way those answers are put into practice has varied substantially across history and culture. The course focuses on Christian theology, but other religious traditions are engaged in a comparative manner as well.

Credits	3
Prerequisites	Take TH-101 . Take 1 Philosophical Reasoning course. Take 1 Cultural Diversity course.
Semester Offered	Even Year Fall Semester
Distribution	Cross Listed Course, Ethical Reasoning, Faith & Reason-Theology

TH-289: Special Topic

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.

Credits	1-4
Prerequisites	Take TH-101 .
Distribution	Faith & Reason-Theology

TH-321MM: Three Religions, Three Peoples, One God

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.

Credits	3

TH-341: History of Christian Thought: Early Church & Patristics

Faith & Reason-Theology. A study of major Christian doctrinal developments in their historical contexts, from the New Testament era through the Patristics.

Credits	3
Prerequisites	Take any 200-level Theology course.
Semester Offered	Odd Year Fall Semester
Distribution	Faith & Reason-Theology

TH-342: HCT: Middle Ages Through Reformation

Faith & Reason-Theology. A study of major Christian doctrinal developments in their historical contexts, from the Middle Ages through the Reformation.

Credits	3
Prerequisites	Take any 200-level Theology course.
Semester Offered	Even Year Spring Semester
Distribution	Faith & Reason-Theology

TH-343: HCT: Modernity-Postmodernity

A study of major developments in Christian thinking in their historical contexts, from Modernity through the challenges of Postmodernity.

Credits	3
Prerequisites	Take any Theology 200-level course or by instructor requisite waiver.
Semester Offered	Fall Or Spring Semester

TH-352: Christology

Faith & Reason-Theology. An analysis of interpretations of Jesus Christ's humanity and divinity, from biblical statements to contemporary explorations.

Credits	3
Prerequisites	Take any 200-level Theology course.
Semester Offered	Even Year Fall Semester
Distribution	Faith & Reason-Theology

TH-353: Trinity in Christian Life and Theology

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.

Credits	3
Prerequisites	Take any 200-level Theology course.
Semester Offered	Annual Spring Semester
Distribution	Faith & Reason-Theology

TH-371: Discerning Ministerial Vocation

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.

Credits	1
Prerequisites	Take TH-101.
Corequisites	Take one 200 level theology course taken prior or concurrent to discernment course.
Semester Offered	Annual Spring Semester

TH-389: Special Topic

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.

Credits	1-3
Prerequisites	Take TH-101.
Distribution	Faith & Reason-Theology

TH-424: Ministering Through Vocation

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.

Credits	1
Prerequisites	Take TH 101.
Corequisites	Instructor consent entered in self service under consent and concurrent enrollment in an internship taken in primary discipline.
Semester Offered	Annual Fall & Spring Semesters

TH-425: Internship

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.

Credits	1-6
Semester Offered	At the Discretion of the Dept
Distribution	Sed Vitae

TH-471: Ministry in Action

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.

Credits	2
Prerequisites	Take TH-101 and TH-371.
Semester Offered	Annual Fall Semester

TH-485: Independent Study

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.

Credits	1-3
Semester Offered	At the Discretion of the Dept

TH-495: Theology Seminar

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.

Credits	3
Prerequisites	Enrollment Limited to Junior and Senior Students. Take TH-101. Take one additional Theology class.
Semester Offered	Fall Or Spring Semester

TH-496: Theology Research Paper Or Project

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.

Credits	1
Semester Offered	Annual Fall & Spring Semesters

TH-499: Senior Thesis

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.

Credits	1-3
Semester Offered	Annual Fall & Spring Semesters
Distribution	Sed Vitae

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S.T.B., 1992, Pontifical University of Saint Thomas Aquinas/North American College

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2012–2017, President

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Senior Vice President for Academic Affairs
Dean of the College

B.S., 1997, Boise State University
Ph.D., 2003, University of Colorado

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1957–1962, President

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1951–1957, President

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1974–1989, President

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1912–1917, President

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Interim, 2011–2012, President

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1989–2000, President

Rt. Rev. Emmet J. Riley

1932–1951, President

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Interim, 2017–2018, President

Rev. Stephen C. Rowan

Interim, 2000–2001, President

Rev. Stephen J. Sullivan

1910–1912, President

Rev. John J. Tracy

1919–1920, President

Dr. Thomas J. Trebon

2001–2011, President

Bishop Austin Anthony Vetter

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Senior Vice President for Academic Affairs
Dean of the College

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Sara Lawlor

Interim Co-President
Director of Public Relations

Megan Michelotti

Interim Co-President
Senior Executive Assistant to the President

Bishop Austin Anthony Vetter

Chancellor
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Interim Co-President
Senior Vice President for Academic Affairs
Dean of the College

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Interim Associate Vice President for Academic Affairs

B.S., 1986, Colorado State University
Ph.D., 1994, Oregon State University

Amy Honchell

Interim Vice President for Academic Affairs

B.F.A., 1996, Rhode Island School of Design
M.F.A., 2002, The School of the Art Institute of Chicago

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

Dr. Jennifer Oates

Director of the Library
Program Director:
Library

Dr. Carol Schopfer

Registrar

Brenna VanPaepeghem

Executive Assistant for Academic Affairs

Institutional Advancement

Keith Stout

Vice President for Institutional Advancement

B.A., 2001, Metro State College

Athletics

Charles Gross

Director of Athletics

B.A., 1986, St. John's University
M.A., 1989, Bowling Green State University

Office of Institutional Research and Effectiveness

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Executive Director of Strategy, Innovation and Effectiveness

M.A., 2014, Western Kentucky University
Ph.D., 2020, University of Utah

Finance and Administration

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Vice President for Finance and Administration and Treasurer

B.A., 1999, Seattle University
M.A., 2004, Marquette University

KaRena Reighard

Controller

Karla Weltz

Director of Human Resources/Title IX Coordinator

Robby Whited

Director of Information Technology

Student Engagement

Kathleen O'Leary

Vice President for Student Engagement

A.A., 1992, Dawson Community College

B.S., 1996, Dickinson State University

M.S., 2019, Creighton University School of Law

Department Chairs

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

Dr. Jeanette M. Fregulia, (2007)

Department Chair:

History

Program Director:

Gender Studies

Associate 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

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Department Chair:

Language & Literature

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Associate Professor of Hispanic Studies and Languages

B.A., 2004, Central Washington University

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Ph.D., 2013, Indiana University

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

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Faculty Dean

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B.A., 1997, University of Pennsylvania

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A.M., 2007, Brown University

Ph.D., 2010, Brown University

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Department Chair:

Business, Accounting & Economics

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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. 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

Dr. John Ries , (2004)

Department Chair:
Theology
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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

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

Dr. Marie Suthers, (2012)

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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

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Mathematics, Engineering, Computer Science & Physics
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B.A., 2002, Carroll College
M.S., 2006, The University of Iowa
M.C.S., 2008, The University of Iowa
Ph.D., 2008, The University of Iowa

Program Directors

Dr. Dane J. Cash, (2013)

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Core Curriculum
Associate Professor of History

B.A., 1997, Ithaca College
M.A., 2003, Boston University
Ph.D., 2012, Boston University

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Program Director:
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M.A., 2008, Université Blaise Pascal, France
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Université Clermont-Auvergne, France

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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

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Department Chair:
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Honors Scholars Program
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Ph.D., 2017, Boston College

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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. Keffe, (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

Kelly Agrimson, (2025)

Assistant Professor of Biology

B.A., 2012, Carroll College
Ph.D., 2016, Washington State University

Travis Almquist, (2016)

Associate Professor of Biology

Ashley E. Beck, (2020)

Associate Professor of Genetics

B.A., 2011, Central College
Ph.D., 2018, Montana State University

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

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

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

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

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

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

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)

Assistant Professor of Chemistry

B.A., 2008, Carroll College
Ph.D., 2017, University of Salt Lake

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

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

Diana Devine, (2023)

Assistant Professor of Psychology
B.S., 2016, College of Charleston
M.S., 2018, Virginia Tech
Ph.D., 2023, Virginia Tech

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
Associate 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

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

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

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

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

David Hitt , (2012)

Associate Professor of Chemistry

B.S., 2005, North Carolina State University

Ph.D., 2011, University of California

Nikki Honzel, (2015)

Associate Professor of Psychology

B.A., 2004, Colgate University

M.A., 2005, University of Louisville

Ph.D., 2008, University of Louisville

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

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. 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

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

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

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

Eric Meyer, (2017)

Associate Professor of Theology

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

Molly Molloy, (2021)

Associate Professor of Social Work

B.A., 1998, University of Montana
M.A., 2008, University of Montana
Ph.D., 2025, Barry University

Jeffrey B. Morris , (1994)

Professor of English

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

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

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

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

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

Elvira Roncalli, (2005)

Professor of Philosophy

Laurea, 1990, Università degli Studi Milano, Italy
 Licenciate, 1992, Université Catholique Louvain-La-Neuve, Belgium
 Ph.D., 1998, Université 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

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

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

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

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

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

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

Sam Walker, (2025)

Assistant Professor of English

B.A., 2014, University of Michigan
Ph.D., 2024, University of Virginia

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