



# Carroll

MONTANA



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### 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 Commission on Colleges of the Northwest Association of Schools and Colleges, a regional accrediting body recognized by the U.S. Secretary of Education and/or by the Council of Postsecondary Accreditation (COPA)/Commission of Recognition of Postsecondary Accreditation (CORPA). The Northwest Association of Schools and Colleges is located at 11300 NE 33<sup>rd</sup> Place, Suite 120, Bellevue, WA 98440. Carroll holds membership in the National Association of Independent Colleges and Universities, the American Council on Education, the Council of Independent Colleges, the Association of Catholic Colleges and Universities, and the Western Independent College Fund.

Carroll's nursing program is accredited by the Commission on Collegiate Nursing Education and is approved by the Montana State Board of Nursing. The aforementioned nursing accrediting commission is a specialized accrediting body recognized by the U.S. Secretary of Education.

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

The civil engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012. Telephone: 410-347-7700.

### Carroll College Statement of Goals

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

1. Recognizes that the search for and sharing of the Ultimate Truth and the Ultimate Good is the primary goal of the Catholic liberal arts education

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

### Carroll College Mission Statement

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

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

As a Catholic college, Carroll is obligated to treat judgments concerning ultimate reality and decisions concerning ultimate value at both an academic and a pastoral level. This obligation involves the College's relationship to the Magisterium of the Catholic Church, defined as "the perennial, authentic, and infallible teaching office committed to the Apostles by Christ and now possessed and exercised by their legitimate successors, the college of bishops in union with the pope."<sup>5</sup> Carroll College is committed to present faithfully within its curriculum the magisterial teachings of the Catholic Church. At the same time, it acknowledges the special role of the theologian, who—although not a part of the authoritative teaching body of the Church—makes available to the Magisterium his or her scientific competence, while acting as a mediator between religion and culture by carrying on an academic dialogue with philosophy, science, the liberal arts, the believing community, and secular society.



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

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

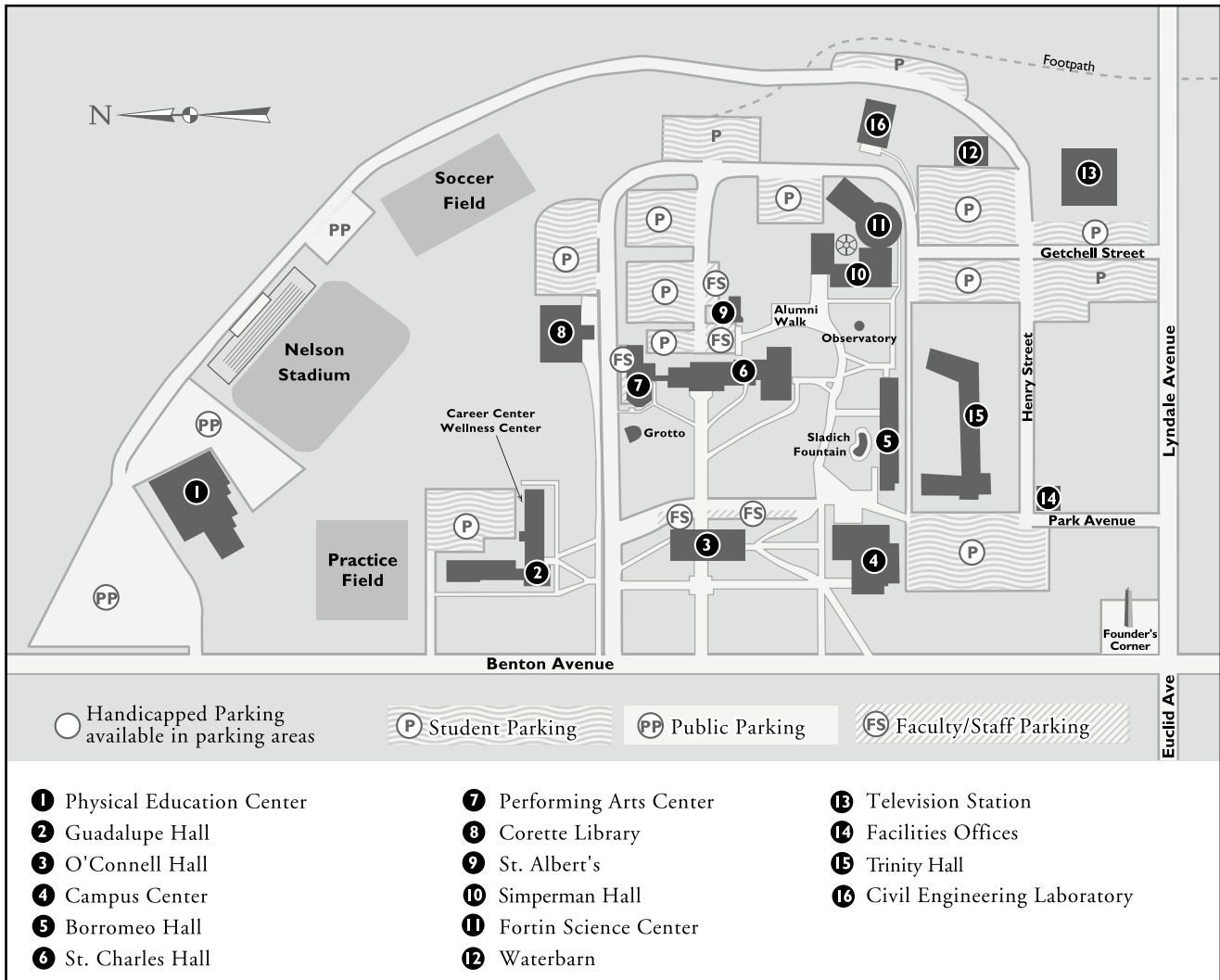
Officially adopted by the Carroll College Board of Trustees May 26, 1978

### **Nondiscrimination Policy**

Carroll College does not discriminate against any student or individual on the basis of race, color, gender, age, religion, ethnic origin, or handicap in any of its programs or activities. Carroll College is an equal opportunity employer. The Equal Employment Opportunity Officer is responsible for development, implementation, and management of all equal opportunity programs for Carroll College in order to assure nondiscrimination and affirmative action consistent with all lawful requirements.

### **Catalog Disclaimer**

This Carroll College Catalog is a document of record issued in 2005 for one (1) 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.





## OVERVIEW

### Campus Buildings

**Borromeo Hall** (1957): The quietest place around, known campus-wide simply as Borro, accommodates sixty-two (62) and houses a chapel, lounges, recreation rooms, classrooms, and faculty offices.

**Carroll Campus Center** (1961) renovated 1998: The most popular student appellation for this hub of campus life is The Cube, but there's nothing square about it. The Cube contains the student center, main dining hall, private dining and meeting rooms, Saints Shoppe (bookstore), snack bar and coffee bar, multipurpose areas, acting studios, a dance studio and ASCC and student club offices.

**Civil Engineering Laboratory** (2003): Housing a laboratory, a 24-seat classroom and two offices, the Civil Engineering Laboratory was completed in spring 2003 as the newest addition to Carroll's nationally award-winning CE program. The 4,290 square-foot laboratory facility provides our junior- and senior-level civil engineering students with materials, hydraulics, machinery and structures-testing capabilities and offers a location where they can work on the American Society of Civil Engineers' concrete canoe and bridge design competitions.

**Fortin Science Center** (2000): This state-of-the-art building, outfitted with new, high-tech research equipment, holds eight laboratories for general science and chemistry plus faculty offices, study areas, a computer lab, and a lobby. The Stokes plaza in the center of the facility offers an open courtyard used for summer theatre performances.

**Guadalupe Hall** (1961): The spirited residents of Guad, Carroll's residence hall, host the most bewitching trick-or-treating in all of Helena each year by spookily decorating the corridors of this residence hall and hosting tiny ghouls for safe, friendly Halloween fun. Accommodating three hundred and nineteen (319) and offering a lounge, chapel, Student Development Center and Wellness Center, Guad is fun year-round.

**Library** (1979): Named in honor of Jack and Sallie Corette, Carroll's library provides reading and study areas, reference, reading, music, microfilm, periodical, computer access, bio-medical areas and audiovisual resources.

**Neuman Observatory** (1937): Montana's oldest astronomical observatory houses a 12-inch reflector telescope and is home to Carroll's Neuman Astronomical Society, which offers celestial viewing sessions open to the college community.

**Nelson Stadium** (2001): Home of the 2002-2004 NAIA Champions, Carroll College now boasts Montana's finest spectator stadium, seating 4,000 outdoors plus inside vista suites, press box, coaches booth, theater seats, concessions, restrooms and team rooms. The stadium contains a regulation football and soccer field, alumni plaza, tailgating area and paved parking.

**O'Connell Hall** (1966): If you've got a problem with authority figures, this is the building to avoid. Within its hallowed upstairs corridors lie administration and faculty offices, including the president's office. However, you'll be frequenting the lower level, which provides classrooms, including an updated, large multi-media classroom, the campus computer information systems, webmaster and tech helpline offices and the Education Resource Laboratory.

**Old North Performing Arts Center** (1917): Pack it over to the PAC to take in highbrow entertainment or a rip-roaring comedy throughout the academic year. The PAC's artsy image belies its beginnings as the college's original gymnasium. Now purged of its athletic roots, the PAC is now used for instruction, performance and display by the performing arts, visual arts, dance and music programs.

**Physical Education Center** (1970): Home to what many revere as Helena's coolest swimming pool, the PE Center is a multipurpose facility also featuring a gymnasium, fitness center, athletic training facilities, classrooms and offices.

**Simperman Hall** (1957 renovated in 2000): Where does the Fortin Center end and Simperman begin? Alas, the two science facilities are conjoined like a cell undergoing mitosis. Within Simperman are a vast lecture hall, classrooms, laboratories, computer labs, clinics for science and nursing, an academic resource center and faculty offices.

**St. Albert's** (1925). St. Al's was originally built to house the Dominican Sisters whom Bishop Carroll brought to campus to cook for, maintain and clean the entire campus. Since the nuns left, this facility has been the student center, faculty offices, and then the Office for International Programs. Today St. Al's is the Alumni and Development Center for Carroll.

**St. Charles Hall** (1909): This is where it all began and where it's still going on. The founding structure of the original Mount St. Charles College, the hall today continues as a lively co-ed residence hall for 140, plus houses the Kirchen Pastoral Center (chapel and Campus Ministry offices), visual arts studio, mail room, faculty offices, International Programs offices and classrooms. The north and south wings were added in the 1920's.

**Television Station** (1998): How many schools can say they have a network TV station right on campus? Carroll is one of the few that can. Sunbelt Communications, Inc. constructed their NBC affiliate station, KTVH Channel 12, on the campus' southern fringe. Carroll also has a dedicated multi-media classroom in the building.

**Trinity Hall** (2003): This brand-new, juniors- and seniors-only living space offers suite accommodations, with each of the 51 four-person and eight-person suites containing a living room,

bathroom, full-sized kitchens, and bedrooms. Unlike most dorms, apartments and residential housing in Helena, this residence hall provides air conditioning and indoor bike storage. An in-house computer lab, free high-speed Internet access and free local phone toll off the amenities.

**Waterbarn** (renovated 1994): We may never know what was christened this building, but today it's a haven for the theatre crowd with in-barn performing arts studios, a costume shop, classrooms and faculty offices that remain surprisingly dry throughout the year.

## **Educational Facilities**

### **Biology Labs**

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

### **Chemistry Labs**

The chemistry program (first and second floors of the Fortin Science Center) has four instructional laboratories and two instrumentation rooms. All labs are fully equipped with computer drops and are internet accessible. The organic lab has hoods for every student. Equipment includes NMR, FT-IR, ICP, HPLC and uv-vis spectrometers.

### **Civil Engineering Lab**

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

### **Nursing Lab**

The fourth floor of Simperman Hall houses the nursing program and its entirely new 6-station examination room. The lab features a variety of practice mannequins, including a state-of-the-art SimMan capable of simulating a wide range of real-life illnesses and injuries. Also located on the fourth floor are conference-classrooms and departmental offices.

### **Music Lab**

The music program maintains a 12-piano studio, wired for both individual and group instruction, and an electronic synthesizer.

### **Learning Research Laboratory**

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

### **Education Lab**

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

## **Library**

The Corette Library offers a variety of study areas for group and individual study and a computer lab. The Library's collection includes 94,000 volumes, 3,000+ LP records, 800 cassette and reel-to-reel tapes, over 200 video cassettes and 700 current journal titles with periodical holdings of over 900 titles. The Corette Library is a partial depository for United States Documents and maintains membership in various organizations to promote effective service to the College's faculty and students. The Corette Library is a member of the Consortium of Academic and Special Libraries in Montana (CASLIM), the Helena Area Health Science Libraries Consortium (HAHSLC), Bibliographic Center for Research (BCR), Northwest Association of Private Colleges and Universities (NAPCU), On-Line Computer Library Center (OCLC), Montana FAXNET and the National Network of Libraries of Medicine.

The Corette Library catalogs via computer with OCLC. In 1993, the Corette Library inaugurated an integrated on-line book catalog (OPAC) and circulation system. CD-ROM indices available for student use include Academic Index, Cumulative Index to Nursing and Allied Health Literature (CINAHL), ERIC and the GPO Monthly Catalog. Services offered by the Corette Library include reference, interlibrary loans, bibliographic instruction, orientation and on-line reference service with Dialog, EPIC and Medlars.

### **Physical Education Center**

Facilities of the P.E. Center include a multipurpose arena, 25-yard swimming pool, four handball courts, six (6) locker and shower rooms, athletic weight training facilities, a fitness center with cardio machines and selecterized weight machines, a dance studio, five classrooms, a conference room and faculty offices. Community and area facilities are utilized for instruction and competition in bowling, golf, softball and skiing. All Carroll students are admitted to the P.E. Center free of charge by presenting their student ID card.



## Recreational Services and Athletics

### Philosophy Statement

In affirming its traditional role of expanding the intellectual, spiritual, imaginative, physical, and social awareness of the students, Carroll College is committed to providing diverse programs of recreational and intercollegiate athletics. An integral part of the total educational experience, the recreational and varsity programs are designed to meet the needs and interests of Carroll's students, faculty, and staff. Student participation is promoted by programs that offer a wide variety of athletic opportunities in varsity and recreational sports. Equal access is provided in all sports for men and women with broad participation of all students encouraged. Participation in the intercollegiate and recreational programs enhances a student's well being, supplements the instructional and spiritual programs of the College, and promotes positive societal attitudes.

Further, the Carroll College recreational program gives special emphasis to the impact of athletics on the participants and provides opportunities for students, faculty, and staff to participate in a wide range of activities. The College is committed to providing adequate funding, facilities, and competent administration of the recreational program, and a variety of traditional and lifetime sports are to be offered throughout the academic year. Carroll supports the positive societal attitudes that are developed through a recreational program and encourages all students, faculty, and staff to participate on a regular basis throughout their years at Carroll.

In addition, the intercollegiate athletic program at Carroll is a part of the educational community and is maintained as a component of the educational process. In this educational role, the athletic program transmits the College's values and beliefs, such as honesty, leadership, respect for others, and concern for physical and emotional health, to the general public and thus provides a continuing link to the alumni. Carroll is concerned about academic integrity, and accordingly admission, academic standing, and academic progress of student athletes are consistent with the policies and standards adopted by the College. The program provides opportunities for students' involvement, both as spectators and participants, as well as opportunities to compete with students from other institutions. Student athletes and coaches are positive role models and are an integral part of the Carroll community.

### Intramurals

The intramural program offers a variety of activities so that all students have the opportunity to develop an interest in lifetime activities while they are at Carroll. Men's, women's, and coed competition is offered on both an individual and a team basis. College insurance does not cover injuries sustained during intramural sport events or sports activities.

### Intercollegiate Athletics

Carroll supports an active and viable athletic program. As members of the Frontier Conference, the Saints are affiliated with the National Association for Intercollegiate Athletics. The Conference provides competition in football, volleyball, men's and women's basketball, women's soccer, and men's and women's golf. The Saints have developed and strive to maintain a rich tradition of athletic success in national ratings and post-season play-off opportunities.

Athletics are an important part of the College's life and provide a source of student, faculty, and community involvement. There is a strong emphasis on the athlete as a student, and Carroll athletes are highly successful in this area. Carroll students are encouraged to try out for varsity teams if their talent and interest make that appropriate. 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 requirement for classification as a full-time student in good standing;
3. Be eligible to play the designated game according to rules, policies, and approved practices of the College, the Frontier Conference, and NAAIA.

Carroll provides scholarship assistance, and it is important that athletes and coaches know and comply with the letter and spirit of the athletic policies adopted by the administration. In addition, the College provides students participating in intercollegiate athletics with accident and hospitalization insurance.

## Information Technology

Campus Computing and Information Technology (CCIT), located in room 113 O'Connell Hall, manages all campus computing and telecommunication systems. CCIT staff is also available for computer training and support. Support is offered to students, faculty, and staff through the CCIT Help Desk during regular college office hours by calling 447-HELP (4357) or by stopping by the office. Students who need support after regular office hours may call a Resident Technical Assistant (RTA). Check at the residence hall front desk or with the CCIT Help Desk (4357) for the RTA's phone number. Students may also receive help in the Simperman Hall computer labs when they are open. You will find the latest information regarding our computing services online at [www.carroll.edu/ccit](http://www.carroll.edu/ccit).

Administrative computing is performed using the Jenzabar software system on an IBM AS/400. Requests for information kept on this system can 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.

All computers on campus are fully networked, providing access to a variety of Carroll servers, printers, e-mail, and the Internet. All residence halls are wired for network connections. Students with their own computer and a compatible network card may connect to Carroll's network services (including Internet & email) in their rooms. All students, faculty and staff must follow Carroll's Acceptable Use Policy (AUP) when using any of the college's computing resources. The AUP is available in the student handbook or online at [www.carroll.edu/ccit](http://www.carroll.edu/ccit).

### Telephones

Carroll provides a digital telephone and voice mail system for students in each residence hall room. The phones are provided at no cost to students living in the residence hall and include voice mail, call forwarding, and call transfer. The college also provides long distance service at competitive rates.

Because our telephone system is digital, your phone and answering machine from home will not work in the residence hall. You may use a calling card that is connected to your home phone but Carroll does not offer calling cards through the Carroll number. Your phone number is registered to the room you are staying in. If you move, the number stays with the room and you will receive a different number in your new room. The area code for the college is (406) and the prefix is 447-XXXX.

You may sign up for a PIN (personal identification number) at the reception desk/main switchboard in the upper lobby of O'Connell Hall. You will need a PIN number to make long distance calls or to dial an (800) number. Stop by the reception desk in O'Connell Hall or call (406) 447-4300 if you have any questions about Carroll's phone system.

### Academic Computing

Carroll offers over 100 networked lab computers for student use on campus. These labs are located in Simperman Hall, the Fortin Science Center, the Corette Library, each residence hall, and the Music Department. Most computers are Pentium-based with the exception of the Music Lab, which are Macintosh. Lab computers are equipped with Microsoft Office, a standard Internet browser package and various other academic software that changes each semester depending on course requirements. Talk to your professor to learn where your class software is available.

Most labs are generally open from 8 a.m. until 12 midnight and residence hall labs are open 24 hours. Printers are available in each lab along with additional resources such as scanners and projectors. Details about each lab location, hours, and type of equipment available may be found online at [www.carroll.edu/ccit](http://www.carroll.edu/ccit).

Carroll also offers several multimedia classrooms for instructional purposes. These classrooms provide an instructor's computer with a wide variety of software, a multimedia projector, VCR, and speakers. Some rooms have additional features such as cable TV or DVD players. You will find details on these rooms online at [www.carroll.edu/ccit](http://www.carroll.edu/ccit).

### Software Copyright Restrictions

It is the policy of Carroll College to respect authors' copyrights for any material that may be brought into the computer facilities. The College will not copy and/or distribute any software that has been copyrighted and is not clearly in the public domain, nor accept such software from others. Personnel will endeavor to prevent others from using college facilities for such purposes. This policy applies to students, faculty, staff, and visitors.

Should a person using the computer facilities knowingly engage in the duplication of copyrighted software or knowingly receive such copies made on Carroll College facilities, grounds will exist for barring that person from further use of the computer facilities. The College assumes no legal responsibilities for individuals violating copyright laws. The individual is subject to legal action brought by the copyright owners.

If you have any questions regarding the computer facilities, please contact Campus Computing and Information Technol-



## Admission

Carroll College actively supports equality of opportunity for all persons without regard to sex, race, religion, ethnic background, or disability. Applications from members of racial and ethnic minorities are strongly encouraged.

### 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 or Associate of Arts degree. Degree candidates may be enrolled on a full-time or part-time basis.

### General Requirements

Accepted candidates are those who, in the view of the Committee on Admission, are likely to become successful members of the Carroll community. It is expected that all applicants will demonstrate a strong academic background. For that reason, a selective admission policy is practiced. Carroll does not establish quotas or standardized admission requirements. Decisions are based on a student's work during high school,\* verbal and quantitative skills, secondary school report/letter of recommendation, demonstrated commitment to intellectual achievement, and performance on standardized college entrance examinations. In the case of transfer applicants, the college work already completed is considered.

All candidates must submit some or all of the following materials:

1. Completed application form (available from the Office of Admission or online at [www.carroll.edu](http://www.carroll.edu))
2. Official transcripts from high school or GED scores, and if applicable, official transcripts from all colleges previously attended. To be considered official, transcripts must be sent directly from the high school and/or other colleges to Carroll.
3. Secondary school report/letter of recommendation;
4. ACT, SAT, or ASSET test scores;
5. A reservation fee of \$300.00.

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

\*Please note: If a student graduates from a non-accredited high school or home school program, he/she may be required to submit additional information (e.g. SAT II subject tests) and/or other documentation about his/her educational program. If required, SAT II subject tests will be in Writing, Math Level IC, and a subject of the student's choice. The SAT II subject tests are offered in conjunction with the SAT I Reasoning Tests. Dates and registration information can be obtained from any high school or from the College Board's website at [www.collegeboard.com](http://www.collegeboard.com).

### Traditional Freshman

A student under 21 years of age by September 1 of the enrolling year.

A complete admission file must include:

1. Completed application form, including personal statement
2. Official transcripts from high school, any college (s) concurrently attended during high school, or GED scores (if applicable)
3. Official ACT or SAT scores
4. Secondary school report (A letter of recommendation may be substituted if the applicant has been out of high school for more than one year)
5. A reservation fee of \$300.00

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

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

<b>ACT</b>	<b>SAT</b>
<b>2201 North Dodge</b>	<b>The College Board SAT Program</b>
<b>P. O. Box 168</b>	<b>P. O. Box 6200</b>
<b>Iowa City, IA 52243</b>	<b>Princeton, NJ 08541-6200</b>

Carroll College follows a rolling admission policy, whereby applications are reviewed as they are submitted and admission decisions are made at the time of application.

The application deadline for fall semester is June 1 and all supporting materials (transcript, test scores, etc.) must be on file no later than July 1st. The admission deadline for spring semester is November 15th and all supporting materials (transcripts, test scores, etc.) must be on file no later than December 1st.

Applications submitted and/or completed after the deadline may be delayed for review and jeopardize enrollment for the upcoming term.

The offer of admission to traditional freshman students is contingent upon the successful completion of the senior year of high school.

Traditional freshman applicants are 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 suggested list of classes for four years of high school:

- English – 4 years
- Mathematics – 3 years, including Algebra II
- Social Studies – 3 years, including U.S. History and U.S. Government
- Science – 2 years, including one lab science
- Foreign Language – 2 years
- Fine Arts (music, art, theatre) – 2 years
- Technology – 1 year

### **Non-traditional Freshman**

A student over 21 years of age by September 1 of the enrolling year having no previous college experience, with the exception of courses taken as a non-degree student at Carroll College.

A complete admission file must include:

1. Completed application form, including personal statement
2. Official transcripts from high school, any college(s) concurrently attended during high school, or GED scores (if applicable)
3. Official ASSET test scores
4. Letter of recommendation
5. A reservation fee of \$300.00

Information on ASSET test administration can be obtained from the Carroll College Career Center, 1-800-992-3648 or (406) 447-5441.

Carroll College follows a rolling admission policy, whereby applications are reviewed as they are submitted and admission decisions are made at the time of application.

The application deadline for fall semester is June 1 and all supporting materials (transcript, test scores, etc.) must be on file no later than July 1st. The admission deadline for spring semester is November 15th and all supporting materials (transcripts, test scores, etc.) must be on file no later than December 1st.

Applications submitted and/or completed after the deadline may be delayed for review and jeopardize enrollment for the upcoming term.

### **Transfer Admission**

Carroll welcomes applications from students whose educational interest will be served by transferring from other two-year or four-year colleges. Students are considered transfer students if they have completed one or more terms from a regionally accredited community college or four-year college. Transfer students may enter in either the fall or spring semesters.

Accepted 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 selective 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 must include:

1. Completed application form, including personal statement

2. Official transcripts from all college(s) previously attended and official transcripts from high school if fewer than thirty (30) semester credits (or its equivalent) with a minimum of a “C” or 2.0 GPA at the college level.
3. ACT or SAT test scores if fewer than thirty (30) semester credits (or its equivalent) with a minimum of a “C” or 2.0 GPA at the college level; the ASSET is used for applicants who have been out of high school for more than three years.
4. Letter of recommendation
5. A reservation fee of \$300.00

To facilitate the transition between colleges, each transfer student is assigned to an academic advisor and will meet with that individual prior to registration. The advisor will discuss and arrange the student’s program of study, taking into account previous college work, future goals, and Carroll College’s expectations.

Carroll College follows a rolling admission policy, whereby applications are reviewed as they are submitted and admission decisions are made at the time of application.

The application deadline for fall semester is June 1 and all supporting materials (transcript, test scores, etc.) must be on file no later than July 1st. The admission deadline for spring semester is November 15th and all supporting materials (transcripts, test scores, etc.) must be on file no later than December 1st.

Applications submitted and/or completed after the deadline may be delayed for review and jeopardize enrollment for the upcoming term.

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

### **Transfer of Credit**

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

1. The course in question must be from a regionally accredited college or university;
2. The student must have received a “C” or better in the course;
3. The course must be academic in nature;
4. A maximum of (60) lower-level credits (100-200 level) may be transferred into Carroll College. Exceptions require the approval of the Vice President for Academic affairs;
5. At least one-half of the credits required in the major and minor, must be taken at Carroll College;
6. Of the final forty (40) semester credits earned toward the baccalaureate or associate degree, a minimum of thirty (30) semester credits must be earned at Carroll College. See requirements for graduation as described in this catalog;
7. Only two (2) semester hours or the equivalent in physical education activity courses (e.g., swimming, skiing, etc.) are transferable;



8. Courses taken on a pass/fail basis will not be accepted into the major. NO more than four (4) such courses will be allowed toward graduation, whether they are taken at another institution or at Carroll;
  9. Students who have taken courses abroad must take corresponding examinations abroad in order to receive credit;
  10. Grades earned at other institutions are not calculated into the Carroll College grade point average except when determining honors thesis honors.
  11. No credits will be given for any examination with less than a "C" or a 2.00 grade
  12. Students are responsible for sending an original translated copy of their foreign transcripts directly to the Registrar's Office; and
  13. The course cannot be graduate work.
5. All international students are required to furnish evidence of enrollment in some type of health insurance program before registration can be completed.
  6. The applicant must submit an application fee of \$35 (non-refundable).
  7. International students will be expected to meet English language proficiency requirements. English competency may be demonstrated through appropriate TOEFL scores and an interview. Students who do not meet competency requirements will participate in the Carroll Intensive Language Institute (CILI) until they have developed English competency. Students who pass the advanced courses earn academic credit.

### International Student Admission

Carroll welcomes students from all nations. Not only does the College encourage interested international students to make application, but Carroll offers a variety of services for international students during their tenure at the College. International students who wish to attend Carroll College as degree or non-degree students will follow these guidelines:

1. The applicant must submit an International Student Application Form.
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. 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 Carroll College Office of Admission no later than June 1 for fall semester and November 1 for spring semester. Transcripts marked "issued to student" are unacceptable.
3. Applicants whose native language is not English are required to submit official results on the Test of English as a Foreign Language (TOEFL) exam. The minimum score accepted is 550 (Carroll College school code is 4041). Information concerning this test may be obtained from:
 

The Educational Testing Service  
P.O. Box 899  
Princeton, New Jersey 08540  
U.S.A.

or from the nearest U.S. Consulate. Applicants from English-speaking Canada, the United Kingdom, Ireland, Australia, New Zealand, the Commonwealth Caribbean, or Guyana need not supply TOEFL results. English-speaking students must submit ACT or SAT examination results.
4. The applicant must submit a certified statement from a banker or from a U.S. citizen who will accept responsibility for the student's financial obligation. 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.

### Additional Admission Information

#### Admission Notification

Carroll College has a rolling admission policy, with a priority deadline of June 1 for Fall semester and November 1 for Spring semester. Once the applicant's file is complete, the Office of Admission will notify the applicant of the admission decision within three (3) weeks. The offer of admission is contingent upon the successful completion of high school or collegiate course work. Files that are incomplete or do not provide clear evidence of ability to pursue college level work will be held until further evidence is requested and received.

#### Provisional Admission

Based on their previous academic record, some new students enter Carroll on a provisional status. Provisional admission identifies students who may need special advising and learning assistance. Such students must meet the academic standards required of all students to achieve good standing.

#### Acceptance into a Major Program of Study

Acceptance into the College by the Office of Admission does not guarantee acceptance into a major program of study. Criteria for acceptance into a particular program can be obtained by referring to the appropriate section of this bulletin.

#### Enrollment Reservation (Advance Deposit)

Upon receiving notification of admission, admitted students must submit an enrollment reservation fee of \$300 and a completed enrollment reservation form to confirm their intent to enroll at the College. \$200 of the enrollment reservation fee acts as a deposit for miscellaneous charges (i.e. library fines, damage fines) while enrolled at Carroll and will be refunded to the student upon graduation or termination of studies if the student account is clear of all charges. The remaining is credited to tuition depending on the intended semester of enrollment.

Students admitted for Fall semester must submit the enrollment reservation fee and form by May 1 or within thirty (30) days of acceptance, thereafter, to confirm their intent to enroll at the College. 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<sup>st</sup>. After May 1<sup>st</sup> need-based aid will be given in the order that the

deposit is received if funds are available. For Spring semester, to confirm intent to enroll, admitted students must submit the enrollment reservation fee and form by December 15. The fee is non-refundable after that date.

Note: Although this is a non-refundable fee after May 1 for Fall semester or December 15 for Spring semester, it can be applied to either semester within one full academic year following the original application to enroll.

### Re-Admission

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

### Campus Visit

Carroll invites high school juniors, seniors, college transfers, and non-traditional students interested in attending the College to visit the campus. Students may visit classes, speak with appropriate faculty and staff, stay in a college residence hall, and receive free meals for up to two (2) full days when the college is in session. Please contact the Office of Admission 7-10 days prior to the date of intended visit. Information regarding campus visits or any matters regarding admission should be directed to:

Carroll College, Office of Admission  
1601 North Benton Avenue  
Helena, MT 59625-0002  
(406) 447-4384 or 1-800-992-3648  
[www.carroll.edu](http://www.carroll.edu)

### 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 an Associate of Arts or Bachelor of Arts degree.

Non-degree students must hold a high school diploma or its equivalent. Students must meet the requirements for good standing at Carroll in order to enroll for subsequent courses.

### Enrollment Procedure

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

1. Complete the Non-Degree Student Application Form;
2. Complete registration according to the dates specified in the semester schedule;
3. Submit in full the \$35 application fee, as well as the standard tuition; and

4. Pay for other charges and appropriate special course fees.

### Conversion to Degree Candidacy

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

1. A non-degree student is not guaranteed acceptance 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 acceptance as a degree candidate; and
3. Non-degree students who are accepted as degree candidates must abide by all academic policies as outlined in the appropriate bulletin.

### Auditors

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

### Advanced College Experience Program (A.C.E. Program)

The ACE program is designed to give Helena area high school juniors and seniors the opportunity to complete academic course work (freshman and sophomore level) at Carroll. Students in the program are charged a reduced tuition cost per credit for up to six (6) credits. While some restrictions apply, the ACE program is open to students with a minimum cumulative G.P.A. of 3.25 and a recommendation from the high school counselor or parent if the student is homeschooled. Please contact the Admission Office at (406) 447-4384 for more information.



## Financial Aid

Financial aid administered by the Financial Aid Office is based on an evaluation of academic accomplishments, financial need, and availability of resources. Students may qualify for Carroll scholarships, awards and grants or federally sponsored grants, work, and loans. Information about eligibility, applying and accepting aid, and types of aid are outlined in this section. Some general points:

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

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

The Board of Trustees approves the cost of attendance in February of each year for the following academic year. The costs for a full-time, resident student for 2005-2006 is as follows:

Tuition & Fixed Fees	\$16,778
Room and Board Allowance	\$ 6,246
Technology & Student Activity Fees	\$ 300
Personal Expense* Allowance	\$ 3,500
Total Cost of Attendance	\$26,824

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

If the student has applied for federal financial aid, Carroll accesses the estimated family contribution (EFC) information electronically from the federal processor. If Carroll is not indicated on the FAFSA as a school that should receive the Student Aid Report (SAR), the student must submit a copy of the SAR to the Financial Aid Office or contact the Federal processor and request that Carroll College be added. Carroll's school code is 002526.

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

The calculation is as follows:

Financial Aid Cost of Attendance	\$26,824
Less: Calculated EFC (assume \$5,000)	\$ 5,000
Calculated Financial Need	\$21,824

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

### Eligibility Requirements for Carroll Aid

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

Note: Full-time is 10 or more credit hours per semester. For some financial assistance programs students must be enrolled in at least six (6) credit hours per semester.

### Eligibility Requirements for Federal Aid

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

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

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

### Financial Aid Notification

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

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

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

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

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

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

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

#### Accepting Financial Aid

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

#### Student Responsibilities

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

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

## Scholarships and Awards

Students entering in academic year 2005-06

Presidential Scholarship	\$7,500 per year
Trustee Scholarship	\$6,000 per year
All Saints Award	\$4,500 per year
Founders Award	\$3,000 per year

All full-time students who have applied and been accepted to Carroll in the 2005-2006 academic year are automatically considered for the above guaranteed minimum scholarships and awards based on official recalculated high school transcripts and test scores. Students must maintain a 2.00 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<sup>st</sup> to be eligible for additional need-based Carroll gift aid.

Carroll institutional grants/scholarships will not exceed:

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

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

#### Other Carroll Scholarships and Grants

1. **Family Allowance Grant** Carroll provides a grant of \$1,000 (\$500 per semester) to each dependent family member when two or more immediate family members are attending Carroll **full-time** during the same semester. Specific details and applications are available from the Financial Aid Office or on the Carroll College website.
2. **Activity Scholarships and Grants** Activity scholarships and grants are offered to students involved in forensics, theatre, cheerleading, student government, and intercollegiate athletics. Amounts vary and may be renewable with continued involvement in the activity. Carroll College offers activity scholarships to students in the following areas:
  - Forensics: Contact the Director of Forensics, Mr. Brent Northup
  - Theatre: Contact the Chair of the Fine Arts Department, Mr. Chuck Driscoll
  - Men's Basketball: Contact the Men's Head Basketball Coach, Mr. Gary Turcott
  - Women's Basketball: Contact the Women's Head Basketball Coach, Mr. Shawn Nelson
  - Men's Football: Contact the Head Football Coach, Mr. Mike Van Diest
  - Women's Volleyball: Contact the Head Volleyball Coach, Ms. Maureen Boyle
  - Women's Soccer: Contact the Head Soccer Coach, Mr. Mark Hiemenz
  - Men & Women's Golf: Contact the Head Golf Coach, Mr. Bill Lannan
3. **Parish Scholarship:** Students who are active in a Catholic Parish within the State of Montana may apply for this scholarship

through their parishes. Applications are available at the parishes for this \$300 scholarship or on the Carroll College website. This award is a first year only scholarship.

4. Fr. John Sladich Memorial Scholarship for Native Americans: Enrolled members of Montana Native American Tribes can apply for this scholarship. Applications are available from the Financial Aid Office or on the Carroll College website.
5. 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. 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.
6. Diversity Scholarship: Awarded to outstanding students with significant ethnic and/or cross-cultural experiences beginning enrollment at Carroll College fall term 2005 and forward. The scholarship is \$4,000 over four years (\$1,000 per academic year) and is awarded to students who have at least a 3.00 cumulative GPA (high school or college). It is renewable for students who maintain at least a 2.00 cumulative GPA. Applications are available in the Financial Aid Office and on the Carroll College website and are due by March 1.

**Carroll Scholarships and Awards for Transfer Students**

Students entering in academic year 2005-2006:

Presidential Scholarship	\$5,000
Trustee Scholarship	\$3,500
All Saints Award	\$2,500

All full-time transfer students who have applied and been accepted to Carroll in the 2005-2006 academic year are considered for the above scholarships and awards based on official transcripts and a recalculated, cumulative transfer grade point average. Students must maintain a 2.00 or better Carroll cumulative grade point average to retain merit awards and all other Carroll scholarships and/or grants.

**Phi Theta Kappa Scholarship for Transfer Students:**

Transfer students selected to Phi Theta Kappa National Honor Society, which recognizes outstanding academic achievement by students who attended community colleges. Students must indicate membership on the application for admission for this \$1,000/yr renewable scholarship.

**Federal Financial Aid**

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

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

1. Federal Pell Grants and Federal Supplemental Education Opportunity Grants (FSEOG) are awarded to students with exceptional financial need. FSEOG funds are limited.
2. Montana Tuition Assistance Program (MTAP) and Montana Higher Education Grants (MHEG) are state-sponsored grants which are available to Montana residents only and are available to students who demonstrate exceptional financial need. MTAP/MHEG funds are limited.
3. Work-study employment opportunities are available through the need-based Federal Work-Study (FWS) Program. Limited funds are awarded on a first-come, first-served basis, in accordance with College policy. Awards are for either 10 or 15 hours per week. For most jobs, the hourly pay rate is minimum wage.
4. Loan monies at federally regulated interest rates are available to you and your parents. Federal loans, except the Federal PLUS (Parent) Loan, are awarded on a need and non-need basis as documented through the FAFSA.
  - a. Federal Perkins Loan – awarded to the most needy students. Funds are limited.
  - b. Federal Stafford Loan – available to students on either a need (subsidized) or non-need (unsubsidized) basis. Subsidized loans do not require payment of interest by the student so long as the student is attending college at least half time. The federal government subsidizes the interest burden. Unsubsidized loans require payment or capitalization of interest upon disbursement. Interest rates are set annually in accordance with federal regulations.
  - c. Federal PLUS (Parent) Loan – for parents of dependent students who want to borrow to help pay for their students’ education. Interest rates are set annually in accordance with federal regulations.

**Private Scholarships**

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

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

**College-Related Federal Tax Provisions**

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

1. Hope Scholarship Tax Credit provides a maximum \$1,500 per year tax credit (non-refundable) for each eligible taxpayer for the first two years of college.
2. Lifetime Learning Tax Credit provides a maximum \$2,000 per year tax credit (non-refundable) per family for years of eligible undergraduate or graduate/professional study after the first two years of college.

3. 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.
4. IRA Withdrawals eliminates the 10% penalty for early withdrawal of tax-deductible amounts placed in Individual Retirement Accounts (IRA) used to pay qualified educational expenses.
5. IRA contributions provide a new education IRA for tax years beginning after December 31, 1997.
6. Deduction for Higher Learning. For 2004 and 2005, taxpayers may be able to deduct up to \$4,000 paid toward qualified tuition and related expenses as an adjustment to Income.

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.

#### Indicators of Progress

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

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

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

#### Students Subject to SAP Measurement

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

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

#### SAP Measurement Date

SAP measurement is made after completion of the spring semester.

#### Measurement Standards of SAP

##### Qualitative Measurement

A student must possess a GPA of 2.0 or higher.

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

##### Quantitative Measurement

As indicated below, students must earn the number of credit hours within the number of FTE semesters, in addition to meeting the above qualitative standards, in order to be eligible for Carroll need-based and federal student financial assistance programs:

Number of FTE Semesters Attempted	Must Complete Credit Hours
2	20
4	40
6	60
8	80
10	100
12	122

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

#### Student Notification of SAP Decisions

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

#### Exceptions/Appeals

A student who is notified of failure to meet SAP standards may appeal the conclusion reached by the Financial Aid Office and/or request that he or she be granted an exception to the policy. The student must follow the following process to appeal a SAP ruling:

Respond in writing to the notification of failure to meet SAP standards. The response must be directed to the Financial Aid Director at Carroll. The response must describe in specific terms, along with supporting documentation as appropriate, why Carroll should grant an exception to its established SAP policy. As a minimum, the response must include the following:

A personal statement, plus supporting documentation, as appropriate, explaining the circumstances that have led to failure to meet established SAP standards. 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.

The Financial Aid Director and designated representatives will review the student's response and will make a decision on the appeal. Two actions may result on the appeal:

1. The Financial Aid Director may 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.
2. 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

### **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 and federal student financial assistance programs may regain eligibility by satisfying the established SAP standards. This can be done by attending college without the financial assistance offered by the applicable financial aid. If a student is deemed not to be making satisfactory progress, but later meets the standards, his or her eligibility for aid is reinstated. A student may be paid for the payment period in which he/she regains satisfactory progress, but may not be paid for any payment periods in which the student did not meet the standards.

### **Return of Federal Title IV Funds Policy**

#### **Purpose**

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

This policy governs the return of Federal Title IV funds disbursed for a student who completely withdraws from a term, payment period, or period of enrollment. It does not apply to students who have dropped some classes but remain enrolled in other classes at or through Carroll. The general assumption is that a student earns aid based on the period of time he/she remained enrolled.

#### **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 using the attached worksheets.
5. The Financial Aid Office notifies the student and the Business Office of funds that the College must return, and the amount that the student must return.
6. The Financial Aid Office returns its share of unearned Federal Title IV funds within 30 days after it determines that the student withdrawal process is complete. The student must repay his/her share either by (1) paying loans in accordance with the terms and conditions of the promissory note or (2) repaying grants directly or under a payment arrangement through the College (not required by the College).

Note: In addition to calculating a return of Federal Title IV funds for students who notify Carroll of withdrawal, Carroll must also make the calculation for students who do not "officially" withdraw. The Financial Aid Office reviews final semester grades to determine students with all "F" grades followed by attempts to determine if the student withdrew from all classes. If so, the last date of attendance is obtained. To facilitate the process, the Registrar has requested faculty to indicate last date of attendance for all students awarded an "F" grade.

#### **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 disburseable aid for that period that the student earned. A student who remains enrolled beyond the 60% point earns all aid for the period.

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

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

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

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

The institution's share is the lesser of:

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

The formula assumes that Federal Title IV funds are directly disbursed to a student only after all institutional charges have been covered, and that Title IV funds are the first resource applied to institutional charges. Institutional charges comprise the amounts that had been assessed prior to the student's

withdrawal, not a reduced amount that might result from an institution's refund policy.

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

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

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

Timeframe for returning funds - The institution must return its share of unearned Federal Title IV funds no later than 30 days after it determines that the student withdrew.

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

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

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

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

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

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

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

- if the student left without notification because of circumstances beyond his/her control, the institution may determine a withdrawal date related to the circumstances. The Financial Aid Director is responsible for making this determination.
- The institution may, at its option, use the student's last date of attendance at a documented "academically-related activity" in lieu of any other withdrawal date. "Academically-related activities" include activities confirmed by an employee of the institution, to include exams, tutorials, academic advisement, turning in a class assignment, and attending a study group assigned by the institution. Residing in institution-owned facilities, eating at institution-provided food services, and participating in off-campus study groups not assigned by the institution are not "academically-related activities".

Withdrawal date (official withdrawal) - The withdrawal date for official withdrawals (student notified the institution the he/she was withdrawing) is the date the student began the institution's

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

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

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

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

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

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

Leave of absence - A student who is granted a leave of absence (LOA) under the institution's formal LOA policy need not be considered withdrawn if:

- Only one leave is granted in 12 months (except multiple leaves within a 12-month period are permissible for military reasons or for circumstances covered by the Family and Medical Leave Act);
- The leave does not exceed 180 days; and
- The leave involves no additional charges.

The days comprising a single LOA need not be consecutive, as long as they are approved all at once.

The institution must determine that there is a reasonable expectation that the student will return from the leave, and must permit the student to complete the coursework begun prior to the leave.

Situations currently covered by the Family and Medical Leave Act (FMLA) are:

- Serious health condition (of student);
- Care of a child, spouse, or parent with a serious health condition;
- Childbirth; and
- Adoption of a child or fostering a child.





### Student Life Mission Statement

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

### Role of Student Life

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

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

### Student Life Departments

#### Community Living (Student Housing)

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

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

#### 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 goals, values and interests to teach decision-making skills. 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.

Career development programs are offered in individual and group sessions using career assessment instruments in workshops and in-class presentations. Career Services offers a Career Resource Library which contains a collection of occupational and job market information, graduate school materials and listings of Internet web sites to assist students in their career search. Career Services staff assists students in preparing for and locating appropriate internships and cooperative education experiences. Credential services are offered to seniors and alumni to assist in processing employment applications. Career Services sponsors an annual career fair in partnership with Montana Job Services and local companies that features local and regional employers and graduate school programs. Most major examinations required for admittance into graduate schools and selected professional certification examinations are administered through Career Services. Applications and information about national exam programs are available.

#### Counseling Services

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

Counseling services can be a helpful resource to college students who may be facing issues involving transitions in their life including starting college, living away from home, exploring personal relationships or struggling with value clarification. It is important for students and their families to understand that the counseling offered at Carroll College can not replace

or substitute as a service for long-term counseling, psychiatric services or the treatment of mental health issues with medication. Referrals to mental health care professionals in the Helena community can be provided. As with all referrals to health care professionals, billings for services are handled by the health care professional with insurance providers.

### Health Center

Health Center staff assist students in providing direct services to support their health and wellness and in educating students on health care. Immunizations, flu shots, consultations or referrals, simple laboratory procedures and regular clinic hours for non-emergency care are provided through the Carroll College Health Center. Students learn about their health from the Registered Nurse on staff and from Nurse Practitioner who has weekly clinic hours at the Health Center.

Health services offered include the loan of crutches, vaporizers and ice bags. Fees for supplies and procedures are nominal. Students can have lab samples drawn on campus at the Health Center and sent to a local lab for processing and billing. As with all services provided by health care professional external to Carroll College, billings for services are handled by the health care professional with insurance providers. Each student is required to have a completed health form and validated immunization record on file in the Health Center. All records are confidential unless a waiver form is signed by the student to release health information to others.

### Student Activities

Student Activities 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. Clubs, organizations, student government, programs and events provide a full range of activities to get involved on campus and to enjoy the social opportunities at Carroll. Students learn to develop interests, activities, leadership skills and an interest in volunteering that will positively impact their life during and after college.

With over forty (40) recognized campus programs and organizations, Carroll College offers students a wide range of interest groups to explore. Examples include: *The Prospector*, the campus newspaper; *Colours*, the college's literary magazine; and the Associated Students of Carroll College, Carroll's student government. Intramurals, academic clubs, special interest groups and campus programming are also opportunities for student to get involved, have fun and strengthen their leadership skills. Concerts, dances, speakers, river rafting, backpacking, Homecoming, Walsh Lecture Series, and coffeehouse entertainment all provide students with an opportunity to engage in activities outside of the classroom.

### Athletics

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

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

## Student Life Policies

### New Student Orientation

Students are required to attend New Student Orientation in their first semester of attendance at Carroll College. New Student Orientation programs are held at the beginning of each semester for the purpose of connecting new students to the programs, resources and community of Carroll College. New Student Orientation for the fall semester is a multi-day program that includes academic convocations, academic advising, meetings with faculty and staff, social events, parent programs, residence hall activities, and opportunities for outdoor excursions into Montana's recreational areas. New Student Orientation for the spring semester is conducted in one day and focuses on mid-year transitions to college and academic life.

### Student Conduct

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

### Communication with Parents

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

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

### Student Qualification for Student Offices and Honors

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

### Requirements for Living on Campus

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

### Parking Safety and Automobiles on Campus

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

### 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, the Associate Director and the members of the Kirchen Ministers and Core team. The Campus Ministry team is committed to respect all as their brother or sister in Christ. This means an ecumenical ministry that respects the real communion between all Christians and all who sincerely seek God and which respects the religious liberty of all.

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





## Student Academic Services

### Academic Advising

Since the student's adjustment to a new academic atmosphere is generally complex, Carroll College has developed a personalized type of academic advising program. During orientation, the first-year student will be assigned to a specially trained academic advisor who will attempt to give a total view of the College. Later the student is encouraged to select an academic advisor from the faculty of his or her major department.

The student is encouraged to consult his or her advisor at least twice each academic semester. Students should meet with their advisors any time they have questions about their academic performance or progress. The advisor will help students develop an academic program and direct them to other college resources whenever appropriate.

The Director of Advising Services will help students with any advising questions or problems.

### Academic Resource Center

The Academic Resource Center helps students meet Carroll's academic standards while also offering them advice and encouragement toward achieving their personal educational goals. From beginning freshmen to graduating seniors, students can sharpen their reading, writing, mathematical, and study skills to become more efficient and self-confident learners.

The Academic Resource Center offers a variety of services, such as academic counseling, workshops (MCAT, LSAT), and advice on study skills. In addition, the Academic Resource Center director coordinates Carroll's accommodations for physically and/or learning-disabled students. But the heart of the Academic Resource Center is its peer-tutoring program with help in a number of academic areas (writing, math, physics, accounting, foreign languages, chemistry, and anatomy and physiology). Recruited from the student body and recommended by the academic departments, the peer tutors represent both academic excellence and service to others.

The Academic Resource Center is located in the Science hall and is open weekdays 9 a.m. - 4 p.m. Mon. - Thurs. and 9 a.m. - noon Fri. Evening tutoring is available 6 - 9 p.m., Sun. - Thurs. Students should check with the director at the beginning of each semester for a complete tutoring schedule. Services from the Academic Resource Center are free, and all Carroll students are welcome.

### Orientation of New Students

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

All new students attend the new student orientation program at the beginning of the semester that they begin their studies at Carroll. Orientation introduces students to the intellectual,

spiritual, social, and physical dimensions of campus life. College faculty, staff, and students welcome the new students to Carroll through a variety of activities. Orientation events continue throughout the first month of class in the fall and the first week of school in the spring.

### New Student Services

The Office of New Student Services assists new students in the transition to college. The director acts as an advocate and resource for new students and their parents, providing assistance in all areas of student life, including academics, residence life, and financial areas. Contact the Director of New Student Services for additional information.

### Alpha Seminar

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

### Academic Policies

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

### Enrollment and Registration

1. All students must complete registration according to the dates specified in the semester schedule after consultation with the assigned academic advisor.
2. A student may not attend (as a credit student or auditor) 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 period 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 fees are paid.
6. Because Honor Scholars have unique Carroll College Core Curriculum (CORE), all members of the Honor Scholars Program are required to obtain the signature of the Honor Scholars Program Director on their

course registration forms each semester. Secondary Education majors are required to have the signature of both their primary advisor and the education department.

### Classroom Department

Students are expected to conduct themselves in a manner that is respectful of both the instructor and the other students. 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 Vice President for Academic Affairs who has the option of dismissing the student from the class.

### Certification of Eligibility

Any persons entitled to enroll under any public law must present a Certificate of Eligibility from the proper veteran's authority, social security agency, or other governmental office to assure proper verification of enrollment.

### 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. It is the responsibility of each student to be aware of instructors' attendance requirements. In individual courses, attendance may influence the grade the student receives.

### Student Responsibility

Carroll provides excellent advising for students in the pursuit of their degrees. However, the final responsibility for satisfying all requirements as listed in this bulletin rests with the student. Students are urged to familiarize themselves with the academic requirements of the College.

### Classification

Those enrolled at Carroll College are classified as either degree students or non-degree students. Degree students are those who have met all entrance requirements and have been approved for a course of study leading to the Associate of Arts degree or Bachelor of Arts degrees.

A full-time student is one who is enrolled for a minimum of ten (10) semester credits of college courses. For purposes of financial aid, athletic eligibility, determination of student standing, and for many scholarships, a full-time student must be enrolled for twelve (12) semester credit hours. A part-time student is one who is enrolled for nine (9) credit hours or fewer.

Students are classified as:

- Freshmen when they are admitted as degree students and have fewer than thirty (30) credits;
- Sophomores when the record shows thirty (30) to fifty-nine (59) credits;
- Juniors when the record shows sixty (60) to eighty-nine (89) credits;
- Seniors when the record shows a minimum of ninety (90) credits.

### Study Load

The normal full-time study load is fifteen (15) credits per semester. A student who exceeds this number must have the

permission of the advisor. Any study load exceeding eighteen (18) credits must have the approval of the Registrar.

### Credit and Grade System

The scholastic year is normally divided into two (2) semesters of fifteen (15) weeks each. A class hour is fifty (50) minutes of lecture, seminar, or recitation, or one hundred and ten (110) minutes of laboratory work. The number of meetings per week and the corresponding credit in semester hours are indicated in the class schedule.

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

### Interpretation of Letter Grades

The grading system in use is an alphabetical system using the letters A, B, C, D, F, I, IP, P, W, NR and AU. Grades are interpreted as follows:

- A indicates excellence of performance in every aspect of the course
- B indicates a better than satisfactory but less than excellent performance in every aspect of the course
- C indicates a satisfactory performance in every aspect of the course
- D indicates a less than satisfactory performance in some or all aspects of the course
- F indicates serious deficiencies in some or all aspects of the course
- I 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 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
- IP in progress
- P pass—indicates the requirements for a letter grade of "D" or higher have been met.
- W withdrawal
- NR not reported
- AU audit student—no credit or grade.

### Grade Points and Academic Average

Using the grades earned at Carroll alone, a student's average is determined by dividing the total number of grade points received (listed as "quality points" on Carroll's transcripts) by the total number of *attempted* credits. In computing this average, the following points are assigned each grade: "A," four (4) grade points per credit; "B," three (3) grade points per credit; "C," two (2) grade points per credit; "D," one grade point per credit; and "F," no grade points. Neither the notation "W" nor the grade "P" is computed when calculating the grade point average of a student.

### Good Standing and Academic Probation

The grade point average required to maintain good academic standing at Carroll College is 2.0.

When semester grade reports indicate that students have failed to meet the minimum scholastic standards (2.0 grade point average), the students are not in good standing academically.

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

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

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

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

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

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

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

### Restoration of Good Standing

Full-time students (6 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 nine (9) credits with grades of the quality required to be restored to good standing. A student with satisfactory performance in a semester, but a continued unsatisfactory cumulative grade point average, will remain on probation until the cumulative average is above the minimum.

### The Pass/Fail Grade

Selected courses are regularly graded on a pass/fail basis. However, students may undertake other courses on a pass/fail basis under the following conditions: They must have completed sixty (60) or more semester hours of college work with a cumulative average of 2.0; courses taken on a pass/fail basis will not be accepted into the major; they may enroll in only one course per semester

on this basis, with a maximum of four (4) such courses allowable toward graduation; and students who register for such courses must indicate this choice at the time of formal registration, that is during the regular "add" period of each semester, when registration in courses is allowed. After this period, students may not change their registration from regular grade status to pass/fail or from pass/fail to regular grade status.

Credits transferred from other institutions to a student's Carroll College program will not be accepted into the major if taken on a pass/fail basis. No more than four (4) such courses will be allowed toward graduation whether they are taken at Carroll or at another institution.

### The Major

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

Students may graduate under the graduation requirements for the year of initial enrollment as degree candidates at the College providing they can complete requirements within a continuous six-year period. If students interrupt attendance or transfer from one program to another, they must graduate under the requirements in effect at the time of re-admission or transfer.

At least half of the credits required in the major field for the Bachelor of Arts degree must be taken at Carroll College. Exceptions require the approval of the major department chairperson and the 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 bulletin. To qualify for acceptance into the major department, the student must meet college standards as outlined in this bulletin.

### The Minor

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

### Multi-disciplinary Major

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

Requirements for the Multi-disciplinary Major:

- An approved application form must be filed with the Office of the Registrar no later than three semesters prior to graduation. Usually, this deadline will be the end of the student's fifth semester. Application forms are available at the Office of the Registrar and include a listing of steps to follow in developing a Multi-disciplinary Major.

- The student must be in good academic standing prior to submission of the proposal.
- Coursework requirements:
  - At least eighteen semester hours must be taken within the sponsoring discipline.
  - The student may not be required to take more than twenty-four semester hours within the sponsoring department.
  - At least twelve semester hours must be taken in a second discipline.
  - An MDM must include a minimum of forty-eight semester hours that include courses from the sponsoring discipline and other courses deemed to be relevant by the students and the MDM committee.
  - The list of required courses must contain a minimum of twenty-four semester hours at the 300/400 level.
- At least one-half of the credits required in the MDM proposal must be taken at Carroll College.
- The regulations governing the honors thesis and the comprehensive examination of the sponsoring discipline will apply.

#### 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 to add a class as indicated in the semester schedule.
- To withdraw from any course, a student must obtain approval of the advisor and the instructor of the course. Merely ceasing attendance in any course does not constitute withdrawal. An unauthorized withdrawal results in a failure of the course.

A student may withdraw from a course during the first ten (10) weeks of the semester after obtaining approval of the advisor and the instructor of the course. For authorized withdrawal, a grade of “W” is indicated on the record. Courses from which the student withdraws within the “add-drop” period of a term will not be entered on the permanent record. Courses from which the student withdraws after the 10th week will be recorded as “F.” Withdrawal forms are available at the Office of the Registrar.

#### Examinations

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

#### Final Examinations

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

the beginning of each semester as part of the class schedule. The following guidelines are to be observed with respect to final examinations:

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

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

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

#### Grade Reports

Student grade reports are issued at mid-semester through the academic advisor. At the end of fall semester and spring semester, students receive a copy of their Carroll transcript by mail. The College does not hold itself responsible for grade report errors unless the Registrar is notified of errors within six (6) months after the issue of the report.

#### Advanced Placement

High school students who receive scores of 3, 4, or 5 on the College Entrance Examination Board Advanced Placement Examination may, upon enrollment, be granted advanced placement and college credit in appropriate subjects. A grade of “P” (pass) is assigned for these credits. Reports on examinations must be sent to the Registrar directly from the College Entrance Examination Board.

#### Advanced College Experience

A special arrangement with Helena-area high schools enables qualified juniors and seniors to enroll for college credit courses at Carroll while completing their secondary school requirements. Qualified home-schooled students are also welcome to participate in this program. Students may register for a maximum of six (6) credits per semester. Application forms and further information are available through the Office of Admission.

#### Language Placement

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

- Students with one (1) year of high school study should enroll in FR/GM/SP 101.
- Students with two (2) years of high school study should enroll in FR/GM/SP 101 or 102.
- Students with three (3) years of high school study should enroll in FR/GM/SP 203.



- Students with four (4) years of high school study should enroll in FR/GM/SP 203 or 204.

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

### Credit for Military Experience

Credit for experience in the armed forces of the United States may be allowed veterans in accordance with the recommendation of the American Council on Education (ACE). Veterans wishing such credit should submit official documents or college transcripts covering the work completed. College credit is not given on the basis of the College Level General Education Development Test scores.

### College Level Examination Program

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

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

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

### 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 eighteen (18), not to exceed six (6) credits in any semester; and
4. A fee of \$35 is charged for each examination administered under this program.

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

### International Baccalaureate Program

Carroll College recognizes the International Baccalaureate as a challenging program of study and takes this into consideration when reviewing the student's application for admission. Students who present scores of four (4) or better on the International Baccalaureate higher level examinations may be awarded college credit. Credit will be awarded to enrolled students on a case-by-case basis. No credit will be awarded for subsidiary level examinations.

### Independent Study

Independent study offerings are designated by the course number 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 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.

### Academic Integrity & Grievance Policy

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 admission documents is subject to dismissal or other appropriate disciplinary action by the College. Cases involving academic integrity shall be referred to the Vice President for Academic Affairs for adjudication. Students so involved have the right to use the College's appeal process.

When a student has questions concerning the conduct of classes or grading procedures (other than a final grade) the following procedural steps are to be followed:

The student must attempt to resolve the matter with the individual instructor. If a mutually satisfactory resolution cannot be reached, the student should bring the concerns to the chairperson of the particular department. If a satisfactory resolution is not reached at this level, the student should contact the Vice President for Academic Affairs for assistance in attempting to reach a resolution.

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

### Repeating a Course

Students who receive a grade of "D" or "F" may repeat the course at Carroll. Only grades of "D" or "F" may be repeated. In such cases the second grade shall be the one counted in computing the grade point average required for graduation. The credit hours for a course will be counted only once. Courses repeated at other institutions do not change the Carroll cumulative grade point average.

### Correspondence and Extension Courses

Carroll College will accept a maximum of twelve (12) semester hours of correspondence and extension courses taken through the programs of accredited colleges and universities. Permission to take such courses for transfer purposes must be obtained through the Office of the Registrar in advance of pursuing such courses.

### Change of Address

It is essential that students notify the Office of the Registrar promptly of any change in residence.

### Study Abroad

Opportunities for full-year, semester, or summer studies in another country are available to all Carroll students. Carroll's director for international programs coordinates all opportunities offered for college credit.

Study in the country of a student's major field is required for all French and Spanish language majors. Foreign study programs, normally in the junior year, must be coordinated through the assigned advisor from the Department of Languages and Literature and the director of international programs.

### Withdrawal from the College

A student is granted honorable separation when in good standing at the time of withdrawal. Withdrawal from the College with honorable separation requires appropriate signatures on a completed withdrawal form. Withdrawal forms are available in the Registrar's Office. Failure to comply with this procedure will result in failing grades in all courses.

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

### 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. The first copy of the transcript is provided free of charge. Additional transcripts are \$5.00 each.
- 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 six (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).

### Photographs of Students

Carroll College and its representatives occasionally take photographs of campus life, events and activities, including athletic

events, classroom teaching, extracurricular activities, performances and students in common or public areas. The college uses these photographs in print and electronic publications. This paragraph constitutes public notice of Carroll College's intent to take and use these photographs. If you object to the use of your image, provide advance notice to any photographer taking photos of you on campus that you withhold your consent to have photographs of you released. Anyone who does not provide notice to photographers as stated above is deemed to have consented to be photographed and have their photograph released in print and electronic publications.

### Students with Disabilities Statement

In recognizing the unique value of each human being, the Carroll College Mission Statement is in accord with the spirit of both Section 504 Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990. Currently, the Academic Resource Center (ARC), in cooperation with other campus departments, coordinates assistance for students with special needs during their academic careers. Specifically, Carroll offers the following services to students with disabilities:

- Academic counseling and tutoring from the director and peer tutors at ARC;
- Personal counseling from the staff in the Wellness Center;
- Coordinating accommodations with faculty for students with disabilities and special needs in the classroom, as necessary, e.g., administering tests at the ARC, requesting additional time for assignments or tests as required, or other adaptations needed for class success, such as arranging for peer note-takers or tape recorders.
- Coordination with the student, the student's advisor, and the Vice President for Academic Affairs of reduced course and/or credit load to allow reasonable time for successful completion of degree requirements, as necessary.

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

- Disclosure of the disability to admission and ARC staff as soon as possible after learning that an accommodation may be needed.
- Documentation of the disability from a qualified professional whose credentials are appropriate to the disability (for example, a physician for a physical disability, a learning disabilities specialist or psychologist for a learning disability). Verification or more recent documentation may be requested by ARC or the Vice President for Academic Affairs. An Individualized Education Program (IEP) on file at the high school within the last three school years is also acceptable confirmation.

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

### Honors and Awards

#### Dean's Honor List

A student enrolled for twelve (12) graded semester hours or more, whose 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. A letter of commendation is sent to the parents when appropriate.

### **Graduation with Honors**

To be eligible for graduation honors, a student must successfully complete the honors thesis and graduate with a cumulative grade point average of not less than 3.25. Honors are awarded at four levels: Cum Laude for those whose cumulative average is not less than 3.25; Magna cum Laude for not less than 3.50; Maxima cum Laude for not less than 3.80; and Summa cum Laude for not less than 4.0. These honors are announced at commencement.

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

### **Graduation with Distinction**

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

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

### **Honors Thesis**

The thesis work for honor students is designed to encourage creative thinking and to stimulate individual research. Interested students should decide upon a thesis project as early as possible in the junior year so that adequate attention may be given to the project. In order to be eligible to apply to write a thesis, a student must have achieved a cumulative grade point average of at least 3.25 based upon all courses completed at Carroll College and any courses accepted for transfer credit from other institutions. Applications and further information are available in the Office of Academic Affairs. Note: If the thesis credits exceed the credit limit, the charge for additional credits will be waived.

### **Borromeo Award**

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

### **Bishop Gilmore Memorial Award**

This award is presented to outstanding senior scholars who have attained the highest grade point average after four (4) years at Carroll College.

### **Michael W. Murphy Award For Outstanding Collegiate Citizenship**

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

## **Honorary Societies**

### **Alpha Kappa Delta**

Alpha Kappa Delta International Honor Society was founded in 1920. The purpose of the society is to promote an interest in sociology and to research social problems and other such social and intellectual activities as will lead to an improvement in the human condition.

### **Delta Epsilon Sigma**

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

### **Lambda Pi Eta**

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

### **Phi Alpha Theta**

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

### **Phi Sigma Iota**

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

### **Phi Sigma Tau**

The Carroll College Department of Philosophy sponsors a chapter of Phi Sigma Tau. The objectives of the society are: (1) to serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; (2) to promote student interest in research and advanced study in this field; (3) to provide opportunities for the publication of student research papers of merit; (4) to encourage a professional spirit and friendship among those who have displayed marked ability

in this field; (5) and to popularize interest in philosophy among the general collegiate public.

### **Psi Chi**

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

### **Sigma Tau Delta**

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

### **Sigma Theta Tau**

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

### **Theta Alpha Kappa**

Theta Alpha Kappa is the national honor society for Theological and Religious studies. It exists to encourage, recognize, and maintain excellence in these fields within baccalaureate and post-baccalaureate degree programs, and also make these studies more broadly understood within the academic profession.

## **Requirements For Graduation**

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

Students may graduate under the graduation requirements for the year in which they are enrolled for the first time as degree candidates at the College, provided they complete requirements within a continuous six-year period. If students interrupt attendance or transfer from one program to another, they must graduate under the requirements in effect at the time of re-admission or transfer.

Any Carroll course for which college-level credit (course numbers 100-499) is given may be applied toward the total

credits needed for graduation, except physical education activity courses [HPE 101-102 and Military Science (MS) courses], in which case only two (2) credits apply toward the total number of credits needed for graduation. A minor is not required for graduation, except for the computer science major and where specified for candidates who graduate under certain teaching options for secondary education.

### **Carroll College Core Curriculum**

Carroll is a Catholic, liberal arts college. In order to ensure that each student shares in the wisdom that goes to make up the foundation of such a school, the College requires all students to participate in a broad spectrum of academic disciplines. It 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 are applicable to all students receiving the baccalaureate or the associate degree.

### **Residence Requirements**

Of the final forty (40) credit hours earned toward the baccalaureate or associate degree, a minimum of thirty (30) credit hours must be earned at Carroll College; at least one-half of the credits required in the major and minor, must be taken at Carroll.

### **Comprehensive Examinations**

Each candidate for the Bachelor of Arts degree must satisfactorily complete the written and/or oral comprehensive examination if required by the major department. Some departments offer a course to seniors which replaces the comprehensive examination.

### **Application for Degree**

Application for a degree must be made at the Office of the Registrar within the period indicated in the college calendar.

### **Commencement**

Students are expected to be present at graduation exercises for conferral of degrees.

**Family Educational Rights and Privacy Act of 1974 as Amended**

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

**Definitions of Terms**

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

**Education Records:** Includes any record, with certain exceptions, maintained by Carroll College with a student's name, or students' names, on it. This includes files, documents, and materials in whatever medium 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.

**Procedure to Inspect Education Records**

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

**Student Right to Know**

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

- Number of students receiving aid related to athletics reported by race and gender

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

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

**Right of Carroll College to Refuse Access**

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

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.
3. Records connected with an application to attend Carroll College if that application was denied.
4. Those records which are excluded from the FERPA definition of education records.

**Refusal to Provide Copies**

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

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

**Fees for Copies of Records**

A fee for copies may be charged.

**Education Records**

<b>Types</b>	<b>Location</b>	<b>Custodian</b>
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 Office Staff
Financial	Business Office O'Connell Hall	Student Accounts Representative
Placement	Career Center	Career Center Staff

Progress	Academic Dept. Chairperson	Academic Dept. Chairperson
Disciplinary	Student Life O'Connell Hall	VP for Student Affairs

### Disclosure of Education Records

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

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

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

- Performing a task that is specified in his or her position description or by contract agreement.
  - Performing a task related to a student's education.
  - Performing a task related to the discipline of a student.
- 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.
  - 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.
  - If required by state law requiring disclosure that was adopted before November 19, 1974.
  - To organizations conducting certain studies authorized by the College.
  - To accrediting organizations to carry out their functions.
  - To comply with a judicial order or a lawfully issued subpoena.
  - To appropriate parties in a health or safety emergency.
  - To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

### Record of Requests for Disclosure

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

### Directory Information

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

### 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:

- 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.
- 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.
- Upon request, Carroll College will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of hearing.
- 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.
- 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.
- 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.
- 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.
- 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.



## Notes







**Bachelor of Arts Degree**

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

1. Completion of the Carroll College Core Curriculum (CORE) for the Bachelor of Arts degree;
2. Completion of all program requirements in the major and minor (if one is taken);
3. Completion of one hundred and twenty-two (122) semester credits, only two (2) of which may be physical education activity courses (HPE 101-102); and
4. Achievement of a 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.

**Core Curriculum—Bachelor of Arts Degree**

I. Foundations: 13 credits to be completed within the first forty-five semester hours at Carroll College

- LAS 101 Alpha Seminar ..... 3 credits  
(required of all first-year students in the fall semester)
- TH 101 Theological Foundations..... 3 credits
- EN 102 College Composition ..... 4 credits
- CO 101 Basic Communication ..... 3 credits

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

II. Areas of Knowledge: 30-31 credits

- Fine Arts ..... 3 credits
- History..... 3 credits
- Mathematics ..... 3 credits
- Literature ..... 3 credits
- Natural Sciences (lab course is required) ..... 4 credits
- Philosophy ..... 6 credits
- Social Science ..... 6 credits
- Theology..... 3 credits  
(TH101 may not be used to fulfill this requirement)

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

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

A. Global Diversity

- i. approved study abroad
- ii. class (GD) that meets criteria

B. National Diversity

- i. class (ND) that meets criteria
- ii. approved experiential learning opportunity

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

**Associate of Arts Degree**

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

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

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

**Core Curriculum—Associate of Arts Degree**

I. Foundations: 13 credits to be completed within the first forty-five semester hours at Carroll College

- LAS 101 Alpha Seminar ..... 3 credits  
(required of all first-year students in the fall semester)
- TH 101 Theological Foundations..... 3 credits
- EN 102 College Composition ..... 4 credits

CO 101 Basic Communication ..... 3 credits

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

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

Fine Arts ..... 3 credits

History..... 3 credits

Mathematics ..... 3 credits

Literature ..... 3 credits

Natural Sciences (lab course is required) ..... 3-4 credits

Philosophy ..... 3 credits

Social Science ..... 3 credits

Theology..... 3 credits  
(TH101 may not be used to fulfill this requirement)

III. Writing-Intensive Requirement (WI) 1 course

IV. Diversity Requirement: 1 course/experience

A. Global Diversity

- i. approved study abroad
- ii. class (GD) that meets criteria

B. National Diversity

- i. class (ND) that meets criteria
- ii. approved experiential learning opportunity

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



- Accounting  
Biology  
Biology for Secondary Education  
Business Administration  
*concentration in:*  
    Economics  
    Finance  
    Management  
    International Business  
Chemistry  
Chemistry for Secondary Education  
Civil Engineering  
Classical Studies  
Communication Studies  
Communication Studies for Secondary Education  
Computer Science  
*concentration in:*  
    Computer Networking  
    Computer Programming–Business  
    Computer Programming–Physical Sciences  
    Computer Programming–Biological Sciences  
    Computer Science–Mathematics  
    Computer Science–Individually Designed Program  
Elementary Education  
Engineering (3-2)<sup>1</sup>  
*affiliate schools*  
    Columbia University  
    University of Notre Dame  
    University of Southern California  
    University of Minnesota  
    Gonzaga University  
    Montana Tech  
    Montana State University  
English  
English for Secondary Education  
English Writing  
Environmental Studies  
*concentration in:*  
    Science  
    Community  
    Culture  
Ethics and Values Studies  
French  
Health and Physical Education  
*concentration in:*  
    Community Health  
    Sports Management  
History  
History for Secondary Education  
International Relations  
Mathematics for Secondary Education  
Mathematics with a Cognate Concentration  
Nursing  
Performing Arts: Theatre  
*concentration in:*  
    Acting/Directing  
    Performing Arts Technology  
Philosophy  
Political Science  
Political Science for Secondary Education  
Psychology  
Public Administration  
Public Relations  
*concentration in:*  
    Business  
    Journalism  
Social Studies for Secondary Education  
Sociology  
Spanish  
Spanish Education (K-12)  
TESOL (Teaching English to Speakers of Other Languages)  
TESOL (K-12)  
Theology  
*concentration in:*  
    Contextual  
    Systematic  
**Pre-Professional Programs**  
Dentistry  
Law  
Medicine  
Optometry  
Pharmacy  
Physical Therapy  
Physician's Assistant  
Veterinary Medicine  
**Special Programs & Course Offerings**  
Anthropology  
CILI (Carroll Intensive Language Institute)  
Cooperative Education & Internships  
Honors Scholars Program  
Languages: French, German, Greek, Latin, Linguistics,  
    Spanish  
Military Science  
Music  
Physics  
Study Abroad Program  
Visual Arts

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

## Department of Business, Accounting, and Economics

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

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

The Public Administration major, which is a joint effort between the Business, Accounting and Economics Department and the Political Science Department, provides relevant courses in business and political science to prepare students for administrative careers in local, state and federal governments. In addition, students are prepared to pursue graduate work in public administration.

The Business Administration major prepares students for careers in marketing, finance, management or economics. Students completing the Accounting major are prepared for professional certification exams. They are also provided with skills necessary to perform in an accounting related career. Through the liberal arts education, students develop valuable communication and reasoning skills. Both the Business Administration major and the Accounting major are designed and evaluated to ensure students are prepared for entry directly into the workforce or for acceptance into graduate school.

### Goals for Majors in the Department of Business Administration, Accounting and Economics

A successful graduate of the department will be able to:

- Use data and statistics in order to understand and analyze relevant problems
- Understand and analyze financial statements of economic entities
- Read and understand publications covering topics discussed in the various majors in the department
- Organize and present ideas and information orally in small group settings
- Design and carry out independent and collaborative projects
- Use contemporary information technology effectively including the library, the internet and computer software
- Write essays and short papers in a clear and concise fashion with emphasis on content, style and analytical ability
- Understand and explain important issues encountered in economic entities with particular emphasis on ethical and global implications.

### Majors For The Bachelor of Arts Degree

Accounting  
Business Administration  
with areas of concentration in:  
Economics  
Finance  
International Business  
Management  
Marketing  
Public Administration

### Minors For The Bachelor of Arts Degree

Accounting  
Business Administration  
Economics  
Public Administration

### Curriculum For The Associate of Arts Degree

Business Administration

### Major In Accounting

#### I. Major Program Requirements

Forty-five (45) semester credits of accounting, business, and economics courses:

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

#### II. Other Program Requirements

CS 213 Computer Applications in Business  
or BA 365 Advanced Spreadsheet Applications  
MA 117 Difference Equations & Linear Algebra  
or MA 131 Calculus of Single Variable Functions  
or MA 121-122 Differential and Integral Calculus  
MA 207 Elementary Statistics

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

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

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

BA 312 Corporate Income Taxation  
BA 360 Accounting and Finance Information Systems  
BA 365 Advanced Spreadsheet Applications

BA 417 CPA/CMA Review  
EC 406 International Economics

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

### Major in Business Administration with an Area of Concentration

#### I. Major Program Requirements

(For Each Area of Concentration Below)

Thirty-six (36) semester credits of accounting, business, and economics courses, including:

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

Plus one of the following areas of concentration (9 Credits):

##### A. Economics

EC 315 Managerial Economics  
EC 316 Intermediate Macroeconomics  
And one of the following courses:  
BA 409 Operations Research  
EC 302 Labor Relations and Public Policy  
EC 304 Public Finance  
EC 406 International Economics

##### B. Finance

BA 314 Advanced Financial Analysis and Planning  
And two (2) of the following courses:  
BA 303 Intermediate Accounting  
BA 307 Investment Strategies  
BA 315 Cost Accounting  
BA 365 Advanced Spreadsheet Applications\*  
BA 409 Operations Research  
BA 411 Investment Management

##### C. Management

Three (3) of the following courses:  
BA 377 Small Business Management  
BA 380 E-Commerce  
BA 408 Human Resource Management  
BA 409 Operations Research  
BA 413 Organizational Behavior  
CO 320 Organizational Communications  
EC 302 Labor Relations and Public Policy

##### D. International Business

Required:  
BA 401 International Marketing  
EC 406 International Economics  
One of the following courses:  
CO 325 Intercultural Communication  
Study Abroad Experience (3 credits)  
Foreign Language (3 credits)

##### E. Marketing

BA 320 Marketing Research

And two of the following:

BA 322 Consumer Behavior  
BA 324 Marketing Communication and Promotion  
BA 326 New Product Development  
BA 401 International Marketing

#### II. Other Program Requirements

CS 213 Computer Applications in Business  
or BA 365 Advanced Spreadsheet Applications\*  
MA 117 Difference Equations & Linear Equations  
or MA 131 Calculus of Single Variable Functions  
or MA 121-122 Differential and Integral Calculus  
MA 207 Elementary Statistics

\*Note: BA365 fulfills either a course requirement in the finance concentration or the computer requirement. It cannot be counted as both a finance course and the computer course.

Concentration courses may be double counted to fulfill CORE requirements or requirements for other academic majors and still count as a concentration course. However, each concentration requires the completion of 3 courses and a concentration course may be applied to only one area of concentration. It cannot be double counted to fulfill concentration requirements in more than one area of concentration.

### Major In Public Administration

Public administration is a program that combines relevant courses in business and political science designed to provide students with the undergraduate training necessary to pursue administrative careers in local, state, and federal governments.

#### I. Major Program Requirements

Thirty-nine (39) semester credits, including:

BA 203-204 Principles of Accounting I and II  
BA 310 Governmental and Not-for-Profit Accounting  
EC 201-202 Principles of Economics I and II  
PAD 205 Introduction to Public Administration  
PO 104 American National Government  
PO 250 Contemporary Issues in American Politics  
PO 306 Data Analysis for Public Policy  
PO 314 Public Administration and Policy

And three (3) courses from the following:

BA 408 Human Resource Management  
BA 409 Operations Research  
PAD 412 Administrative Internship  
PO 230 Montana State Politics  
PO 319 Urban Politics

#### II. Other Program Requirements

CS 213 Computer Applications in Business  
or BA 365 Advanced Spreadsheet Applications

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

### Minor in Accounting

Minor Program Requirements

Twenty-one (21) semester credits of accounting, including:

BA 203 Principles of Accounting I  
BA 204 Principles of Accounting II  
BA 303 Intermediate Accounting  
BA 315 Cost Accounting

- BA 313 Managerial Finance (optional)
- BA 360 Accounting and Finance Information Systems (optional)

### **Minor in Business Administration**

#### Minor Program Requirements

Twenty-one (21) semester credits of business and economics courses, including:

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

### **Minor in Economics**

#### Minor Program Requirements

Twenty-one (21) semester credits of economics courses, including:

- EC 201-202 Principles of Economics

And five (5) upper-division economics courses, including:

- BA 409 Operations Research

### **Minor in Public Administration**

#### Minor Program Requirements

Twenty-one (21) semester credits, including:

- BA 310 Governmental and Not-for-Profit Accounting
- EC 201-202 Principles of Economics I and II
- PAD 205 Introduction to Public Administration
- PO 104 American National Government
- PO 250 Contemporary Issues in American Politics
- PO 306 Data Analysis for Public Policy

### **Curriculum in Business Administration for the Associate of Arts Degree**

#### Program Requirements

- BA 203-204 Principles of Accounting
- BA 306 Marketing
- BA 375 Principles of Management
- EC 201-202 Principles of Economics
- And one of the following:
- BA 301 Business Law
- BA 313 Managerial Finance
- BA 408 Human Resource Management

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

## **Department of Communication Studies**

### **Philosophy and Goals of the Department**

The mission of the Communication Department mirrors the mission of the college: by seeking the “full realization of the dual goals of vocation and enlightenment.”

The communication department has developed both educational/vocational goals and holistic goals for the enlightenment of our students.

### **The educational/vocational goals of the Communication Department:**

- 1) to teach students to communicate effectively
- 2) to prepare students for a career in a business or another communication-related field
- 3) to prepare students for possible graduate study in communication or a related field
- 4) to prepare students 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

### **The holistic goals of the Communication Department:**

- 1) to advise students comprehensively, including the development of a four-year plan leading to a major or minor and the development of a general career lifeplan
- 2) to illuminate students on the need to use communication constructively and unselfishly, to serve others and to promote peace on all levels - interpersonal, societal and global
- 3) to illuminate students on the moral foundations of communication, which include the need to treat every person with reverence
- 4) to illuminate students on the need for intercultural understanding in order to treat people of all backgrounds with tolerance and respect and
- 5) to teach practical communication skills - such as conflict management skills and relationship-building skills - which can enhance the personal life of students for a lifetime

### **Majors for the Bachelor of Arts Degree**

- Communication Studies
- Communication Studies for Secondary Education
- Public Relations with areas of concentration in:
  - Business
  - Journalism

### **Minors for the Bachelor of Arts Degree**

- Communication Studies
- Communication Studies for Secondary Education
- Public Relations

### **Curriculum for the Associate of Arts Degree**

- Communication Studies

### **Major in Communication Studies**

#### **I. Major Program Requirements**

Thirty-six (36) semester credits of communication courses, including:

- CO 101 Basic Communication
- CO 108 Desktop Publishing
- CO 206 Small Group Communication
- CO 225 Professional Communication
- CO 280 Gender Communication
- CO 308 Communication Ethics

- CO 320 Organizational Communication
- CO 340 Interpersonal Communication Theory
- CO 395 Research Methods
- CO 414 Human Communication Theory
- CO 495 Senior Practicum: The Graceful Exit

Notes: 1. A maximum of six (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.

## II. Other Program Requirements

- CO/EN 351 Writing for the Media

Note: 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 CO499, Honors Thesis.

## Major in Communication Studies for Secondary Education

### I. Major Program Requirements

Thirty-six (36) semester credits of communication, including:

- CO 101 Basic Communication
- CO 111-112-211-212 Forensics
- CO 206 Small Group Communication
- CO 225 Professional Communication
- CO 280 Gender Communication
- CO 308 Communication Ethics
- CO 325 Intercultural Communication
- CO 340 Interpersonal Communication Theory
- CO 395 Research Methods
- CO 414 Human Communication Theory

Note: A maximum of six (6) credits in forensics at the 200 level or above may apply toward the communication studies major.

### II. Other Program Requirements

- CS 101 Survey of Computer Science or  
or CO 108 Desktop Publishing
- CO/ED 417 Methods of Teaching Speech Communication

Note: The Department of Communication Studies will administer a comprehensive oral examination at the end of the student's senior year. Students who complete CO 499 Honors Thesis are not required to take the comprehensive examinations.

### III. Professional Education Requirements

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 309 Teaching in the Secondary School
- ED 327 Content Area Reading/Language Arts
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED 412 Measurement and Assessment in Teaching
- HPE 214 The School Health Program

- PSY 228 Adolescent Psychology
- SPED 300 Introduction to Exceptional Children

United States and contemporary world cultures course(s)—see index for page number.

## IV. Acceptance into the Teacher Education Program and Student Teaching Program

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

B: Student Teaching Program: In the spring semester of the junior year, all preservice teachers must seek admission to the student teaching program, see index for page numbers for these programs.

Notes: 1. In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching minor as well as a teaching major in a subject field acceptable for licensure.

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

## Major in Public Relations with an Area of Concentration

### I. Major Program Requirements

Thirty three (33) semester credits of interdepartmental studies, including:

- CO 101 Basic Communication
- CO 206 Small Group Communication
- CO 215 Introduction to Public Relations: Theory
- CO 216 Introduction to Public Relations: Practice
- CO 225 Professional Communication
- CO 308 Communication Ethics
- CO 310 Mass Media
- CO 340 Interpersonal Communication Theory
- CO/EN 351 Writing for the Media
- CO 395 Research Methods
- CO 425 Career Internship
- CO 495 Senior Practicum: The Graceful Exit

Plus one or both of the following areas of concentration (15 credits):

#### A. Business

- BA 100 Introduction to Business
- BA 306 Marketing
- CO 320 Organizational Communication
- EN 330 Business Writing
- Plus one (1) of the following:
- BA 375 Fundamentals of Management
- PAD 205 Introduction to Public Administration

#### B. Journalism

- ART 114 Photography I
- CO 108 Desktop Publishing
- CS 213 Computer Applications in Business
- or CS 201 Web Graphics, Animation, and Layout
- EN 325 Technical Writing
- CO 426-427 Prospector Internship (two semesters, totaling three credits)

The Department of Communications Studies will administer a two-part comprehensive exam at the end of each student's senior year. The first part, an oral presentation, is required by all students. The second part, the comprehensive on all commu-

nications coursework is not required of students who complete CO 499, Honors Thesis.

### Minor in Communication Studies

#### Minor Program Requirements

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

- CO 101 Basic Communication
- CO 206 Small Group Communication
- CO 225 Professional Communication
- CO 280 Gender Communication
- CO 308 Communication Ethics
- CO 340 Interpersonal Communication Theory
- CO 351 Writing for the Media

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

### Minor in Communication Studies for Secondary Education

#### I. Minor Program Requirements

- CO 101 Basic Communications
- CO 111-112-212 Forensics (12 credits)
- CO 206 Small Group Communication
- CO 225 Professional Communication
- CO 280 Gender Communication
- CO 308 Communication Ethics
- CO 325 Intercultural Communication
- CO 340 Interpersonal Communication Theory

Note: A maximum of three (3) semester credits in forensics at the 200-level or above may apply towards the communication studies minor.

#### II. Other Program Requirements

- CS 101 Survey of Computer Science
- or CO 108 Desktop Publishing
- CO/ED 417 Methods of Teaching Speech Communication

### Minor in Public Relations

#### Minor Program Requirements

- BA 306 Marketing
- CO 101 Basic Communication
- CO 108 Desktop Publishing
- CO 206 Small Group Communication
- CO 215 Introduction to Public Relations: Theory
- CO 216 Introduction to Public Relations: Practice
- CO 308 Communication Ethics
- CO 310 Mass Media
- CO 425 Career Internship
- CO 426-427 Prospector Internship
- CO/EN 351 Writing for the Media

### Curriculum in Communication Studies for the Associate of Arts Degree

#### Program Requirements

Twenty-four (24) semester credits in communication studies, including:

- CO 101 Basic Communication
- CO 206 Small Group Communication

- CO 225 Professional Communication
- CO 280 Gender Communication
- CO 308 Communication Ethics
- CO 340 Interpersonal Communication Theory
- CO 351 Writing for the Media
- CO 414 Human Communication Theory

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

## Department of Education: Health, Physical and Teacher

### Majors for the Bachelor of Arts Degree

- Elementary Education
- Health and Physical Education
- with areas of concentration in:
  - Community Health
  - Sport Management
  - Social Studies for Secondary Education
- TESOL K-12
- TESOL

### Minors for the Bachelor of Arts Degree

- Health and Physical Education (K-12)
- Reading (K-12)
- Special Education (K-12)

Through the Department of Education: Health, Physical and Teacher, Carroll College offers majors in elementary education, health and physical education (with areas of concentration), social studies for secondary education, and teaching English to speakers of other languages, as well as minors in health and physical education (K-12), reading (K-12), and special education (K-12). In addition, other major and minor programs that lead to teacher licensure in 5-12 and K-12 are offered through other departments.

Students interested in secondary teaching fields can obtain teacher licensure through course work offered by Carroll's Department of Education: Health, Physical and Teacher. Students completing a secondary education major and minor or a single, broadfield major will be recommended for a Class II Secondary Teaching License, which qualifies the holder to teach in grades five through 12. See index for page number for Secondary Education.

## Department of Education: Health & Physical

### Mission

The Health and Physical Education program seeks to produce a well-rounded, entry-level professional, an aim expressed by Carroll's Mission Statement, as well as by its liberal arts focus. In addition to preparing students for the demands of future employment, the faculty members of the Health and Physical Education program strongly believe in the importance of promoting a healthy lifestyle which will allow each member of the Carroll community to meet the demands of everyday life.

Graduates of the Health and Physical Education program must understand learners/clients, be knowledgeable of programs, be well-founded in the methods of delivering programs designed to meet the unique needs of learners/clients, and be capable of evaluating the effectiveness of their professional programs.

The mission of the department relates to the Mission Statement of the college. A common model for most Health and



Physical Education programs includes six dimensions of optimal well being (physical, emotional, mental, social, spiritual, and environmental). Within these six dimensions can be found the essence of the Carroll College Mission Statement, as well as the Health and Physical Education program. The Carroll College Mission Statement and the Carroll College goals and objectives have guided and directed the development of the Health and Physical Education non-teaching major.

### Goals and Objectives

While the Health and Physical Education program offers non-teaching degrees, the program also offers essential coursework for the teacher education program and the general college population.

The Health and Physical Education program works toward the following goals and objectives:

Goal #1: To prepare Health and Physical Education graduates with theoretical knowledge and skills necessary for careers in health and physical education-related fields (e.g., recreation, physical fitness, athletic coaching, pedagogy, sport management, and community health). Objectives: Students who graduate from Carroll College's Department of Education: Health, Physical, and Teacher with a non-teaching degree in Health and Physical Education are expected to have learned the following skills:

1. organization and management;
2. program planning, implementation, and evaluation;
3. educational strategies;
4. instructional decision making;
5. problem-solving inquiry;
6. learner/client diagnosis;
7. media and technology resource;
8. effective peer group interaction;
9. managing stress;
10. subject matter comprehension;
11. knowledge and application of law and ethics;
12. knowledge of referral systems;
13. oral and written communication competence;
14. critical thinking;
15. meeting the needs of diverse populations;
16. foundation knowledge—human development, sociology, learning styles, self concepts, philosophy of health and physical education, and;
17. the ability to comprehend, analyze, and evaluate professional information.

Goal #2: To provide coursework for students seeking a certifiable teaching minor in Physical Education K-12. Objectives: Specific objectives for the Physical Education teaching minor follow:

1. Teach skills necessary to perform a variety of physical activities using concepts of body awareness, space awareness, effort and relationships; demonstrate competence in a variety of manipulatives, locomotor and non-locomotor skills; demonstrate competence in combinations of manipulatives, locomotor, and non-locomotor skills performed individually and with oth-

ers; and demonstrate competence in many different forms of physical activities.

2. Promote physical fitness by assessing fitness levels and achievements and maintaining physical fitness; and by designing safe, personal fitness programs in accordance with principles of training and conditioning.
3. Promote health enhancement through an understanding of, and knowledge about, contemporary health issues.
4. Value the personal qualities of self-control, self-confidence, good sportsmanship, leadership, responsibility and respect for others that enable him/her to work and play with others for common goals.
5. Know the implications of, and the benefits from, involvement in physical activities.
6. Understand progressive skill teaching methods.
7. Impart to their students an appreciation of the value of active participation in a variety of activities, and the positive effect that this participation may have on the future lives of the individual.
8. Teach their students the necessary skills to work with and teach others with special needs.

Goal #3: To provide the necessary coursework to meet specific teacher licensure requirements. Objectives: Specific objectives for the Health and Physical Education required courses are included in each course syllabus. Those courses include: HPE 109: Techniques of Basic Skills in Physical Education; HPE 214: The School Health Program, and HPE 314: Physical Education-Elementary School.

Goal #4: To offer a variety of courses on healthy lifestyles that will enrich lifetime activities of the general college population, regardless of major. Those courses include all of the HPE 101-102 Physical Activities courses, which emphasize physical fitness, motor fitness, and participation in a variety of individual, dual, and team sports and activities.

Goal #5: The Health and Physical Education graduate will understand that concepts, theories, and methods of many disciplines are interrelated. Objectives: Upon graduation the student will have been required to do the following: obtain, evaluate, and use new information to make health-promoting decisions; integrate and synthesize information from a variety of sources and disciplines; participate in multidisciplinary discussions of health and fitness.

Goal #6: The Health and Physical Education graduate will become knowledgeable about physical, emotional, intellectual, social, spiritual, and environmental health. Objectives: Upon graduation the student will have been required to do the following: develop and practice attitudes, skills, and behaviors that enhance quality of life; develop and practice attitudes, skills, and behaviors that maximize personal and community potential; consistently participate in a personal wellness program; and study the physical, emotional, intellectual, social, spiritual, and environmental aspects of health and well being.

## Major in Health and Physical Education with an Area of Concentration in either Community Health or Sport Management

### I. Major Program Requirements

Thirty-two (32) credits, including:

Two (2) HPE 101 or 102 Physical Education Activities Courses (Must be different activities)

HPE 103	Foundations of Health & Physical Education
HPE 135	Introduction to Wellness
HPE 150	Responding to Emergencies
HPE 200	Field Experience in HPE
HPE 234	Sports Nutrition & Conditioning
HPE 325	Applied Anatomical Kinesiology
HPE 365	Psychosocial Aspects of Exercise and Sport
HPE 405	Senior Seminar
HPE 410	Organization and Administration of Health & Physical Education Programs
HPE 413	Exercise Physiology & Human Performance Testing
HPE 415	Internship*

\*Students with a double concentration will be required to complete a 9 credit internship

### II. Other Program Requirements

BI 102 Life Science II

Plus one of the following areas of concentration:

#### A. Community Health Concentration

Twenty-four (24) credits, including:

CO XXX	Advanced Communication
HPE 214	The School Health Program
HPE 216	Methods of Teaching Health
HPE 330	Introduction to Community Health
MA 207	Elementary Statistics
PSY 105	General Psychology
or PSY 203	Developmental Psychology

And six (6) semester credits chosen with the advice of faculty in the HPE program.

#### Suggested Electives for Community Health:

AN 208	The Family
CO 108	Desktop Publishing
CO 351	Writing for the Media
PHIL 208	Bioethics
PO 104	American National Government
Other Psychology Courses	
Other Communications Courses	

#### B. Sport Management Concentration

Twenty-four (24) credits, including:

BA 203-204	Principles of Accounting
BA 306	Marketing
BA 313	Managerial Finance
BA 375	Fundamentals of Management
CO XXX	Advanced Communications
EC 201	Principles of Economics
or EC 202	Principles of Economics
EN 330	Business Writing
or EN 351	Writing for the Media

#### Suggested electives for Sport Management:

BA 301-302	Business Law I and II
CO 108	Desktop Publishing
CO 215	Intro to Public Relations
CO 225	Professional Communication
CO 280	Gender Communication
CO 310	Mass Media
CS 213	Computer applications in Business
HPE 340	Coaching Certification (ASEP) and Sport Management Techniques
PHIL 207	Business Ethics
PO 104	American National Government
SO 220	Sociology of Sport
ART 114	Photography I

Note: All students are required to meet the quantitative and qualitative requirements for graduation from Carroll College as listed in this catalog.

### Admission to the HPE Internship Program in Community Health and/or Sport Management

All Health and Physical Education majors must apply for admission to the internship program. Students must have a minimum 2.5 grade point average and a grade of "C" or better in HPE requirements and other program requirements. Applications must be made to the internship director no later than April 1 of the junior year. Failure to do so will cancel the student's opportunity to participate in an internship during the fall or spring semesters of the following school year. It is the student's responsibility to seek admission to the internship program. The student's acceptance will be considered by the Department of Education faculty upon receipt of the appropriate forms and 3 recommendations from Carroll College faculty and staff.

### Health and Physical Education Advisory Board

While developing curricula and providing instruction for students majoring in Health and Physical Education, with concentration(s) in Community Health and/or Sport Management, it is necessary to seek the advice of professionals involved in these fields. The HPE Advisory Board is a group of recognized health and sport professionals and students who gather annually to discuss and document ideas for the program. The HPE Board consists of 25 members who represent different arenas of community health and sport management

### Department of Education: Teacher

#### Mission

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

The teacher education unit advances this mission as it works within the conceptual framework of Carroll College's teacher education unit. That framework is built upon a liberal arts education, structured by traditional educational philosophies, and embraced by an atmosphere of dignity, which values justice of all persons. Access the complete Teacher Education Conceptual Framework and the current Title II pass rates from Carroll College's Education Homepage.

### Goals and Objectives

The goal of the education program of Carroll College is to assist students in developing teaching competencies in their chosen field. The education program facilitates the growth of each student to ensure the development of appropriate skills and attitudes. The faculty challenges each student to grow to the limit of that student's capabilities and to develop a personal sense of the teaching profession. To obtain this goal, pre-service teachers are expected to possess skills and attitudes that exhibit professional behavior. The following expectations are to be viewed in conjunction with specific goals and objectives established for the college and for each required professional education course. The objectives for teacher education follow.

The teacher candidate will:

1. Demonstrate an attitude of professionalism.
2. Maintain healthy student/teacher relationships.
3. Exhibit job satisfaction.
4. Have appropriate relationships with administrators, teachers, support personnel, parents and other community members.
5. Be encouraged to participate in community service.
6. Project a positive self-image.
7. Possess skills in the following:
  - a. classroom management
  - b. classroom interaction
  - c. planning and lesson design
  - d. teaching strategies
  - e. instructional decision making
  - f. problem-solving inquiry
  - g. student diagnosis
  - h. media and technology resources
  - i. effective peer group interaction
  - j. coping
  - k. content (subject matter)
  - l. knowledge and application of law and ethics
  - m. knowledge and referral systems
  - n. knowledge of the special child
  - o. foundation knowledge—child development, sociology, learning theory, self concepts, philosophy of education
  - p. listening
  - q. reading comprehension, analysis and evaluation

- r. analysis of written English in terms of word usage and sentence construction
- s. analysis of literature and fine arts
- t. mathematics
- u. science
- v. social studies

In addition to the above goals and objectives, each licensure area has goals and objectives.

### Major in Elementary Education

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

#### I. Major and Professional Education Program Requirements

ED 102	Foundations of Education
ED 205	Classroom Management
ED 212	Teaching Mathematics in the Elementary School
ED 228	Children's Literature
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
ED 312	Elementary Science and Social Studies
ED 320	Art Education in the Elementary School
ED 323	Teaching the Communication Arts I
ED 324	Corrective and Remedial Reading
ED 325	Teaching the Communication Arts II
ED 329	Music Education in the Elementary School
ED 405	Education Seminar
ED 410	Student Teaching
ED 412	Measurement and Assessment in Teaching
HPE 109	Techniques of Basic Skills in Physical Education
HPE 314	Physical Education in the Elementary School
SPED 300	Introduction to Exceptional Children

Note: ED 403-404 is an alternative program to student teaching. It is possible to obtain an elementary education major from Carroll without teacher licensure. Students who choose this option need not complete ED 405 or ED 410.

#### II. Other Program Requirements

AN/SO 218	Introduction to Native American Studies
CS 103	Instructional Media and Technology
MA 201-202	Mathematics for Elementary Education
HPE 214	The School Health Program
PSY 227	Child Psychology
One semester of earth science. Lab is required.	
One semester of life sciences (BI 101 or BI 102). Lab is required.	
One semester of physical sciences (CH 111 or PHYS 101). Lab is required.	
A United States history course (see index for page number)	
A contemporary world culture course (see index for page number)	

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

2. Highly recommended: CO 208 Creative Communications in Education

3. Courses in economics, anthropology, and American national government are highly recommended.

### III. Acceptance Into Teacher Education Program

All students in elementary or secondary education should review requirements for acceptance into this program. See index for page number.

#### Secondary Education Requirements

To be licensed to teach in a secondary school in Montana, grades five through 12, a student must complete either a broadfield major or a major and a minor. Students interested in a broadfield major or a major and minor should contact not only individuals within the elected department, but must seek additional counsel from an advisor within the Department of Education: Health, Physical and Teacher. They must be accepted into the teacher education program. See index for page number of the teacher education program.

#### I. Secondary Education Teaching Options

Carroll College offers the following secondary teaching options:

##### A. Broadfield Majors: forty (40) or more semester credits:

English Literature and Writing  
Mathematics  
Social Studies

##### B. Secondary Education Majors: thirty (30) or more semester credits:

Biology  
Chemistry  
Communication Studies\*  
English  
History  
Political Science  
Spanish (K-12)  
TESOL (K-12) \*

##### C. Secondary Education Minors: twenty (20) or more semester credits:

Biology  
Chemistry  
Communication Studies\*  
Computer Science  
French (K-12)  
History  
Health and Physical Education (K-12)  
Psychology\*  
Reading (K-12)  
Spanish (K-12)  
Special Education (K-12)

\*Students pursuing a psychology or a communication studies endorsement may be required to student teach outside of the Helena area. Students pursuing a TESOL K-12 endorsement will be required to student teach outside of the Helena area.

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

#### II. Professional Education Requirements For Secondary Education

AN/SO 218 Introduction to Native American Studies

CS 103 Instructional Media and Technology  
ED 102 Foundations of Education  
ED/PSY 229 Educational Psychology  
ED 245 Diversity Field Experience  
ED 309 Teaching in the Secondary School  
ED 327 Content Area Reading/Language Arts  
ED 405 Education Seminar  
ED 408 Student Teaching in the Minor Area or  
ED 410 Student Teaching  
ED 412 Measurement and Assessment in Teaching  
HPE 214 The School Health Program  
PSY 228 Adolescent Psychology  
SPED 300 Introduction to Exceptional Children

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

United States and contemporary world cultures course(s)—see below.

#### The United States and Contemporary World Cultures Course Options.

Students pursuing teacher education must complete coursework focused on both United States history and contemporary world cultures. Students may fulfill this requirement through completing one of the following four options: 1) one course from category C (see below); 2) one course each from categories A and B; 3) one course each from categories A and C; 4) one course from categories B and C.

##### A. U.S. History:

HI 221-222 History of the United States  
HI 323 20th Century American History  
HI 421-422 American Diplomatic History  
PO 216 American Political Thought

##### B. World Cultures:

AN/SO 204 Cultural Anthropology  
AN/SO 317 Ethnic and Racial Relations  
AT 165 Pop, Rock, and All That Jazz  
CO 325 Intercultural Communication  
EC 406 International Economics  
EN 209 Contemporary Fiction  
EN 322 Literature of Black America  
FR/GM/SP A modern foreign language  
GEOG 202 World Regional Geography  
LL 400 Theories and Methods of Learning and Teaching Language  
PHIL 223 Oriental Philosophy  
PHIL 304 Contemporary Philosophy  
PO 206 Modern Political Ideologies  
PO 250 Contemporary Issues in American Politics  
PO 324 Western European Politics  
PO 326 The Communist and Post-Communist World  
PO 328 The Developing Word  
PO 342 War and Peace  
PO 344 World Order and Interdependence  
SO/AN 218 Introduction to Native American Studies  
SO/AN 318 American Indians  
TH 206 Comparative Religion  
TH 333 Church and State in Latin America

##### C. U.S. History And World Cultures:

HI 323 20th Century American History

- HI 352 American/East Asian Relations
- PO 115 International Relations
- PO 222 U.S. Foreign Policy

### Major In Social Studies For Secondary Education

The broadfield major in social studies embraces at least fifty-four (54) semester credits of course work in history, political science, sociology, economics, psychology, and geography. Since the major and the minor are combined in this program, a teaching minor is not required for licensure.

#### I. Major Program Requirements

At least fifty-four (54) semester credits of course work in history, political science, sociology, economics, psychology, and geography, distributed as follows:

24 Credits of History, including:

- HI 101-102 History of Western Civilization
- HI 212 History of Modern Europe since 1870
- HI 221-222 History of the United States
- HI 251 Introduction to East Asia or
- HI 271 History of Modern Latin America or
- HI 372 History of Modern Mexico
- HI 424 History of the Trans-Mississippi West
- HI 494 Historiography

15 Credits of Political Science, including:

- PO 100 Justice and the Just Society: Introduction to Politics
- PO 104 American National Government
- PO 115 International Relations
- PO 216 American Political Thought
- PO 250 Contemporary Issues in American Politics

12 Credits in one of the following areas:

Economics, Geography, Psychology, or Sociology

\*Additional Required Courses:

- EC 106 Survey of Economics
- GEOG 202 World Regional Geography
- SO 101 Introduction to Sociology
- SO 200 Social Problems

\*These courses and those in Professional Education Program Requirements may also count toward partially meeting the 12-credit requirement, above, in Economics, Geography, Psychology, or Sociology.

#### II. Professional Education Program Requirements for Social Studies Major

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 309 Teaching in the Secondary School
- ED 327 Content Area Reading/Language Arts
- ED 344 Secondary Social Studies
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED 412 Measurement and Assessment in Teaching
- HPE 214 The School Health Program
- PSY 228 Adolescent Psychology
- SPED 300 Introduction to Exceptional Children

United States and contemporary world cultures course(s)—see index for page number.

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

#### III. Acceptance Into Teacher Education Program

All students in elementary or secondary education should review information on the Teacher Education Program. See index for page number.

### Major in Teaching English to Speakers of Other Languages (TESOL) K-12

#### I. Program Requirements

- CO 325 Intercultural Communication or an approved study abroad
- EN 304 English Grammar
- EN 341 Introduction to Language
- TESL 391 Methods & Applications: TESOL Listening & Speaking
- TESL 392 Methods & Applications: TESOL Reading & Writing

Modern foreign language study equivalent to two (2) years experience.

Six (6) credits in cross-cultural courses such as history, world geography, oriental philosophy, or comparative religions.

Demonstrate native English language competence, or a 550 TOEFL score or above, or complete the CILI classes necessary to develop the appropriate English competence.

#### II. Professional Education Requirements

- AN 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 309 Teaching in the Secondary School and
- ED 327 Content Area Reading/Language Arts
- or ED 205 Classroom Management
- ED 323 Communication Arts I and
- ED 325 Communication Arts II
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED 412 Measurement and Assessment in Teaching
- HPE 214 The School Health Program
- PSY 227 Child Psychology and
- PSY 228 Adolescent Psychology
- or PSY 105 General Psychology and
- PSY 203 Developmental Psychology
- SPED 300 Introduction to Exceptional Children

United States and contemporary world cultures course(s)—see index for page number.

### Major in Teaching English to Speakers of Other Languages (TESOL)

This interdisciplinary major will prepare students to teach English to speakers of other languages in domestic and international settings and is a complement to other Carroll majors. The TESOL major integrates appropriate Carroll courses in a program that offers American and international students another practical, marketable field of study.

### I. Program Requirements

CO 325	Intercultural Communication or an approved study abroad
CS 101	Survey of Computer Science
ED/PSY 229	Educational Psychology
ED 309	Teaching in the Secondary School*
ED 412	Measurement and Assessment in Teaching
EN 304	English Grammar
EN 341	Introduction to Language
TESL 391	Methods and Applications: TESOL Listening and Speaking
TESL 392	Methods and Applications: TESOL Reading and Writing
TESL 430	TESOL Practicum

\* Note: ED 205, ED 323, and ED 325 (all three together) are accepted in place of ED 309.

### II. Other Program Requirements

1. modern foreign language study equivalent to two (2) years experience.
2. six (6) credits in cross-cultural courses such as history, world geography, oriental philosophy, or comparative religions.

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

### III. TESOL Program requirements

A minimum 2.50 cumulative grade point average must be maintained throughout the course of study.

### IV. Criteria for Admission to the Practicum: TESL 430

1. senior class standing
2. a grade of at least "C" in ED 309 and either TESL 391 or TESL 392

### V. Criteria for A Letter of Completion

Students may earn a TESOL major that will be verified by a letter of completion.

To complete the TESOL major, a student must have completed an undergraduate degree from an accredited college or university; and have earned at least eighteen (18) credits at Carroll College, including TESL 391, TESL 392, and TESL 430; and meet all TESOL requirements as listed in sections I, II, III, & IV.

## Minor in Health & Physical Education (K-12)

### I. Minor Program Requirements

Thirty-one (31) semester hours of physical education courses, including:

ED 408	Student Teaching in the Minor Area or ED 410 Student Teaching
HPE 103	Foundations of Physical & Health Education
HPE 109	Techniques of Basic Skills in Physical Education
HPE 150	Responding to Emergencies
HPE 216	Methods of Teaching Health
HPE 301-302	Methods and Techniques of Teaching Fall/Spring Activities
HPE 314	Physical Education and the Elementary School Teacher
HPE 325	Applied Anatomical Kinesiology
HPE 413	Exercise Physiology and Human Performance Testing

### II. Other Program Requirements

BI 102	Life Science II
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Notes: 1. To teach health and physical education K-12 in Montana with only a minor, a student must either major in elementary education or pursue a secondary education major, which leads to teaching licensure.

2. Students in any level of teacher education must be accepted into the education program by the Department of Education: Health, Physical and Teacher. Please see index for page numbers for teacher education.

## Minor In Reading (K-12)

### I. Minor/Professional Education Program Requirements

ED 228	Children's Literature
ED 323	Teaching the Communication Arts I
ED 324	Corrective and Remedial Reading
ED 325	Teaching the Communication Arts II
ED 327	Content Area Reading/Language Arts
ED 407	Organization and Administration of the Reading Program
ED 412	Measurement and Assessment in Teaching

### II. Other Program Requirements

EN 365	Young Adult Literature
LL 400	Theories and Methods of Learning and Teaching Language
or TESL 392	TESOL Methods and Applications: Reading and Writing
SPED 301	Characteristics of Learning Disabilities

### III. Teacher Licensure

To obtain teacher licensure in reading, a student must complete:

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

## Minor in Special Education (K-12)

### I. Minor/Professional Education Program Requirements

SPED 300	Introduction to Exceptional Children
SPED 301	Characteristics of Learning Disabilities
SPED 302	Characteristics of Mental Retardation
SPED 303	Characteristics of Emotional Disturbance/Behavior Disorders
SPED 323	Assessment and Evaluation in Special Education
SPED 408	Methods for Teaching Students with Mild Disabilities
SPED 413	Speech, Language and Hearing Disorders

### II. Other Program Requirements

ED 205	Classroom Management
ED 324	Corrective and Remedial Reading
ED 412	Measurement and Assessment in Teaching
PSY 227	Child Psychology
and PSY 228	Adolescent Psychology
or PSY 105	General Psychology
and PSY 203	Developmental Psychology

### III. Teacher Licensure

To obtain teacher licensure in special education, a student must complete:

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

Note: To teach special education (K-12) in Montana with only a minor concentration in the field, a student must either major in elementary education or pursue a secondary education major which leads to teacher licensure. See the listing of secondary teaching majors under “Secondary Education Requirements” in this catalog.

#### Middle School Area of Concentration

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

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

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

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

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

#### Acceptance Into The Teacher Education Program

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

Students must meet the following criteria:

1. Pre-Professional Skills Tests (PPST) minimum scores of 170 in reading, 170 in writing, and 170 in mathematics;
2. grade of “C” or better in CO 101, and
3. a minimum of 2.5 cumulative grade point average.

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

4. a written essay;
5. faculty recommendations;
6. interview;
7. background check/finger printing;

8. portfolio (See *Teacher Development Portfolio: Collect, Select, Reflect*), and
9. previous K-12 field experiences.

The candidate's status will be evaluated by the Department's admissions committee based on the above criteria. The student will be accepted into the program, accepted on a provisional basis, or denied acceptance. Those who are not directly accepted into the program will be informed of their deficiency and may be given further opportunity for acceptance following counseling and/or academic assistance.

Transfer students at the junior level are accepted to the program conditionally for one semester. One month prior to the close of that semester, junior transfer students must submit an application for acceptance into the teacher education program. Transfer candidates will be reviewed in the same manner as sophomore students.

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

#### Teacher Development Portfolio

All students majoring in Education at Carroll College are required to maintain a Teacher Development Portfolio. The purpose of this requirement is two-fold:

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

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

#### Admission To The Student Teaching Program

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

Students must meet the following criteria:

1. a minimum 2.5 grade point average and
2. all Professional Education Requirements and Other Program Requirements must be completed, with a grade of “C” or better.

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

3. application to student teaching;
4. recommendations;
5. portfolio, and
6. previous K-12 field experience.

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

### Student Teaching Placement

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

All placements will be sought in school districts of the Helena area. Placements in other communities or settings will be made when: (1) Helena area school districts cannot provide an appropriate placement, or (2) a placement in the Helena area will impose extreme hardship and prevent the student from completing the student teaching experience, and (3) the faculty members of the Department of Education judge that there is a very low probability that the student will require intervention of department faculty members during his/her student teaching experience. These students must seek approval from the faculty members within the Department of Education: Health, Physical and Teacher by submitting a written request and providing appropriate documentation. If the student's request is approved, all costs for supervision that would exceed those incurred during a Helena placement must be borne by the student teaching candidate. This may include the salary of the college supervisor and all expenses associated with travel, lodging and meals.

### Competency Requirement: All Education Options

In the event that supervisory personnel of the Department of Education: Health, Physical and Teacher decide to withdraw a student from student teaching or the internship program due to lack of growth toward competency in teaching, every effort will be made to provide alternative routes to graduation.

### Education Advisory Board

In striving to provide quality education for Carroll College's elementary and secondary preservice and in-service teachers, the Department of Education: Health, Physical and Teacher solicits input from people involved in the educational community. The Education Advisory Board is a group of recognized educational professionals and students who gather annually to discuss and document ideas. The Board consists of 36 members who represent diverse geographic areas and interest groups.

## Environmental Studies (Interdepartmental)

### Major For The Bachelor Of Arts Degree

Environmental Studies with areas of concentration in:  
Science  
Community  
Culture

### Minor For The Bachelor Of Arts Degree

Environmental Studies

## Major in Environmental Studies with an Area of Concentration

### I. Major Program Requirements

- AN 218 Introduction to Native American Studies
- BI 171-172 Biological Principles I and II
- EAS 201 Earth Science
- EN 324 Creative Writing Genres: Nature Writing  
or EN 325 Technical Writing
- ES 495 Environmental Studies Seminar
- ES 487 Cooperative Education  
or ES 496 Internship
- ES 498 Environmental Studies Research  
Paper/Project  
or ES 499 Honors Thesis
- MA 207 Elementary Statistics
- PHIL 107 Ethics  
or PHIL 208 Bioethics  
or PHIL 252 Philosophy and History of Science  
or PHIL 206 Environmental Ethics
- PO 330 Topics in Political Theory: Environmental  
Thought
- TH 255 Theology of the Land  
or TH 355 Spirit, Science and Nature

### II. Plus one of the following concentrations

#### A. Science

- CH 101-102 General Chemistry
- CH 301 Organic Chemistry
- EAS 302 Advanced Earth Science
- MA 121-122 Differential and Integral Calculus  
or MA 131 Calculus of Single Variable Functions
- PHYS 201-202 Physics I & II

And one of the following options:

- Biology-  
BI 300 Genetics  
and BI 311 Ecology
- Chemistry-  
CH 205 Quantitative Analysis  
and CH 302 Organic chemistry II
- Engineering-  
ENGR 313 Hydrology  
and ENGR 402 Environmental Engineering

#### B. Community

- CH 111 Essentials of Chemistry - General
  - CH 112 Essentials of Chemistry - Organic &  
Biochemistry
  - CO 206 Small Group Communication
  - CO 308 Communication Ethics
  - EC 201-202 Principles of Economics
  - PO 314 Public Administration and Politics
  - PAD 205 Introduction to Public Administration
  - SO 101 Introduction to Sociology
- And one of the following options:
- Communications-  
CO 280 Gender Communications  
CO 360 Communications & Well-Being
  - Policy and Management-  
BA 375 Fundamentals of Management  
PO 250 Contemporary Issues in American Politics  
PO 306 Data Analysis for Public Policy



- Sociology-  
SO 215 Contemporary Issues in Rural and Urban  
Sociology  
SO 331 Social Science Research Methods

### C. Culture

- AN 204 Cultural Anthropology  
or AN 318 American Indians  
CO 325 Intercultural Communication  
HI 231 Montana and the West  
HI 424 History of the Trans-Mississippi West  
PHIL 255 Philosophy of Art and Beauty  
PHIL 206 Environmental Ethics  
PHIL 252 Philosophy & History of Science  
PO 250 Contemporary Issues in American Politics  
TH 209 Christian Social Teachings  
TH 255 Theology of the Land  
TH 355 Spirit, Science and Nature

And two of the following:

- EN 336 Age of Transcendentalism, Realism and  
Naturalism  
EN 346 Literature of the Age of Revolution  
EN 348 Literature of the Modern and Postmodern  
Ages

Additional Culture requirement: Completion of a modern or classical second language through the intermediate level.

Notes: \*1. Majors in the areas of concentration of "Science" and "Culture" who have not previously taken science courses are advised to take BI 101 in their first year, and BI 171-172 in their second year.

2. At least fifteen (15) additional credits must be taken in upper-level courses.

### Minor in Environmental Studies

#### I. Minor Program Requirements

- AN 218 Introduction to Native American Studies  
BI 171-172 Biological Principles I and II  
BI 311 Ecology  
EN 324 Creative Writing Genres: Nature Writing  
ES 495 Environmental Studies Seminar  
PO 330 Topics in Political Theory: Environmental  
Thought  
or AN 318 American Indians  
TH 255 Theology of the Land  
or TH 355 Spirit, Science and Nature

## Department of Fine Arts

### Philosophy and Goals of the Department

In the liberal arts tradition, the fine arts command an important position. Expanding the awareness and understanding of all the arts and enriching lives through aesthetic and creative experiences are the goals to which all areas in this department aspire.

### Goals - Visual Arts

Art classes at Carroll College strive to give students fundamental training in various media, an opportunity to participate and express themselves visually and a greater appreciation for visual art. Classes provide quality instruction that challenges students and simultaneously encourages success for those with little

exposure to art fundamentals. Expanding the awareness and understanding of all visual arts and enhancing lives through aesthetic and creative experiences is the overriding goal of the Art Program.

### Goals - Dance

The goal of Dance classes is to provide the student with introductory courses in the art of dance. These courses help with the fundamentals of movement and body awareness, but also include the concepts of rhythm, relationship to music and composition.

### Goals - Music

Our goal is to give students a greater appreciation for music as an art form and a vehicle for self-expression. We provide quality instruction that provides challenge but also takes into consideration the limited musical background of many of our students.

### Goals - Theatre

Performing Arts Majors - Our goal is to provide learning outcomes that go far beyond technical skills or virtuosity. Theatre studies will give students the means to place their work in the context of history, culture and society while exploring the boundaries between appearance and reality. The key outcome is for the graduate to leave Carroll College equipped to inform his/her art with on going experience, and a holistic understanding of what it is to grow as artists and human beings.

Non-Majors - Our goal is to give students a greater appreciation for Theatre/Film as art forms and as vehicles for self-expression. We provide quality instruction that provides challenge but also welcomes students with limited performance backgrounds.

### Majors for the Bachelor of Arts Degree

Performing Arts: Theatre with areas of concentration in:  
Acting/Directing  
Performing Arts Design/Technology

### Minors for the Bachelor of Arts Degree

Performing Arts: Music  
Performing Arts: Theatre

### Major in Performing Arts: Theatre with an Area of Concentration

#### I. Major Program Requirements

Twenty-four (24) semester credits:  
DNC 128 Dance I  
THT 104 Theatre Practicum  
THT 111 Elements of Acting  
THT 121 Introduction to Technical Theatre  
THT 311 Play Directing  
THT 318 History of Theatre I  
THT 319 History of Theatre II  
THT 426 Survey of Drama

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

#### A. Acting/Directing

DNC 228 Dance II  
MUS 109 Musicianship I  
MUS 125 Sight Singing and Aural Skills  
THT 212 Acting: Characterization  
THT 314 Acting Style  
THT 403 Theatre Projects

### B. Design/Technology

THT 221	Technical Theatre II
THT 223	Costuming
THT 224	Stage Make-up
THT 322	Scene Design
THT 323	Stage Lighting
THT 403	Theatre Projects

### II. Other Program Requirements

Twelve (12) additional credits chosen from the following:

ART 112	Drawing
ART 114	Photography
ART 116	Ceramics
ART 201	Acrylic Painting
ART 206	Watercolor Painting
ART 210	Art Appreciation
EN 315	World Literature
EN 402	Shakespeare
ENGR 104	Engineering Graphics and CAD
MUS 261	Music Appreciation
MUS 165	Pop, Rock, and All That Jazz
MUS 209	Musicianship II
MUS 303	Music of the 20th Century
MUS 309	Musicianship III
THT 118	Introduction to Theatre
THT 221	Technical Theatre II
THT 223	Costuming
THT 224	Stage Make-up
THT 304	Theatre Internship
THT 322	Scene Design
THT 323	Stage Lighting
THT 348	History of Film

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

### Minor in Performing Arts: Music

#### I. Minor Program Requirements

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

MUS 109	Musicianship I (3 credits)
MUS 209	Musicianship II (3 credits)
MUS 261	Music Appreciation (3 credits)

At least one of the following:

MUS 165	Pop, Rock, and All That Jazz (3 credits)
MUS 303	Music in the 20th Century (3 credits)

Note: A maximum of three (3) semester credits of applied lessons may apply toward the music minor. A maximum of three (3) semester credits in ensemble participation may apply toward the music minor.

### Minor in Performing Arts: Theatre

#### I. Minor Program Requirements

THT 118 Introduction to the Theatre

Seventeen (17) semester credits designated "THT," of which at least six (6) credits must be upper-division, to be selected with the advice of theatre faculty.

### II. Other Program Requirement

EN 402	Shakespeare
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## Department of History

### Mission

The mission of the Department of History at Carroll College is twofold. First, it is our responsibility to provide all Carroll students with an appreciation for history so that they may have a clearer understanding of the society—locally as well as globally—within which they live. Our second responsibility is to provide students with the appropriate knowledge and skills so that they may pursue professional careers in the field of history and history-related areas. This twin mission of the department is a direct outgrowth of the Carroll College Mission statement, which declares that the school "is dedicated to providing its students the means for their full realization of a dual goal of vocation and enlightenment." Within the Department of History, faculty develop 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 Classical, Early and Modern European, American, East Asian, and Latin American history. The department purposely avoids offering narrowly focused courses that may be of benefit to a very select number of students. We firmly believe that more broadly based courses are of greater value to majors and non-majors alike, especially when those students are all undergraduates.

Those broadly based courses, including History of Western Civilization, History of Modern Europe, and History of the United States, also provide the foundation for students who wish to pursue professional careers in history and history-related fields. An examination of the course offerings in the department shows that we teach a significant number of upper-division courses that enable our students to obtain an increasingly sophisticated knowledge of history.

### Majors for the Bachelor of Arts Degree

History
History for Secondary Education

### Minors for the Bachelor of Arts Degree

History
History for Secondary Education

### Major in History

#### I. Major Program Requirements

Thirty-three (33) semester credits of history, including:

HI 101-102	History of Western Civilization
HI 211-212	History of Modern Europe
HI 221-222	History of the United States
HI 494	Historiography
HI 495	Research Seminar in History

Note: At least six (6) of the remaining nine (9) credits must be taken in courses at the 300-400 level.

#### II. Other Program Requirements

Completion of a modern foreign or classical language through the intermediate level.

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

### Major in History for Secondary Education

#### I. Major Program Requirements

Thirty-six (36) semester credits of history, including:

- HI 101-102 History of Western Civilization
- HI 211-212 History of Modern Europe
- HI 221-222 History of the United States
- HI 231 Montana and the West
- HI 251 Introduction to East Asia
- HI 494 Historiography
- HI 495 Research Seminar in History

And six (6) semester credits of history courses at the 300-400 level.

#### II. Other Program Requirements

Completion of a modern foreign or classical language (Latin or Greek) through the intermediate level.

#### III. Professional Education Requirements

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 327 Content Area Reading/Language Arts
- ED 309 Teaching in the Secondary School
- ED 344 Secondary Social Studies
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED 412 Measurement & Assessment in Teaching
- HPE 214 The School Health Program
- PSY 228 Adolescent Psychology
- SPED 300 Introduction to Exceptional Children

United States and contemporary world cultures course(s)—see index for page number.

Note: Students interested in the secondary education option should also consult the social science program in the Department of Education: Health, Physical and Teacher section.

#### IV. Acceptance into the Teacher Education Program and Student Teaching Program

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

B. Student Teaching Program: In the spring semester of the junior year all preservice teachers must seek admission to the student teaching program. See index for page numbers for the Teacher Education and Student Teaching Program.

Notes: 1. In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching minor as well as the teaching major in a subject field that is acceptable for licensure.

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

### Minor in History

#### I. Minor Program Requirements

Twenty-one (21) semester credits of history, including:

- HI 101-102 History of Western Civilization
- HI 211-212 History of Modern Europe
- HI 221-222 History of the United States

### Minor in History for Secondary Education

#### I. Minor Program Requirements

Twenty-four (24) semester credits of history, including:

- HI 101-102 History of Western Civilization
- HI 211-212 History of Modern Europe
- HI 221-222 History of the United States
- HI 231 Montana and the West
- HI 251 Introduction to East Asia

#### II. Other Program Requirement

- ED 344 Secondary Social Studies

Note: All history minors for secondary education must include course work in economics, anthropology, and sociology to fulfill the nine (9) credit social science Carroll College Core Curriculum.

## International Relations (Interdepartmental)

### Mission & Goals

International Relations is an interdisciplinary major designed to provide students with the undergraduate training necessary to pursue careers in international business, government, law, teaching, and other related fields. This mission comports with Carroll's "dual goal of vocation and enlightenment." Moreover, as an interdisciplinary program, International Relations is particularly suited to achieve the college's objective of imparting to our graduates the interrelationships among branches of knowledge.

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. Coupled with the six college-wide goals, these goals provide the foundation for the course requirements of the major.

### Major for the Bachelor of Arts Degree

International Relations

### Minor for the Bachelor of Arts Degree

International Relations

### Major in International Relations

#### I. Major Program Requirements

Thirty-three (33) semester credits of international relations, including:

- EC 406 International Economics
- HI 422 American Diplomatic History
- IR 495 Research Seminar in International Relations
- PO 115 International Relations
- PO 280 Introduction to Comparative Politics

And at least six (6) semester credits from the following:

- PO 324 Western European Politics
- PO 328 The Developing World
- PO 342 War and Peace
- PO 348 International Negotiation Simulation

And the remainder to be chosen from the following:

AN/SO 204	Cultural Anthropology
BA 392	International Business
CO 325	Intercultural Communication
GEOG 202	World Regional Geography
HI 211	History of Modern Europe to 1870
HI 212	History of Modern Europe since 1870
HI 251	Introduction to East Asia
HI 312	History of Modern Britain
HI 314	History of Modern France
HI 316	History of Modern Germany
HI 317	The Weimar Republic: Nazi Dictatorship
HI 320	History of Modern Russia
HI 321	History of Iberia
HI 352	American-East Asian Relations
HI 372	History of Modern Mexico
HI 406	20 <sup>th</sup> Century Dictatorships in Europe
HI 411	The Holocaust
HI 421	American Diplomatic History
IR 486	Readings and Conference
IR 492	Internship in International Relations
IR 499	Honors Thesis
PHIL 223	Oriental Philosophy
PO 206	Modern Political Ideologies
PO 222	U. S. Foreign Policy
PO 244	World Order & Interdependence
PO 306	Data Analysis for Public Policy
SP 401-402	Spanish Culture and Literature
SP 403-404	Latin-American Culture and Literature
TH 206	Comparative Religions
TH 333	Church and State in Latin American

## II. Other Program Requirements

- EC 201-202 Principles of Economics  
Completion of a modern second language through the intermediate level.

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

## Minor in International Relations

### I. Minor Program Requirements

Twenty-one (21) semester credits of international relations, including:

HI 422	American Diplomatic History
PO 115	International Relations
PO 280	Introduction to Comparative Politics

And the remainder to be chosen from the following:

AN/SO 204	Cultural Anthropology
BA 392	International Business
CO 325	Intercultural Communication
EC 406	International Economics
GEOG 202	World Regional Geography
HI 211	History of Modern Europe to 1870
HI 212	History of Modern Europe since 1870
HI 251	Introduction to East Asia
HI 312	History of Modern Britain
HI 314	History of Modern France
HI 316	History of Modern Germany
HI 317	The Weimar Republic: Nazi Dictatorship
HI 320	History of Modern Russia
HI 321	History of Iberia

HI 352	American-East Asian Relations
HI 372	History of Modern Mexico
HI 406	20 <sup>th</sup> Century Dictatorships in Europe
HI 411	The Holocaust
HI 421	American Diplomatic History
IR 486	Readings and Conference
IR 492	Internship in International Relations
IR 495	Research Seminar
IR 499	Honors Thesis
PHIL 223	Oriental Philosophy
PO 206	Modern Political Ideologies
PO 222	U. S. Foreign Policy
PO 244	World Order & Interdependence
PO 306	Data Analysis for Public Policy
PO 324	Western European Politics
PO 326	Communist & Post-Communist World
PO 328	Developing World
PO 342	War and Peace
PO 348	International Negotiation Simulation
SP 401-402	Spanish Culture and Literature
SP 403-404	Latin-American Culture and Literature
TH 206	Comparative Religions
TH 333	Church and State in Latin American

## II. Other Program Requirement

- Completion of a modern second language through the intermediate level.

## Department of Languages and Literature

### Philosophy and Goals of the Department

The English, French, German, Greek, Latin, and Spanish programs are 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. Consequently, students completing these major programs are expected to have

- an understanding of the basic knowledge, concepts, and critical theories of the major field;
- the critical thinking skills needed for generating and analyzing both literary and expository texts;
- an ability to read, speak, and write in a second language;
- the writing and speaking skills needed to communicate effectively in the field;
- an understanding of cross-cultural issues.

### Majors for the Bachelor of Arts Degree

Classical Studies  
English  
English For Secondary Education  
English Writing  
French  
Spanish  
Spanish Education (K-12)

### Minors for the Bachelor of Arts Degree

Classical Studies  
English  
English Writing

- French
- French Education (K-12)
- Spanish
- Spanish Education (K-12)

### Curriculum for the Associate of Arts Degree

- English
- English Writing

### Special Course Offerings

- German
- Greek
- Latin
- Linguistics

The major programs of study offer sound preparation for graduate study in literature, languages, or writing. In addition, it is possible for the major to design a program to prepare for law study or a career in journalism, public relations, public information, or communications. An option is available in the senior year to intern in the local community for practical experience under EN/FR/GK/GM/LA/SP 422 Career Internship.

### Major in Classical Studies

#### I. Major Program Requirements

Forty-eight (48) semester credits including:

- LA 101-102 Introductory Latin
- LA 203-204 Intermediate Latin
- GK 201-202 Introductory Greek
- GK 301-302 Intermediate Greek
- CLST 491 Senior Research Seminar
- CLST 492 Senior Writing Seminar

#### II. Other Program Requirements

Eighteen (18) semester credits from the following:

- AT 210 Art Appreciation
- EN 221 Survey of Classical Literature
- HI 201 Greek History
- HI 202 Roman History
- HI 203-204 Medieval History
- HI 301 History of the Catholic Church
- LL 220 Introduction to Linguistics
- PHIL 209 Ancient Philosophy
- PHIL 302 Medieval Philosophy
- TH 207 Introduction to the Old Testament
- TH 208 Introduction to the New Testament
- TH 303 History of Christian Thought

All candidates for the Bachelor of Arts degree in Classical Studies are required to write a comprehensive paper. By April 1 of the junior year, students must submit a proposal stating the topic of the comprehensive paper and signed by the faculty member who has agreed to direct the paper.

### Major in English

#### I. Major Program Requirements

- EN 200 Literary Studies
- EN 221 Classical Literature
- EN 222 British Literature I
- EN 223 British Literature II
- EN 224 American Literature
- EN 490 Capstone Seminar

Two courses from each of the following four categories:

#### A. Theory

- EN 304 English Grammar
- EN 341 Introduction to the English Language
- EN 430 Studies in Rhetoric & Composition
- EN 496 Literary Criticism
- LL 220 Introduction to Linguistics

#### B. Literary Genres & Modes

- EN 361 The Novel
- EN 362 Dramatic Literature
- EN 363 Poetry
- EN 364 Short Fiction
- EN 460 Major Genres & Modes

#### C. Literary Periods American Literature:

- EN 335 Colonial and Federal Periods
- EN 336 Age of Transcendentalism, Realism & Naturalism
- EN 337 Jazz Age & Harlem Renaissance
- EN 338 Contemporary Literature in the United States
- EN 343 Literature of the Medieval Age
- EN 344 Literature of the Early Modern Age
- EN 345 Literature of the Age of Enlightenment
- EN 346 Literature of the Age of Revolution
- EN 347 Literature of the Victorian Age
- EN 348 Literature of the Modern & Post-Modern Ages

#### D. Authors

- EN 402 Shakespeare
- EN 425 Major Authors

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

#### II. Other Program Requirements

Completion of a modern or classical second language through the intermediate level.

### Majors in English for Secondary Education

Two (2) options are offered the student who wishes to teach English at the secondary level:

- A. English: Forty-two (42) credits plus a teaching minor
- B. Literature and Writing Broadfield: Fifty-one (51) credits

### A. English

#### I. Major Program Requirements

- EN 200 Literary Studies
- EN 221 Classical Literature
- EN 222 British Literature I
- EN 223 British Literature II
- EN 224 American Literature
- EN 341 Introduction to English Language
- EN 365 Young Adult Literature
- EN 490 Capstone Seminar

One course from each of the following two categories:

#### A. Theory

- EN 304 English Grammar
- EN 430 Studies in Rhetoric and Composition
- EN 496 Literary Criticism
- LL 220 Introduction to Linguistics

#### B. Literary Genres & Modes

- EN 361 The Novel
- EN 362 Dramatic Literature

- EN 363 Poetry
- EN 364 Short Fiction
- EN 460 Major Genres & Modes

Two Courses from each of the following two categories:  
(One of the four courses must focus on minority literature)

#### C. Literary Periods

- EN 335 Colonial & Federal Periods
- EN 336 Age of Transcendentalism, Realism & Naturalism
- EN 337 Jazz Age & Harlem Renaissance
- EN 338 Contemporary Literature of the United States
- EN 343 Literature of the Medieval Age
- EN 344 Literature of the Early Modern Age
- EN 345 Literature of the Age of Enlightenment
- EN 346 Literature of the Age of Revolution
- EN 347 Literature of the Victorian Age
- EN 348 Literature of the Modern & Post-Modern Ages

#### D. Authors

- EN 402 Shakespeare
- EN 425 Major Authors

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

#### II. Other Program Requirements

- One year of modern foreign or classical language.
- A teaching minor for secondary education, see Department of Education: Health, Physical, and Teacher

#### III. Professional Education Requirements (see section B. III, below)

#### IV. Acceptance Into The Teacher Education Program See index for page number.

### B. Literature and Writing Broadfield

#### I. Major Program Requirements

- EN 200 Literary Studies
- EN 221 Survey of Classical Literature
- EN 222 Survey of British Literature I
- EN 223 Survey of British Literature II
- EN 224 Survey of American Literature
- EN 341 Introduction to the English Language
- EN 365 Young Adult Literature
- EN 490 Capstone Seminar

One course from each of the following two categories:

#### A. Theory

- EN 304 English Grammar
- EN 430 Studies in Rhetoric & Composition
- EN 496 Literary Criticism
- LL 220 Introduction to Linguistics

#### B. Literary Genres & Modes

- EN 361 The Novel
- EN 362 Dramatic Literature
- EN 363 Poetry
- EN 364 Short Fiction
- EN 460 Major Genres and Modes

Three courses chosen from the following:  
(One of the three courses must focus on minority literature)

#### C. Literary Periods & Authors

- EN 335 Colonial & Federal Periods
- EN 336 Age of Transcendentalism, Realism & Naturalism
- EN 337 Jazz Age & Harlem Renaissance
- EN 338 Contemporary Literature of the United States
- EN 343 Literature of the Medieval Age
- EN 344 Literature of the Early Modern Age
- EN 345 Literature of the Age of Enlightenment
- EN 346 Literature of the Age of Revolution
- EN 347 Literature of the Victorian Age
- EN 348 Literature of the Modern & Postmodern Ages
- EN 402 Shakespeare
- EN 425 Major Authors

#### D. Writing

- Four courses chosen from the following:
- EN 227 Expository Writing
  - EN 324 Creative Writing Genres & Modes
  - EN 325 Technical Writing
  - EN 326 Fiction Writing
  - EN 329 Poetry Writing
  - EN 330 Business Writing
  - EN 351 Writing for the Media
  - EN 428 Contemporary Article Writing
  - EN 450 Publishing and Editing

#### II. Other Program Requirements

One year of a modern or classical second language.

#### III. Professional Educational Requirements

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 309 Teaching in the Secondary School
- ED 327 Content Area Reading/Language Arts
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED/EN 411 Teaching English on Secondary Level
- ED 412 Measurement & Assessment in Teaching
- HPE 214 The School Health Program
- PSY 228 Adolescent Psychology
- SPED 300 Introduction to Exceptional Children

United States and contemporary world cultures course(s)—see index for page number.

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

#### IV. Acceptance Into the Teacher Education Program and Student Teaching Program

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

B: Student Teaching Program: In the spring semester of the junior year, all preservice teachers must seek admission to the student teaching program. See index for page numbers for Teacher Education and Student Teaching

programs.

## Major In English Writing

### I. Major Program Requirements

EN 200	Literary Studies
EN 221	Survey of Classical Literature
EN 222	Survey of British Literature I
EN 223	Survey of British Literature II
EN 224	Survey of American Literature
EN 490	Capstone Seminar

Two courses from each of the following four categories:

#### A. Theory

EN 304	English Grammar
EN 341	Introduction to the English Language
EN 430	Rhetoric and Composition
EN 496	Literary Criticism
LL 220	Introduction to Linguistics

#### B. Creative Writing Genres

EN 227	Expository Writing
EN 324	Creative Writing Genres & Modes
EN 326	Fiction Writing
EN 329	Poetry Writing
EN 428	Contemporary Article Writing

#### C. Professional Writing Genres

EN 325	Technical Writing
EN 330	Business Writing
EN 351	Writing for the Media
EN 444	Stylistics
EN 450	Publishing and Editing

#### D. Authors and Literary Genres

EN 361	The Novel
EN 362	Dramatic Literature
EN 363	Poetry
EN 364	Short Fiction
EN 402	Shakespeare
EN 425	Major Authors
EN 460	Major Genres & Modes

### II. Other Program Requirements

Completion of a modern or classical second language through the intermediate level.

### III. Acceptance into the Writing Program

Students wishing to major in English Writing must apply to the Department of Languages and Literature. Applications are available in the Office of the Registrar. Acceptance into the program depends upon the student's academic standing and demonstrated proficiency in writing.

## Major in French

### I. Major Program Requirements

Twenty-four (24) semester credits of upper-division French courses beyond FR 204, including:  
FR 303-304 French Grammar

### II. Other Program Requirements

1. Two (2) upper-division French literature courses (FR 301, FR 302, FR 401, FR 402, FR 403, FR 404)

2. Successful participation in an approved program of study in a French-speaking country. French majors may choose to study abroad either:

- a.) One academic year and take twelve (12) upper-division credits in residence at Carroll, or
- b.) One semester or two summers and take eighteen (18) upper-division credits in residence at Carroll.

3. Students who are taking courses abroad must take corresponding examinations abroad in order to receive credits at Carroll. No credits will be accepted at Carroll for any examination with less than a "C" or a 2.00 grade in the course abroad. Credits will be accepted only for students returning to Carroll.
4. Students are responsible for sending an original copy of their foreign transcripts, as well as a translation of it, directly to the Registrar's Office.

Note: A minimum of twelve (12) credits of upper-division French courses must be taken in residence at Carroll.

## Major In Spanish

### I. Major Program Requirements

Twenty-four (24) semester hours of upper-division courses beyond SP 204. The Spanish major also requires the following courses in residence at Carroll as part of the twenty-four (24) credits.

SP 301 or 302	The Hispanic Short Story I or II
SP 304	Spanish Phonetics and Phonology
SP 305	Reading and Writing in Spanish
SP 306	Spanish Morphology & Syntax
SP 401 or 402	Culture and Literature of Spain I or II
SP 403 or 404	Culture and Literature of Latin America I or II

### II. Other Program Requirements

1. Successful participation in an approved program of study in a Spanish-speaking country. Spanish majors may choose to study abroad either:
  - a.) One academic year and take fourteen (14) upper-division credits in residence at Carroll, or
  - b.) One semester or two summers and take eighteen (18) upper-division credits in residence at Carroll.
2. The remaining six upper-division credits from option (a) or the remaining three upper-division credits from option (b) will be taken at the selected institution abroad, with prior approval of the department.
3. Students who are taking courses abroad must take corresponding examinations abroad in order to receive credits. No credits will be given for any examination with less than a "C" or a 2.00 grade in the course. Credits will be accepted only for students returning to Carroll.
4. Students are responsible for sending an original copy of their foreign transcripts, as well as a translation of it, directly to the Registrar's Office.

## Major in Spanish Education (K-12)

### I. Major Program Requirements

SP 101-102 Acquisition of Spanish I and II\*  
SP 203-204 Acquisition of Intermediate Spanish III & IV\*  
Plus twenty-four (24) semester hours of upper-division Spanish courses, including:  
SP 301 or 302 The Hispanic Short Story I or II or

- SP 401 or 402 Culture and Literature of Spain I or II  
 SP 304 Spanish Phonetics and Phonology  
 SP 305 Reading and Writing in Spanish  
 SP 306 Spanish Morphology & Syntax  
 SP 403 or 404 Culture and Literature of Latin America I or II  
 \*See index for page number of Language Placement Guidelines.

## II. Professional Education Requirements

- AN/SO 218 Introduction to Native American Studies  
 CS 103 Instructional Media and Technology  
 ED 102 Foundations of Education  
 ED/PSY 229 Educational Psychology  
 ED 245 Diversity Field Experience  
 ED 309 Teaching in the Secondary School  
 ED 327 Content Area Reading/Language Arts  
 ED 405 Education Seminar  
 ED 410 Student Teaching  
 ED 412 Measurement & Assessment in Teaching  
 LL 400 Theories and Methods of Learning and Teaching Language  
 HPE 214 The School Health Program  
 PSY 227 Child Psychology  
 and PSY 228 Adolescent Psychology  
 or PSY 105 General Psychology  
 and PSY 203 Developmental Psychology  
 SPED 300 Introduction to Exceptional Children  
 United States and contemporary world cultures  
 course(s)—see index for page number.

## III. Other Program Requirements

Majors in Spanish education must fulfill other standard requirements for the Spanish major as listed above in “Spanish Major Program Requirements.”

## IV. Acceptance Into The Teacher Education Program

Read pages describing and consult with the director of the teacher education program.

## V. Proficiency Exam

All Spanish education (K-12) students are required to take the ACTFL oral proficiency examination during their senior year.

## Minor in Classical Studies

### Program Requirements

Twenty-six (26) semester credits, including  
 LA 101 and 102 Introductory Latin  
 GK 201 and 202 Introductory Greek  
 And twelve (12) credits from four (4) multi-disciplinary courses

## Minor in English

### Program Requirements

Twenty-one (21) semester credits of English beyond EN 102, including:  
 EN 200 Literary Studies  
 EN 341 Introduction to the English Language  
 And fifteen (15) additional semester credits in English courses.

## Minor in English Writing

### Program Requirements

Twenty-one (21) credits of English beyond EN 102, including:  
 EN 200 Literary Studies  
 EN 341 Introduction to the English Language  
 And any combination of the following to complete the requirement:  
 EN 227 Expository Writing  
 EN 330 Business Writing  
 EN 325 Technical Writing  
 EN 326 Fiction Writing  
 EN 329 Poetry Writing  
 EN 351 Writing for the Media  
 EN 422 Career Internship  
 EN 428 Contemporary Article Writing  
 EN 450 Publishing and Writing

## Minor in French

In order to earn a minor in French, a student must successfully complete twelve (12) semester credits of upper-division courses (beyond FR 204).

## Minor in French Education (K-12)

### I. Program Requirements

FR 101-102 Elementary French I and II\*  
 FR 203-204 Intermediate French I and II\*  
 Nine (9) upper-division credits in French in residence at Carroll, including:  
 FR 303-304 French Grammar  
 FR 305 French Phonetics  
 Two (2) of the following French literature courses:  
 FR 301 Francophone Literature of the Maghreb  
 FR 302 French Literature through the 18th Century  
 FR 401 or 402 French Literature of the 19th and 20th Centuries  
 FR 403 Le Français en Action  
 FR 404 Le Conte Français  
 \*See index for page number of Language Placement Guidelines.

### II. Other Program Requirements

LL 400 Theories and Methods of Learning and Teaching Language  
 PSY 227 Child Psychology  
 PSY 228 Adolescent Psychology  
 And successful participation in an approved program of study in a French speaking country for at least one summer session or semester.

### II. Proficiency Exam

All French education (K-12) students are required to take the ACTFL oral proficiency exam in French during their senior year.

Note: To obtain teacher licensure (K-12) in French, students must major in either a secondary education area which leads to teacher licensure or in elementary education. See Department of Education: Health, Physical, and Teacher for more details.

## Minor in Spanish

In order to earn a minor in Spanish, a student must successfully complete twelve (12) semester credits of upper-division courses (beyond SP 204). The Spanish minor also requires SP 304, SP 305, SP 306, and at least one Hispanic literature course in residence at Carroll as part of the twelve (12) credits.



## Minor in Spanish Education (K-12)

### I. Minor Program Requirements

- SP 101-102 Acquisition of Spanish I and II\*
- SP 203-204 Acquisition of Spanish III and IV\*
- And fourteen (14) upper-division credits in Spanish in residence at Carroll, including:
  - SP 301 or 302 The Hispanic Short Story I or II
  - SP 304 Spanish Phonetics and Phonology
  - SP 305 Reading and Writing in Spanish
  - SP 306 Spanish Grammar
  - SP 403 or 404 Culture and Literature of Latin America I or II

\*See index for page number for Language Placement Guidelines.

### II. Other Program Requirements

- LL 400 Theories and Methods of Learning and Teaching Language
- PSY 227 Child Psychology
- PSY 228 Adolescent Psychology
- And successful participation in an approved program of study in a Spanish speaking country for at least one summer session or semester.

### III. Proficiency Exam

All Spanish education (K-12) students are required to take the ACTFL oral proficiency exam in Spanish during their senior year.

Note: To obtain teacher licensure (K-12) in Spanish, students must major in either a secondary education area which leads to teacher licensure or in elementary education. See Department of Education: Health, Physical, and Teacher for more details.

## Curriculum in English for the Associate of Arts Degree

### Program Requirements

1. Eighteen (18) semester credits of English beyond EN 102, including:
2. Twelve (12) semester credits in literature courses;
3. Six (6) semester credits in writing courses.

## Curriculum in English Writing for the Associate of Arts Degree

### Program Requirements

1. Eighteen (18) semester credits of English beyond EN 102, including:
2. Twelve (12) semester credits in writing courses;
3. Six (6) semester credits in literature courses.

## Special Course Offerings

The Department of Languages and Literature offers courses in classical studies, Latin, linguistics, Greek, and German for interdisciplinary studies, degree enhancement, preparation for graduate studies, and fulfillment of the Carroll College Core Curriculum common to all degree programs at Carroll College. Please refer to the course descriptions for more information on these special course offerings.

- German
- Greek
- Latin
- Linguistics

## Department of Mathematics, Engineering, and Computer Science

### Majors for the Bachelor of Arts Degree

- Civil Engineering (ABET accredited)
- Computer Science
- Mathematics with a Cognate Concentration
- Mathematics: 3-2 Engineering
- Mathematics for Secondary Education

### Minors for the Bachelor of Arts Degree

- Computer Science
- Computer Science for Secondary Education
- Mathematics

### Associate of Arts

- Computer Science

### Philosophy and Goals of the Department

Consonant with the mission of the college, this department 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. To this end, we offer programs that are designed to blend the unique characteristics of Catholic liberal arts education with preparation for productive and rewarding professional careers. Our goal is to assist students:

- 1) In acquiring the specialized knowledge and skills necessary for initiation into their chosen professions,
- 2) In developing a full range of effective communication skills,
- 3) In learning an appreciation for the interrelationships among the branches of knowledge, and
- 4) In gaining perspectives about the ethical, social, and aesthetic considerations that are necessary for values-based professional judgment and decision-making.

### Major in Civil Engineering

The civil engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board of Engineering & Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012. Telephone: 410-347-7700.

### I. Major Program Requirements

- ENGR 104 Engineering Graphics and CAD Applications
- ENGR 201 Engineering Design Process
- ENGR 202 Water Distribution Systems
- ENGR 302 Engineering Mechanics I: Statics
- ENGR 303 Engineering Mechanics II: Solids
- ENGR 305 Electrical Circuits and Electronics
- ENGR 307 Fluid Mechanics
- ENGR 308 Thermodynamics
- ENGR 309 Geotechnical Engineering
- ENGR 310 Structures I
- ENGR 313 Hydrology
- ENGR 401 Hydraulics
- ENGR 402 Environmental Engineering Principles
- ENGR 403 Structures I: Steel Design
- ENGR 405 Water and Wastewater Treatment

ENGR 406 Structures II: Reinforced Concrete Design  
 ENGR 407 Transportation Engineering  
 ENGR 411-412 Senior Design Project

## II. Other Program Requirements

EC201 or 202 Principles of Economics (EC 202 preferred)  
 EC 203 Project Management Economics  
 CH 101-102 General Chemistry I and II  
 EN 325 Technical Writing  
 MA 131 Calculus of Single Variable Functions  
 or MA 121-122 Differential and Integral Calculus  
 MA 232 Differential Equations and Linear Algebra I  
 MA 233 Multivariable Calculus  
 MA 334 Differential Equations and Linear Algebra II  
 MA 336 Probability and Statistics I  
 PHYS 205-206 Engineering Physics

Students must take the Fundamental of Engineering (FE) exam within nine months prior to receiving the degree.

To earn a Bachelor of Arts 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.” A lesser grade in any of these courses must be replaced before the Bachelor of Arts 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.

## Statement of Goals for Computer Science

The computer science program is designed to:

- Provide a challenging and appropriate curriculum that will prepare students for productive careers or further education in graduate school.
- Provide an atmosphere in which learning can develop into a life long commitment to learning.
- Teach students to apply their knowledge to solving practical problems by working individually and collaboratively.
- Teach students to communicate effectively orally and in writing.

## Major in Computer Science

### I. Major Program Requirements

CS110 Introduction to Computer Science & Java Programming  
 CS120 Data Structures and Program Design  
 CS230 Software Engineering  
 CS240 Software Engineering Project  
 CS309 Computer Architectures  
 CS310 Database Design & Implementation I  
 CS430 Senior Project  
 CS495 Computer Science Seminar

### II. Other Program Requirements

CO206 Small Group Communications  
 EN325 Technical Writing  
 MA131 Calculus of Single Variable Functions  
 or MA 121-122 Differential and Integral Calculus  
 MA328 Discrete Mathematics I

## III. Required Area of Concentration

The course of study for a Bachelor of Arts degree with a major in computer science requires selection of an area of concentration. The approved areas of concentration are:

### A. Computer Networking

CS201 Web Design  
 CS202 Web Development  
 CS330 Computer Networking I  
 CS331 Computer Networking II  
 CS/MA 403 Intro to Modern Cryptography  
 CS410 Operating Systems  
 CS 421 Computer and Network Security

### B. Computer Programming– Business

BA203 Principles of Accounting I  
 BA204 Principles of Accounting II  
 EC201 Principles of Economics I  
 EC202 Principles of Economics II  
 EC203 Project Management

plus 3 additional courses from the following list:

BA306 Marketing  
 BA313 Managerial Finance  
 BA360 Computerized Accounting & Finance  
 BA375 Fundamentals of Management  
 BA380 E-Commerce  
 BA409 Operations Research

### C. Computer Programming – Physical Sciences

MA232 Differential Equations & Linear Algebra I  
 MA233 Multivariable Calculus  
 MA334 Differential Equations and Linear Algebra II  
 CH101 General Chemistry I  
 CH102 General Chemistry II  
 PHYS205 Engineering Physics I: Mechanics  
 PHYS206 Engineering Physics II: Electricity & Magnetism

### D. Computer Programming – Biological Sciences

BI161 Introduction to Biology I  
 BI162 Introduction to Biology II  
 CH101 General Chemistry I  
 CH102 General Chemistry II

plus 3 additional courses from the following list:

BI211 Ecology  
 BI302 Genetics  
 BI307 Animal Physiology  
 BI321 Cell Biology  
 BI365 Evolutionary Analysis  
 CH301 Organic Chemistry I

### E. Computer Science – Mathematics

MA232 Differential Equations & Linear Algebra I  
 MA233 Multivariable Calculus  
 MA334 Differential Equations & Linear Algebra II  
 MA336 Probability and Statistics I  
 MA341 Probability and Statistics II  
 MA342 Numerical Computing  
 MA421 Advanced Applications & Optimization

### F. Individually Designed Program

Since the standard tracks listed in A. through E. may not address every student’s desired educational plan, students may design a custom area of concentration that better addresses

their focus. This plan must be approved by the computer science faculty and the college registrar.

To earn a Bachelor of Arts degree with a major or minor in computer science, a student must earn a grade of “C” or better in all of the courses listed under “Major Program Requirements”, “Required Area of Concentration”, and “Other Program Requirements.” A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree with a major or minor in computer science will be granted. In addition, a “D” or “F” grade in any of these courses precludes taking subsequent courses for which the deficient course is a prerequisite.

### **Major in Mathematics with a Cognate Concentration, Minor, or Second Major**

#### **I. Major Program Requirements**

- MA 131 Calculus of Single Variable Functions or MA 121-122 Differential and Integral Calculus
- MA 232 Differential Equations and Linear Algebra I
- MA 233 Multivariable Calculus
- MA 301 Foundations of Mathematics
- MA 328 Modern Applications of Discrete Mathematics
- MA 334 Differential Equations and Linear Algebra II
- MA 336 Probability and Statistics I
- MA 341 Probability and Statistics II
- MA 342 Numerical Computing and Visualization
- MA 366 Junior Seminar
- MA 401 Abstract Algebra and Applied Geometry
- MA 421 Optimization
- MA 4xx Honors Thesis/Senior Project (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, Engineering, and Environmental Science. In consultation with faculty advisors and the mathematics department chair, a student can develop a proposal for a cognate concentration, minor, or a second major other than those listed. Requirements for approved concentrations, minors, and second majors are as follows:

##### **A. Concentration in Biology**

A minor or a second major in biology.

##### **B. Concentration in Business and Economics**

- BA 203-204 Principles of Accounting I and II
- BA 313 Managerial Finance
- BA 375 Fundamentals of Management
- BA 409 Operations Research
- EC 201-202 Principles of Economics I and II or EC 202 Principles of Economic II and EC 203 Project Management Economics
- Plus 3 additional BA, CS, or EC credits at the 200 level or above approved by the mathematics department.

##### **C. Concentration in Chemistry**

A minor or a second major in chemistry.

##### **D. Concentration in Computer Science**

A minor or a second major in computer science.

##### **E. Concentration in Engineering**

- CH 101-102 General Chemistry
- ENGR 104 Engineering Graphics and CAD
- ENGR 302 Engineering Mechanics I: Statics
- PHYS 205-206 Engineering Physics I and II
- Plus at least 12 additional semester-credit hours in engineering courses 300 or above.

##### **F. Concentration in Environmental Science**

- BI 161-162 Introductory Biology
- BI 211 Ecology
- CH 111-112 Essentials of Chemistry
- ENGR 313 Hydrology
- ENGR 402 Environmental Engineering Principles
- EAS 201 Earth Science
- EAS 302 Advanced Earth Science

##### **G. Concentration in Physics**

A minor in physics.

#### **III. Other Program Requirements**

- EN 325 Technical Writing
- or EN 330 Business Writing (for the Business and Economics Concentration only)

To earn a Bachelor of Arts degree with a major in mathematics, a student must 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.

### **Major in Mathematics for Secondary Education**

#### **I. Broadfield Major Program Requirements**

- MA 131 Calculus of Single Variable Functions or MA 121-122 Differential and Integral Calculus
- MA 232 Differential Equations and Linear Algebra I
- MA 233 Multivariable Calculus
- MA 301 Foundations of Mathematics
- MA 328 Modern Applications of Discrete Mathematics
- MA 334 Differential Equations and Linear Algebra II
- MA 336 Probability and Statistics I
- MA 341 Probability and Statistics II
- MA 342 Numerical Computing and Visualization
- MA 401 Abstract Algebra and Applied Geometry
- MA 421 Optimization
- MA 471 History Seminar in Mathematics
- MA 4xx Honors Thesis/Senior Project (for a total of at least 3 credits)

#### **II. Other Program Requirements**

- Two semesters of college science approved by the mathematics department.
- EN xxx One English writing course above EN 102

#### **III. Professional Education Requirements**

- AN/SO 218 Introduction to Native American Studies
- ED 102 Foundations of Education

ED/PSY 229 Educational Psychology  
 ED 245 Diversity Field Experience  
 ED 309 Teaching in the Secondary School  
 ED 327 Content Area Reading/Language Arts  
 ED 405 Education Seminar  
 ED 410 Student Teaching  
 ED 412 Measurement & Assessment in Teaching  
 ED 418 Teaching Mathematics in the Secondary School  
 HPE 214 The School Health Program  
 PSY 228 Adolescent Psychology  
 SPED 300 Introduction to Exceptional Children  
 United States and contemporary world cultures course(s)  
 see index for page number.

#### IV. Acceptance into the Teacher Education Program and the Student Teaching Program

A. Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must be accepted into the teacher education program by the end of their sophomore year.

B. Student Teaching Program: All preservice teachers must obtain admission to the student teaching program in the spring semester of their junior year. For details see index for page numbers for Teacher Education and Student Teaching Programs.

Note: All secondary education students must consult both with the Department of Education: Health, Physical and Teacher and the Department of Mathematics, Engineering, and Computer Science.

#### 3-2 Engineering: Major in Mathematics

A student who completes the requirements for the 3-2 Engineering Major in Mathematics earns two degrees:

1. A Bachelor of Arts degree with a major in mathematics from Carroll College, and
2. A Bachelor of Science degree with a major in a selected field of engineering (e.g., mechanical engineering) from one of the following affiliated engineering schools:

Columbia University, New York, NY  
 The University of Notre Dame, South Bend, IN  
 The University of Southern California, Los Angeles, CA  
 The University of Minnesota, Minneapolis, MN  
 Gonzaga University, Spokane, WA  
 Montana Tech of the University of Montana, Butte, MT  
 Montana State University, Bozeman, MT

Engineering fields, which 3-2 students may select, include the following:

Aerospace Engineering  
 Engineering Mechanics  
 Chemical Engineering  
 Engineering Science  
 Civil Engineering  
 Geological Engineering  
 Computer Engineering  
 Geophysical Engineering  
 Electrical Engineering  
 Industrial Engineering  
 Environmental Engineering  
 Material Science Engineering  
 Mechanical Engineering

Metallurgical Engineering  
 Applied Biology  
 Mineral or Mining Engineering  
 Applied Chemistry  
 Nuclear Science and Engineering  
 Applied Geophysics  
 Operations Research  
 Biological Engineering  
 Petroleum Engineering

The purposes of the 3-2 program are to provide the student with a traditional engineering education augmented with a strong liberal arts background and to provide a broader and deeper exposure to mathematics and its applications than would ordinarily be possible in a four year engineering program.

Under the 3-2 program, a student attends Carroll College for three years and then selects and transfers to one of seven affiliated engineering schools for two years of study. Upon successful completion of the five-year program, the student receives a Bachelor of Arts degree with a major in mathematics from Carroll College and a Bachelor of Science degree with a selected engineering major from the engineering school.

Carroll College continually reviews its curriculum with the seven affiliated schools to ensure that 3-2 students can complete any of the engineering majors in the five-year program. A program to prepare students for graduate studies in engineering is offered via the mathematics major with a cognate concentration in engineering.

A student in the 3-2 engineering program will be accepted at any one of the seven engineering schools on the written recommendation of the engineering program faculty. Before a student will be considered for a recommendation, at least a 2.60 cumulative grade average and a 2.60 average in the "Major Program Requirements" and in the "Other Program Requirements" must be achieved by the end of the fifth semester at Carroll College.

#### I. Major Program Requirements

ENGR 104 Engineering Graphics and CAD Applications  
 ENGR 201 Engineering Design Process  
 ENGR 302 Engineering Mechanics I: Statics  
 ENGR 308 Thermodynamics

Technical Electives: Four courses of three or four credits each, selected on the basis of the engineering field of interest and with approval of the engineering advisor. Technical electives must be selected as follows: one from Category I, two from Category II, and one from Category III. Technical electives include the following courses:

CH 301-302 Organic Chemistry I and II (Category I and III)  
 CS 330 Computer Networking I (Category III)  
 ENGR 303 Engineering Mechanics II: Solids (Category II)  
 ENGR 304 Engineering Mechanics III: Dynamics (Category III)  
 ENGR 305-306 Electronics and Circuit Analysis I and II (Category I and III)  
 ENGR 307 Fluid Mechanics (Category II)  
 ENGR 309 Geotechnical Engineering (Category II)  
 ENGR 310 Structures I (Category III)  
 ENGR 313 Hydrology (Category III)

## II. Other Program Requirements

CH 101-102	General Chemistry I and II
EC 201 or 202	Principles of Economics (EC 202 preferred)
EC 203	Project Management Economics
EN 325	Technical Writing
MA 131	Calculus of Single Variable Functions
or MA 121-122	Differential and Integral Calculus
MA 232	Differential Equations and Linear Algebra I
MA 233	Multivariable Calculus
MA 334	Differential Equations and Linear Algebra II
MA 336	Probability and Statistics I
MA 341	Probability and Statistics II
or MA 342	Numerical Computing and Visualization
PHYS 205-206	Engineering Physics I and II

## III. Carroll College Core Curriculum

To earn a Bachelor of Arts degree from Carroll College a student must complete the Carroll College Core Curriculum as listed in this catalog. In addition, a student must earn a grade of "C" or better in all of the courses listed under "Major Program Requirements" and "Other Program Requirements." A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are prerequisite.

## IV. Additional Requirements

1. The requirements for the Bachelor of Arts degree with a major in mathematics under the 3-2 program differ from those for the four-year mathematics majors. Students in the 3-2 engineering major are not required to fulfill the requirements for the four-year mathematics major.
2. The requirements listed in sections I, II, and III above must be completed before transferring to an affiliated engineering school and cannot be satisfied by credits earned at the engineering school after the student has transferred.
3. Students transferring to Carroll College and entering the 3-2 program must complete at least two full-time semesters at Carroll College before they will be considered for a recommendation to transfer to an affiliated school. In addition, these students must complete a minimum of eighteen credits in the Department of Mathematics, Engineering and Computer Science at Carroll College. Credits transferred to Carroll do not satisfy this requirement.
4. A Student who transfers to a non-affiliated engineering school and completes an engineering degree in an ABET accredited program is eligible to receive the Bachelor of Arts degree with a major in mathematics from Carroll College. The Carroll degree is awarded provided that the student has completed all requirements for the degree listed in sections I, II, III, and IV.
5. Some engineering schools and/or departments require a grade point average higher than 2.60 for admission to junior and senior level courses. Some departments 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 the director of engineering programs at Carroll College to select a school and field of study for which they qualify.

## Minor in Computer Science

### I. Programming Minor

CS 110	Introduction to Computer Science and Java Programming
CS 120	Data Structures and Program Design
CS 230	Software Engineering
CS 240	Software Engineering Project
CS 310	Database Design & Implementation I
CS 430	Senior Project
CS 495	Computer Science Seminar

### II. Web Development Minor

CS 110	Introduction to Computer Science and Java Programming
CS 120	Data Structures and Program Design
CS 201	Web Graphics, Animation & Layout
CS 202	Web Coding & Development
CS 310	Database Design and Implementation I
CS 330	Computer Networking I
CS 331	Computer Networking II
CS 495	Computer Science Seminar

### III. Minor in Computer Science for Secondary Education

#### A. Minor Program Requirements

CS 110	Introduction to Computer Science and Java Programming
CS 120	Data Structures and Program Design
CS 213	Computer Applications in Business
CS 309	Computer Architecture
CS 330	Data Communications
CS 495	Computer Science Seminar

#### B. Other Program Requirements

ED 418	Teaching Mathematics in the Secondary School
MA 131	Calculus of Single Variable Functions
or MA 121-122	Differential and Integral Calculus
MA 207	Elementary Statistics
MA 328	Discrete Mathematics

**C. Professional Education Requirements.** See "Department of Education" and "Secondary Education Requirements" for the professional education requirements.

## Minor in Mathematics

Minor Program Requirements

**Twenty-four semester-credit hours of mathematics courses, including:**

MA 131	Calculus of Single Variable Functions
or MA 121-122	Differential and Integral Calculus
MA 232	Calculus, Linear Algebra, and Differential Equations
MA 233	Multivariable Calculus
MA 334	Differential Equations and Linear Algebra
MA 336	Probability and Statistics I

Remaining credits in mathematics must be selected from 300-level courses or above and must be approved by the mathematics program director.

## Curriculum in Computer Science for the Associate of Arts Degree

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

## Department of Natural Sciences

### Philosophy and Goals of the Department

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

### Majors for the Bachelor of Arts Degree

- Biology
- Biology for Secondary Education
- Chemistry
- Chemistry for Secondary Education

### Minors for the Bachelor of Arts Degree

- Biology
- Biology for Secondary Education
- Chemistry
- Chemistry for Secondary Education
- Physics
- Physics for Secondary Education

### Special Course Offerings

- Astronomy
- Earth Science

### Major in Biology

#### I. Major Program Requirements

- BI 171-172 Biological Principles I & II
- BI 221 Cell Biology
- BI 300 Genetics
- BI 420 Topics In Biological Sciences
- BI 496 Senior seminar
- Twelve (12) additional upper division credits from the following courses:
- BI 305 Microbiology
- BI 306 Plant Systematics
- BI 308 Animal Physiology
- BI 311 Ecology
- BI 323 Comparative Anatomy
- BI 350 Developmental Biology
- BI 370 Evolutionary Biology
- CH 353 Biochemistry

#### II. Other Program Requirements

- CH 101-102 General Chemistry
- CH 301-302 Organic Chemistry
- MA 131 Calculus of Single Variable Functions or MA 121-122 Differential and Integral Calculus
- MA 207 Elementary Statistics
- PHYS 201-202 General Physics I and II

Notes: 1. All biology majors must earn a grade of "C" or better in all major courses (sections I and II above) and successfully pass the senior comprehensive examination in biology. Students must pass 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.

### Major In Biology For Secondary Education

#### I. Major Program Requirements

- BI 171-172 Biological Principles I & II
- BI 221 Cell Biology
- BI 300 Genetics
- Eight (8) additional upper division credits from the following courses:
- BI 305 Microbiology
- BI 306 Plant Systematics
- BI 308 Animal Physiology
- BI 311 Ecology
- BI 323 Comparative Anatomy
- BI 350 Developmental Biology
- BI 370 Evolutionary Biology
- CH 353 Biochemistry

#### II. Other Program Requirements

- CH 101-102 General Chemistry
- CH 301 Organic Chemistry
- MA 207 Elementary Statistics
- MA xxx One additional course in mathematics
- PHIL 252 Philosophy and History of Science
- PHYS xxx One course in physics is recommended

Note: All biology for secondary education students must earn a grade of "C" or better in all major courses (sections I and II above) and successfully pass the senior comprehensive examination in biology.

### III. Professional Education Requirements

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 327 Content Area Reading/Language Arts
- ED 309 Teaching in the Secondary School
- ED 346 Teaching Science in the Secondary School
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED 412 Measurement & Assessment in Teaching
- HPE 214 The School Health Program
- PSY 228 Adolescent Psychology
- SPED 300 Introduction to Exceptional Children United States and contemporary world cultures course(s)—see index for page number.

#### IV. Acceptance into the Teacher Education Program and Student Teaching Program

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

Student Teaching Program: In the spring semester of the junior year, all preservice teachers must seek admission to the student teaching program. See index for page numbers for Teacher Education and Student Teaching programs.

Note: In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching minor in a subject field acceptable for licensure endorsement as well as the teaching major. All degree students should review requirements for graduation as described in this catalog.

#### Major in Chemistry

##### I. Major Program Requirements

- CH 101-102 General Chemistry
- CH 205 Quantitative Analysis
- CH 301-302 Organic Chemistry
- CH 306 Instrumental Methods
- CH 391-392 Physical Chemistry
- CH 496 Senior Seminar
- One of the following three choices:
  - CH 353 Biochemistry
  - CH 405 Advanced Inorganic Chemistry
  - CH 406 Advanced Organic Chemistry

##### II. Other Program Requirements

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

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

#### Major in Chemistry for Secondary Education

##### I. Major Program Requirements

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

##### II. Other Program Requirements

- MA 121 Differential Calculus
- PHIL 252 Philosophy and History of Science
- And one of the following 2 semester courses
  - BI 171-172 Biological Principles I & II
  - PHYS 201-202 Physics I and II
  - PHYS 205-206 Engineering Physics

##### III. Professional Education Requirements

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 309 Teaching in the Secondary School

- ED 327 Content Area Reading/Language Arts
- ED 346 Teaching Science in the Secondary School
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED 412 Measurement & Assessment in Teaching
- HPE 214 The School Health Program
- PSY 228 Adolescent Psychology
- SPED 300 Introduction to Exceptional Children

United States and contemporary world cultures course(s)—see index for page number.

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

#### IV. Acceptance into the Teacher Education Program and Student Teaching Program

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

B. Student Teaching Program: In the spring semester of the junior year, all preservice teachers must seek admission to the student teaching program. See index for page numbers for these programs.

Note: In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching minor in a subject field acceptable for licensure endorsement as well as the teaching major. All degree students should review requirements for graduation as described in this catalog.

#### Minor in Biology

##### I. Minor Program Requirements

- BI 171-172 Biological Principles I & II
- BI 221 Cell Biology
- BI 300 Genetics

Four (4) additional upper division credits from the following courses:

- BI 305 Microbiology
- BI 306 Plant Systematics
- BI 308 Animal Physiology
- BI 311 Ecology
- BI 323 Comparative Anatomy
- BI 350 Developmental Biology
- BI 370 Evolutionary Biology
- CH 353 Biochemistry

##### II. Other Program Requirements

- CH 101-102 General Chemistry
- CH 301 Organic Chemistry

#### Minor in Biology for Secondary Education

##### I. Minor Program Requirements

- BI 171-172 Biological Principles I & II
- BI 221 Cell Biology
- BI 300 Genetics

##### II. Other Program Requirements

- CH 101-102 General Chemistry
- CH 301 Organic Chemistry
- ED 346 Teaching Science in the Secondary School

- MA 207 Elementary Statistics  
 PHIL 252 Philosophy and History of Science

### Minor in Chemistry

#### I. Minor Program Requirements

- Twenty-four (24) semester hours of chemistry, including:  
 CH 101-102 General Chemistry  
 CH 205 Quantitative Analysis  
 CH 301-302 Organic Chemistry  
 Plus one additional chemistry course number 300 or higher

### Minor in Chemistry for Secondary Education

#### I. Minor Program Requirements

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

#### II. Other Program Requirements

- ED 346 Teaching Science in the Secondary School  
 MA 121 Differential Calculus  
 MA 207 Elementary Statistics  
 PHIL 252 Philosophy and History of Science  
 Plus one (1) additional 4-credit course in biology or physics.

### Minor in Physics

#### I. Minor Program Requirements

- PHYS 205 Engineering Physics I: Mechanics  
 PHYS 206 Engineering Physics II: Electricity and Magnetism  
 PHYS 321 Optics and Electromagnetic Radiation)  
 PHYS 322 Modern Physics)  
 PHYS 322L Mathematical Methods of Modern Physics)  
 PHYS/ENGR 305 Electronics and Circuit Analysis I  
 And one of the following:  
 ENGR 302 Engineering Mechanics I: Statics  
 or PHYS/ENGR 306 Electronics and Circuit Analysis II  
 or PHYS/ENGR 308 Thermodynamics

#### II. Math Prerequisites

- MA 121 and 122 Differential and Integral Calculus  
 or MA 131 Calculus of Single Variable Functions  
 MA 233 Multivariable Calculus

#### III. Recommended Course

- MA 232 Differential Equations and Linear Algebra I

### Minor in Physics for Secondary Education

#### I. Minor Program Requirements

- PHYS 201 Physics I: Mechanics, Wave Motion, and Sound  
 PHYS 202 Physics II: Thermodynamics, Electricity and Magnetism, Optics, and Modern Physics  
 PHYS 322 Modern Physics  
 PHYS/ENGR 305 Electronics and Circuit Analysis I

#### II. Other Program Requirements

- PHIL 252 Philosophy and History of Science  
 ED 346 Teaching Science in the Secondary School  
 MA 207 Elementary Statistics  
 Two courses chosen from Astronomy, Chemistry (4-cr courses only), or Earth Science

### III. Math Prerequisites

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

### IV. Recommended Course

- ENGR 302 Engineering Mechanics I: Statics

### Special Course Offerings

The Department of Natural Sciences offers courses in astronomy, earth science, and physics for interdisciplinary studies, degree enhancement, preparation for graduate studies, fulfillment of major/minor program requirements, and completion of the Carroll College Core Curriculum common to all degree programs at Carroll College. Please refer to the course descriptions for full course listings:

- Astronomy  
 Earth Science

## Department of Nursing

### Majors for the Bachelor of Arts Degree

Nursing

### Mission of the Department of Nursing

Inspired by the mission of the College, we are dedicated to preparing professional nurse generalists who promote excellence in holistic care. As community leaders, they are critical thinkers, change agents, compassionate and skilled caregivers, as well as lifelong learners. Our graduates serve Montana, our region and the world.

### Program Goal

Within the Catholic liberal arts tradition of Carroll College, the Department of Nursing prepares students for careers in professional nursing with emphasis on the dignity and uniqueness of every person as a holistic being.

### Student Goal

Students successfully completing nursing as a major program of study critically apply arts, sciences and humanities to enter into the practice of professional nursing with specialized knowledge, skills and attitudes. Completion of the major also lays the foundation for life-long learning and graduate study in nursing.

### Curriculum Objectives

A successful graduate of the Department of Nursing will be able to:

1. Integrate knowledge from the sciences, arts and humanities into the practice of professional nursing.
2. Utilize the nursing process to deliver holistic human care to individuals, families, aggregates and communities.
3. Utilize knowledge and skill to practice independently and collaboratively with other disciplines in diverse settings.
4. Integrate moral, ethical and legal principles into professional nursing values.
5. Utilize excellent communication techniques in the practice of nursing.
6. Utilize theory and research to contribute to the improvement of nursing practice.



7. Assume personal accountability for providing high quality nursing care.
8. Recognize changing social, political, economic and environmental factors that affect nursing and the health care system.
9. Assume responsibility for ongoing personal growth and development as a professional nurse.

### Major in Nursing

The nursing program at Carroll College offers a Bachelor of Arts degree with a major in nursing, preparing students to practice as professional nurses or for graduate studies in nursing. Upon graduation, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The nursing program is accredited by the Commission on Collegiate Nursing Education and is approved by the Montana State Board of Nursing.

Students may enter into courses prerequisite to nursing as a major program of study upon admission to the college, but need to be formally accepted to the nursing major for registration in nursing courses other than NU 101 and NU 201.

### Admission to the Nursing Major

Applications for Admission to the nursing major are available from the Department of Nursing and are due May 20 each year for admission into the major the following Fall semester. Students will be notified by June 15 of their acceptance. Students seeking admission into the nursing major must meet the following criteria to be eligible to make application to the Department of Nursing:

1. Complete the following pre-requisites with a "C" or better at the time of application: BI 201, BI 202, CH 111, CO 101, EN 102, NU 101, PSY 105
2. Have an overall college career Grade Point Average of 2.75 or higher on a 4-point scale. (This includes all attempted credits at an accredited college or university.)
3. A student can repeat or withdraw from no more than two (2) courses considered pre-requisite to nursing or nursing courses taken either at Carroll or other institutions.

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. If there are more applications than spaces available, the Department will use a priority ranking system based on the following criteria to select students for admission.

1. Those students whose post high school academic credits were completed at Carroll will have highest priority over students with any transfer credits.
2. Selected GPA for the following Carroll courses: BI 201, BI 202, CH 111, CO 101, EN 102, PSY 105. A course from another institution must be accepted at Carroll as an equivalent course to be calculated in this selected GPA.
3. Interviews by the Department of Nursing faculty.
4. Student essay administered by the Department of Nursing.

### Progression in the Nursing Major:

To progress in the nursing major, the student must:

1. Have a grade of "C" or better in all nursing courses and the following co-requisites: BI 214, CH 112, MA 207, PHIL 107 or PHIL 208, SO 101, PSY 203.
2. Maintain a CUM Carroll GPA of 2.75 at the end of each semester after admission into the nursing major.
3. Pass/Fail grades may be acceptable for courses not co-requisite to nursing courses as long as the student is within the parameters of the guidelines of the Academic Policies as stated in the Carroll College Catalog currently in effect. Nursing courses, other than those designated by the Department, cannot be taken pass/fail.

If a student does not meet the above criteria, he or she is not eligible to continue in the nursing major. Students may petition the Department of Nursing for exceptions to the above criteria if there are extenuating circumstances.

### Access to Clinical Experiences

Clinical experience begins in the 100-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. Each nursing course at Carroll provides quality, personalized learning experiences.

Students are expected to purchase uniforms, lab coats, name tags, and other items needed for clinical experience. Prior to beginning 200-level courses, nursing students must show proof of current Health Care Provider Cardiopulmonary Resuscitation certification and freedom from communicable tuberculosis and immunity to hepatitis B, poliomyelitis, varicella, rubeola, rubella and mumps.

Professional nursing is one of the professions regulated by the state legislative bodies to protect the health, safety, and welfare of the public. The laws are designed to prevent incompetent persons from practicing the profession by establishing minimum standards to be met for licensure.

As part of their educational program, student nurses are entrusted with the responsibility of providing certain kinds of nursing care to clients. It is the responsibility of the clinical instructor to determine that the student nurse has demonstrated reasonable competence to render nursing interventions without risk to the client. If the clinical instructor's evaluation of the student nurse's behavior or health status indicates that he or she is likely to provide unsafe nursing care, the clinical instructor has the legal responsibility to deny the student nurse access to clinical learning experience.

Professional liability insurance coverage is required for students engaged in clinical experiences and is included in registration fees.

### 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.

## Suggested Course Schedule

### Freshman

#### Fall Semester

BI 201	Anatomy & Physiology + Lab	4
LAS 101	Alpha Seminar	3
PSY 105	General Psychology	3

#### Spring Semester

BI 202	Anatomy & Physiology + Lab	4
CH 111	Essentials of Chemistry + Lab	4
PSY 203	Developmental Psychology (or fall semester of sophomore year)	3

#### Required courses for Freshman Year, may be taken Fall or Spring:

NU 101	Intro Professional Nursing	2
EN 102	College Composition	4
CO 101	Basic Communication	3

#### May be taken Spring Semester of Freshman Year:

NU 201	Fundamentals & Health Promotion +Lab	4
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#### Additional courses that may be taken Fall or Spring of Freshman Year:

PHIL 107	Ethics	3
SO 101	Intro to Soc	3
TH 101	Theological Foundations	3

### Sophomore

#### Fall Semester

CH 112	Organic and Biochemistry + Lab	4
TH 101	Theological Foundations	3
NU 201	Fundamentals & Health Promotion +Lab	4
NU 202	Assessment & Health Promotion + Lab	4

#### Spring Semester

BI 214	Microbiology	4
NU 301	Care of the Family	4
or NU 302	Psychosocial Health	4
NU 208	Nutrition	3
*CORE		3

#### Additional required courses, may be taken either Fall or Spring:

PHIL 107	Ethics	3
or PHIL 208	Bioethics	3
SO 101	Intro to Soc	3

### Junior

#### Fall Semester

NU 301	Care of the Family	4
or NU302	Psychosocial Health	4
NU 308	Pathophysiology & Pharmacology	3
MA 207	Statistics	3
*CORE		3
*CORE		3

#### Spring Semester

NU 304	Illness Across the Lifespan I	4
NU 305	Clinical Nursing Care I	4
NU 307	Nursing Research	3
NU 320	Prof Role: Clinician	1
*CORE		3
*CORE		3

#### Madatory Summer Internship

### Senior

NU 404	Illness Across the Lifespan II	4
NU 413	Clinical Nursing Care II	3
*NU 406	Nursing Management	4
NU 414	Community Health Nursing	4
NU 417	Capstone Clinical	4
NU 420	Prof Role: Leader	2
*CORE		3

#### Total Credits=123

+ CORE – One course needed in each of the following areas: Fine Arts, History, Literature, Philosophy (in addition to PHIL 107), Theology (in addition to TH 101), and Communication Studies. Of these courses, will need one course designated as Global Diversity and one course designated as Writing Intensive outside the nursing major.

\* Writing Intensive course for the major

## Department of Philosophy

### Mission of the Department

The Department of Philosophy offers a selection of courses that provide the intellectual tools for discussing and pursuing the ultimate truth and ultimate good, the core mission of Catholic liberal arts college education.

### Major for the Bachelor of Arts Degree

Philosophy  
Ethics and Values Studies

### Minor for the Bachelor of Arts Degree

Philosophy  
Ethics and Values Studies

### Goals of the Major in Philosophy

The major in Philosophy acknowledges three goals for its program of study:

1. Introduce students to the discussion of the ultimate truth and ultimate good;
2. Familiarize students with major philosophical issues and thinkers; and,
3. Prepare majors, minors and others for graduate study in such professional fields as philosophy, theology, and law.

### I. Major Program Requirements

Thirty-three (33) semester credits of philosophy, including the following:

PHIL 113	Formal Logic
PHIL 151	Ancient Philosophy
PHIL 202	Medieval Philosophy
PHIL 303	Modern Philosophy
PHIL 304	Contemporary Philosophy
PHIL 310	Metaphysics
PHIL 313	Epistemology
PHIL 324	Ethical Theory
PHIL 495	Philosophy Seminar

### II. Other Program Requirements

1. A modern or classical second language through intermediate level.

2. A comprehensive examination at the end of the student's senior year. The philosophy examination consists of written answers to questions selected from a previously disclosed list and later oral discussion of the written answers. Students who are writing an honors thesis are exempt from the comprehensive examination.

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

### Goals of the Major in Ethics and Values Studies

The major in Ethics and Values Studies acknowledges three goals for its program of study:

1. Introduce students to the discussion of the ultimate truth and ultimate good;
2. Bring students to an awareness of the role of ethics and values in many areas of personal and social endeavor; and,
3. Move students toward ethical decision-making in all areas of social interaction.

#### I. Major Program Requirements

Thirty-three (33) credit hours, including the following:

PHIL 107 Ethics  
 PHIL 324 Ethical Theory  
 PHIL 496 Ethical Issues in Contemporary Media

Two of the following courses:

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

Three of the following courses:

PHIL 151 Ancient Philosophy  
 PHIL 202 Medieval Philosophy  
 PHIL 303 Modern Philosophy  
 PHIL 304 Contemporary Philosophy

Three of the following courses, to be chosen from three different disciplines:

AN/SO 208 The Family  
 AN/SO 317 Ethnic and Racial Relations  
 CO 280 Gender Communications  
 PHIL 121 Philosophy of Human Being  
 PHIL 255 Art and Beauty  
 PHIL 256 Social and Political Philosophy  
 PO 206 Modern Political Ideologies  
 PO 250 Contemporary Issues in American Politics  
 SO 200 Social Problems  
 SO 215 Contemporary Issues in Rural and Urban Sociology  
 SO 351 Medical Sociology  
 TH 205 Moral Theology  
 TH 209 Christian Social Teachings  
 TH 220-229 Ethical Studies  
 TH 255 Theology of the Land

#### II. Other program requirements

1. Modern or classical language through the intermediate level
2. Successful completion of the department's comprehensive examination or successful completion of an honor's thesis with at least the director or one reader from the Philosophy Department.

### Minor in Philosophy

Minor Program Requirements

Eighteen (18) semester credits of philosophy, including:

PHIL 495 Philosophy Seminar

and at least one course from among the following:

PHIL 310 Metaphysics  
 PHIL 313 Epistemology  
 PHIL 324 Ethical Theory

### Minor in Ethics and Values Studies

Minor Program Requirements

Eighteen (18) semester credits including:

PHIL 107 Ethics  
 PHIL 324 Ethical Theory  
 PHIL 496 Ethical Issues in Contemporary Media

Two of the following courses:

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

One of the following courses:

AN/SO 208 The Family  
 AN/SO 218 Ethnic and Racial Relations  
 CO 280 Gender Communications  
 PHIL 121 Philosophy of Human Being  
 PHIL 255 Art and Beauty  
 PHIL 256 Social and Political Philosophy  
 PO 206 Modern Political Ideologies  
 PO 250 Contemporary Issues in American Politics  
 SO 200 Social Problems  
 SO 215 Contemporary Issues in Rural and Urban Sociology  
 SO 351 Medical Sociology  
 TH 205 Moral Theology  
 TH 209 Christian Social Teachings  
 TH 220-229 Ethical Studies  
 TH 255 Theology of the Land

## Department of Political Science

### Goals of the Department

1. Challenging our students to express ideas clearly and coherently.
2. Engaging our students in problem solving and analysis of policy options.
3. Introducing students to empirical methods of inquiry.
4. Learning to analyze research studies in a critical fashion.
5. Preparing students for graduate work and professional careers.

### Majors for the Bachelor of Arts Degree

Political Science  
 Political Science For Secondary Education

### Minor for the Bachelor of Arts Degree

Political Science

## Major in Political Science

### I. Major Program Requirements

Thirty-three (33) semester credits of political science courses, including:

- PO 104 American National Government
- PO 115 International Relations
- PO 206 Modern Political Ideologies
- PO 280 Introduction to Comparative Politics
- PO 495 Senior Seminar

### II. Other Program Requirements

- A. Program Options—Depending on their background and field of interest, political science majors may choose one of the following two (2) options to fulfill their skills requirement for the Department:

**Option I:** Two (2) semesters of a modern foreign language. Those with previous language training are urged to begin at the appropriate level to fulfill the two-course requirement.

**Option II:** MA 207 Elementary Statistics and PO 306 Data Analysis for Public Policy. Both courses assume a basic knowledge of algebra.

- B. Writing Competency For Majors And Minors

The Political Science department expects its graduates to be able to write well. In this regard all majors and minors are required to take EN 227 or another advanced writing course with the approval of the department.

## Major in Political Science for Secondary Education

### I. Major Program Requirements

Thirty (30) semester credits of political science courses, including:

- PO 104 American National Government
- PO 115 International Relations
- PO 206 Modern Political Ideologies
- PO 216 American Political Thought
- PO 230 Montana State Politics
- PO 280 Introduction to Comparative Politics
- PO 312 Elections, Political Parties, and Public Opinion
- PO 319 Urban Politics

### II. Other Program Requirements

- MA 207 Elementary Statistics

### III. Program Recommendations

- PO 222 United States Foreign Policy

### IV. Professional Education Requirements

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 309 Teaching in the Secondary School
- ED 327 Content Area Reading/Language Arts
- ED 344 Secondary Social Studies
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED 412 Measurement and Assessment in Teaching
- HPE214 The School Health Program
- PSY 228 Adolescent Psychology
- SPED 300 Introduction to Exceptional Children
- United States and contemporary world cultures course—see index for page number

Note: Secondary education students with this major must have a teaching minor. Please see “Department of Education: Health, Physical and Teacher” for details.

## V. Acceptance into the Teacher Education Program and Student Teaching Program

- A. Teacher Education Program: Individuals pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year.
- B. Student Teaching Program: In the spring semester of the junior year, all preservice teachers must seek admission to the student teaching program. For details see index for page numbers for Teacher Education and Student Teaching programs.

Note: All students are required to meet the requirements for graduation from Carroll College as listed in this catalog.

## Minor in Political Science

### I. Minor Program Requirements

Twenty-one (21) semester credits of political science courses, including:

- PO 104 American National Government
- PO 115 International Relations
- PO 206 Modern Political Ideologies
- PO 230 Montana State Politics
- PO 280 Introduction to Comparative Politics
- PO 495 Senior Seminar

### II. Other program requirements

The Political Science department expects its graduates to be able to write well. In this regard all majors and minors are required to take EN 227 or another advanced writing course with the approval of the department.

## Department of Psychology

### Majors for the Bachelor of Arts Degree

Psychology

### Minors for the Bachelor of Arts Degree

Psychology

Psychology For Secondary Education

### Major in Psychology

#### I. Major Program Requirements

40+ (1-4) semester credits of psychology courses:

- PSY 105 General Psychology
- PSY 203 Developmental Psychology
- or PSY 227 Child Psychology
- and PSY 228 Adolescent Psychology
- PSY 216 Social Psychology
- PSY 222 History and Systems in Psychology
- PSY 304 Theories and Research in Counseling Psychology
- PSY 305 Junior Seminar
- PSY 306 Abnormal Psychology
- PSY 307 Learning and Cognition
- PSY 309 Research Methods I
- PSY 310 Research Methods II
- PSY 414 Physiological Psychology
- One of the following:
  - PSY 417 Practicum

- PSY 418 Practicum
- PSY 486 Readings, Research or Teaching
- PSY 499 Honors Thesis

## II. Other Program Requirements

- BI 102 Human Biology
- MA 207 Elementary Statistics

To earn a Bachelor of Arts degree with a major in Psychology, students must earn a grade of “C” or better in all of the courses listed under “Major Program Requirements.”

GRE Requirement: Students are required to take the Graduate Record Examination (GRE), subject test in psychology, in the spring semester of their junior year or the fall semester of their senior year. Scores on the general aptitude test and the advanced test in psychology must be submitted to the Psychology Department chairperson by the end of the senior year.

## III. Program Recommendations

- CS 101 Survey of Computer Science

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

## Minor in Psychology

### Minor Program Requirements

Twenty-one (21) semester credits of psychology courses chosen with the advice of faculty in the Psychology Department.

## Minor in Psychology for Secondary Education

### I. Minor Program Requirements

Eighteen (18) semester credits of psychology courses, including:

- PSY 105 General Psychology
- PSY 216 Social Psychology
- PSY 228 Adolescent Psychology
- PSY 306 Abnormal Psychology
- PSY 309 Research Methods I

### II. Other Program Requirements

- PSY/ED 229 Educational Psychology
- ED 344 Secondary Social Studies

Note: Read “Acceptance into Teacher Education Program,” see index for page number.

## Department of Sociology & Anthropology

### Mission

The mission of this department is to provide students with the requisite analytic 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 goals. Finally, as a department within a distinctly Catholic liberal arts college, we are committed to honoring students’ search for “Ultimate Truth” and highlighting the ethical ramifications of what students learn in the classroom about society.

### Goals

The overall and ongoing goal of this department is to pursue our tripartite mission of honing the “sociological imagination” among our students, demonstrating to them the variegated connections between sociology and other academic skills and

disciplines, and conscientiously underscoring the ethical considerations that inevitably accompany their studies in the social world. Commensurate with our pursuit of this goal are the following, more specific objectives:

1. To contribute to a diverse array of course offerings that is constitutive of a liberal arts education in general, and certainly present within the intellectual and Catholic foundations of Carroll College.
2. To provide students with the necessary knowledge base and intellectual skills that will enable them to find meaningful employment and/or enroll in graduate school in their chosen fields.
3. To provide students with the kind of hands-on, practical experience that can both supplement their academic work, and facilitate their discernment vis-à-vis their eventual career choices and directions for graduate study.
4. To help integrate into a community of learners both within the department and within Carroll College as a whole.

## Major for the Bachelor of Arts Degree

Sociology

## Minor for the Bachelor of Arts Degree

Anthropology  
Sociology

## Special Course Offerings

Geography

## Major in Sociology

### I. Major Program Requirements

Thirty-three (33) semester credits of sociology courses, including:

- SO 101 Introduction to Sociology
- SO 331 Social Science Research Methods
- SO 392 Modern Social Theory
- SO 495 Senior Seminar

Note: Nine of the remaining 21 credits must be upper-division (300 and 400 level) courses.

### II. Other Program Requirements

- CO/EN 351 Writing for the Media  
or EN 325 Technical Writing
- MA 207 Elementary Statistics

Notes: 1. All students are required to meet the quantitative and qualitative requirements for graduation from Carroll College as listed in this catalog.

2. It is possible to obtain a broadfield social science for secondary education major with an emphasis in sociology.

3. If a student is interested in criminal justice or juvenile justice, the following courses are recommended but not required:

- SO 200 Social Problems
- SO 220 Sociology of Sports
- SO 262 Alcoholism, Drug Abuse and Dependency Behavior
- SO 309 Crime and Criminology
- SO 310 Field Service in Sociology of Crime
- SO 312 Juvenile Delinquency and Deviant Behavior
- SO 313 Field Service in Sociology of Juvenile Delinquency
- SO 314 Sociology of Law
- SO 317 Ethnic and Racial Relations
- SO 318 American Indians
- PO 210 Introduction to Constitutional Law

PSY 228 Adolescent Psychology  
 PSY 306 Abnormal Psychology

4. If a student is interested in Human Services, the following courses are recommended but not required:

SO 102 Introductory Field Service in Sociology  
 SO 200 Social Problems  
 SO 208 The Family  
 SO 262 Alcoholism, Drug Abuse and Dependency Behavior  
 SO 291 Social Gerontology  
 SO 309 Crime and Criminology  
 SO 310 Field Service in Sociology of Crime  
 SO 312 Juvenile Delinquency and Deviant Behavior  
 SO 313 Field Service in Sociology of Juvenile Delinquency  
 SO 351 Medical Sociology  
 SO 352 Field Service in Medical Sociology  
 PSY 105 General Psychology  
 PSY 304 Theories and Research in Counseling Psychology  
 PSY 306 Abnormal Psychology

One of the following:

SO 218 Introduction to Native American Studies  
 SO 317 Ethnic and Racial Relations  
 SO 318 American Indians

5. If a student is interested in physical therapy, graduate programs may require a variety of sociology courses. These may include SO 351 Medical Sociology, SO 352 Field Service in Medical Sociology, SO 291 Social Gerontology, SO 425 Sociology Internship, SO 200 Alcoholism, Drug Abuse and Dependency Behavior, as well as a course in Ethnic and Racial Relations or Native American studies and a course in the area of deviance (SO 309 or SO 312). Students are encouraged to take SO 220 Sociology of Sport. In addition, numerous courses in chemistry, biology, physics and psychology are required by graduate programs in physical therapy.

### Minor in Anthropology

The Anthropology minor is a multidisciplinary program offered through the Department of Sociology/Anthropology. It emphasizes a more inclusive view of human experience and human endeavor through time. Additionally, course work includes a special emphasis in American Indian cultures, of constitutionally recognized significance in Montana.

#### Minor Program Requirements

Twenty-two (22) semester credits in anthropology, including:

AN 204 Cultural Anthropology  
 AN 208 The Family  
 AN 218 Introduction to Native American Studies  
 AN 317 Ethnic and Racial Relations  
 AN 318 American Indians  
 AN 499 Capstone Thesis (1 cr. project)

Note: Three (3) of the remaining six (6) credits must be upper division (300 and 400 level) courses:

GEOG 202 World Regional Geography  
 LL 220 Introduction to Linguistics  
 PHIL 223 Oriental Philosophy  
 CO 325 Intercultural Communication  
 EN 425 Major Authors: Native American Authors

SO 314 Sociology of Law  
 SO 351 Medical Sociology

Note: Anthropology courses taken for the minor cannot be counted toward the requirements for a Major in Sociology Minor in Sociology

### Minor in Sociology

#### Minor Program Requirements

Twenty-one (21) semester credits of sociology courses, including:

SO 101 Introduction to Sociology  
 SO 392 Modern Social Theory

Note: At least six (6) of the remaining fifteen (15) credits required must be upper-division (300 and 400 level) courses.

### Special Course Offerings

The Department of Sociology and Anthropology offers courses in geography for education, interdisciplinary studies, degree enhancement, fulfillment of major/minor program requirements, and completion of the Carroll College Core Curriculum common to all degree programs at Carroll College. Please refer to the course descriptions for full course listings:

Geography

## Department of Theology

### Mission of the Department

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).

### Department Goals

- To provide students with an understanding of the basic principles and concepts in biblical, moral and doctrinal theology from a Catholic perspective;
- To acquaint students with a variety of theological perspectives and to provide them with the ability to interpret and evaluate them;
- To provide students with the skills of critical thinking and their application in reading, speaking and writing;
- To require students to investigate and to articulate the relationship between theology and other fields of study;
- To provide students with the necessary background, knowledge, and intellectual skills to succeed in graduate study.

### Major for the Bachelor of Arts Degree

Theology with areas of concentration in:  
 Systematic Theology  
 Contextual Theology

### Minor for the Bachelor of Arts Degree

Theology

### Introductory Courses

One basic course (TH 101) and seven (7) second-level courses (TH 201, TH 205, TH 206, TH 207, TH 208, TH 209, and TH 210) are designed to give the student an overall view of theology. Students in the major programs should complete at least three (3) second-level courses before taking specialized courses. Exceptions to this general policy must be approved by the Theology Department chairperson.

### Specialized Courses

The theology program is designed to allow for a wide variety of course offerings, according to the needs of students and the availability of professors. If necessary, visiting professors will be invited to offer courses.

### 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 communication.

### Major in Theology with an Area of Concentration

#### I. Major Program Requirements

The theology major requires thirty-nine (39) semester credits of theology courses. Majors in theology may choose from among two (2) areas of concentration for their major (systematic theology or contextual theology). Both concentrations have a common core of nineteen (19) semester credits of theology courses, including:

- TH 205 Moral Theology
- TH 207 Introduction to the Old Testament
- TH 208 Introduction to the New Testament
- TH 209 Christian Social Teachings
- TH 303-304 History of Christian Thought
- TH 495 Theology Seminar
- TH 496 Theology Research Paper or Theology Research Project
- or TH 499 Honors Thesis

#### II. Other Program Requirements

- EN 227 Expository Writing

#### Specific requirements for each area of concentration include:

##### A. Systematic

- HI 301-302 History of the Catholic Church
- TH 201 Church and Worship
- TH 303-304 History of Christian Thought
- TH 321 Christology

##### B. Contextual

- TH 206 Comparative Religion
- TH 327 Sin and Grace in Theology and Literature
- TH 333 Church and State in Latin America
- TH 355 Spirit, Science, and Nature

1. Course sequence for majors: TH 101; then at least three (3) 200-level courses; then upper-division courses. All degree students should review requirements for graduation as described on page 53.

2. The following course may apply toward fulfilling the thirty-seven (37) credits required for the theology major:

- PHIL 216 Philosophy of God and Religion

### II. Other Program Requirements

Completion of a modern or classical second language through the intermediate level.

### Minor in Theology

#### Minor Program Requirements

Twenty-one (21) semester credits of theology, including:

- TH 205 Moral Theology
- TH 207 Introduction to the Old Testament
- TH 208 Introduction to the New Testament
- TH 303-304 History of Christian Thought
- TH 495 Theology Seminar

The remaining 3 hours must be 200 level or above

### Ministry Formation

Carroll College students interested in preparing themselves for service to the Church in ministry positions may participate in the program of Formation of Lay Ministers of the Diocese of Helena.

The Formation of Lay Ministers program is under the direction of the Office of Ministries of the Diocese of Helena. It is expressly designed for the spiritual, intellectual, and psychological/emotional formation of those who are called by the Church to serve the Church as Lay Ministers. It is an intensive two-year program and involves sixteen (16) weekend sessions. Each weekend involves twelve (12) hours of instruction as well as community building exercises. At the completion of the two-year program, a certificate of completion is granted to the participant by the Diocese of Helena.

Admission to this program for Carroll College students is determined by the Office of Ministries of the Diocese of Helena. Fees for the program are adjusted annually and are the responsibility of the participant.

### Special Programs

#### Carroll Intensive Language Institute

The Carroll Intensive Language Institute (CILI) provides an opportunity for international and cross-cultural students to develop their English language skills. Students must be academically qualified and meet other admission requirements. However, students are not enrolled in Carroll degree programs until they have successfully mastered the necessary English skills. Students may apply to enter the CILI program at any time. Apply to the Director for International Programs.

Upon acceptance into CILI, students' English skills are assessed, and they are placed in an appropriate level of English language study. The length of time spent in the CILI program depends upon the student's English abilities and motivation to complete the courses. Students are given credit for attending CILI classes, but the credits for the advanced courses do not apply toward degree requirements until the student is accepted and registered as a Carroll degree student.

CILI courses provide international students with advanced opportunities to develop their English language competencies in the areas of listening, speaking, reading, and writing. Lectures and exercises will move students from knowing English to using the language appropriately for academic achievement. See course descriptions and "IP" for a full course listing.

#### Cooperative Education And Internship Programs

Recognizing that learning can take place outside the class-

room, 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 cooperative education/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 in either program with the approval of the department chairperson, academic advisor, cooperative education program director, and the Vice President for Academic Affairs. Students receive monetary compensation and credit for cooperative education and credit only for internships. A student may earn a maximum of six (6) semester hours in the cooperative education program. Enrollment in the course must be during the same semester in which the actual work experience takes place. Interested students should contact the Director of the Internship Program at the Career Center.

### General Studies

General studies students (students with undeclared majors) typically pursue CORE course requirements for their freshmen and sophomore years while exploring a range of possible liberal arts and science major degree programs for the Bachelor of Arts degree. Students should consult with their academic advisor for more information about pursuing general studies in their first years of college.

### Honors Scholars Program

#### Philosophy

*Interdisciplinary studies, assisted by a careful and thorough study of philosophy and theology, enable students to acquire an organic vision of reality, and to develop a continuing desire for intellectual progress.*

*Ex corde ecclesiae, Pope John Paul II*

The Carroll College Honors Scholars Program is designed for those students who excel in academic scholarship, personal character, and social commitment. Enhancing these three qualities is the educational goal that Carroll College celebrates in its Mission Statement.

Carroll College prides itself on its academic reputation. Yet, as important as academic studies are, Carroll understands that an institution of higher learning must also be concerned with the development of a student's personal character and sense of social responsibility. These concerns drive Carroll's Honors Scholars Program.

The Honors Scholars program is dedicated to the education and scholarship of Carroll's academically focused students and to projecting this image of excellence of the Carroll community. It is a program that belongs to the entire Carroll community: students, staff, and faculty.

Moreover, the program offers arts and letters beyond the classroom setting. A wide variety of cultural programs, projects, and activities are scheduled, including a speaker series, discussions, educational trips, dinners at faculty homes, and attendance at performing arts events followed by special sessions with performers and artists. Honors Scholars also develop their sense of social responsibility through volunteering for community service projects.

### Mission

The Honors Scholars Program affirms three basic components - academic scholarship, cultural learning, and service learning. Indeed, such integration is critical for the living quest: moving from the realm of information into the world of knowledge. These components are held in the heart of the overall mission of Carroll College. No simple formula can accomplish this mission. Indeed, success depends upon the heart of a student's favorite professor, and the religiosity of spirit found at Carroll College.

### Goals

1. Scholars will participate in a unique sequence of five seminar courses as part of the student's Carroll College Core Curriculum;
2. Scholars will share the excitement of cultural events and meetings with visiting artists, scholars, and performers, developing an appreciation of program camaraderie;
3. Scholars will participate in service learning projects individually and in groups;
4. Scholars will develop theses projects within their majors with HSP influence;
5. Scholars will interact directly with professors and other Honors Scholars beyond the classroom, developing a vivid sense of Carroll's identity;
6. Scholars will take part in an advanced academic program mentored by a committee of professors devoted to developing the best education in America.
7. Scholars will earn recognition as an Honors Scholar at Carroll academic awards presentations, at graduate proceedings, on transcripts and diploma;

Members of the four-year Honors Scholars Program at Carroll College are selected in their freshman year from all academic majors. Admission to the program is competitive with no more than sixteen students accepted into each class. Honors Scholars participate in classroom seminars, attend a variety of cultural events, and pursue community service projects of their own conception.

Beginning in the spring term of their freshman year, students participate in a sequence of five interdisciplinary seminars listed as 'HNR' courses on their transcripts. Through open discussion, students explore the pivotal ideas presented in seminal works from the Western intellectual tradition.

During the freshman seminar, participants begin tracing the interrelationships and ramifications of key ideas evolving through the classical Greek and Roman periods. Students develop skills in critical reading, thinking, discourse, and writing while assessing important concepts and values forming the foundation of our cultural heritage. Subsequent seminars proceed chronologically across academic disciplines, including Judeo-Christian and Medieval, Renaissance and Reformation, Restoration and Enlightenment, ending with Romantic and Modern. By breaking through disciplinary boundaries, participants acquire an integrated view of fundamental human concepts and refine skills in critical inquiry that can be applied to the study of any academic field or culture. The Honors Scholars Program upholds rigorous standards in assessing the work of its students.



The HNR seminars substitute for CORE at Carroll College as follows:

HNR 150 – Philosophy	3 credits
HNR 250 – Theology	3 credits
HNR 251 – Literature	3 credits
HNR 350 – Social Science	6 credits
HNR 450 – Philosophy	3 credits

#### HSP Requirements

- I. HNR 150 – Classical Greek and Roman Thought (Classical period 500 BC – 500 AD)
- II. HNR 250 – Judeo-Christian and Medieval Thought (Medieval period 500 AD – 1500 AD)
- III. HNR 251 – Renaissance Thought (Arts and Science Revolution 1450 AD – 1650 AD)
- IV. HNR 350 – Restoration and Enlightenment Thought (The Rise of Empiricism 1600 AD – 1820 AD)
- V. HNR 450 – Modern Thought (Romanticism to post Modern 1820 AD – Today)

HSP students must take one additional social science 200–400 level course.

HSP students must take six credits of a foreign language. Students with knowledge of a foreign language may demonstrate competency through placement examination. Attainment of fluency through intermediate level is strongly encouraged.

HSP students are encouraged to satisfy the CORE fine arts requirement through a visual arts course

HSP students are encouraged to satisfy the CORE natural science requirement with a four-credit lab science course.

HSP students must take the HI 101/HI 102 – History of Western Civilization series, preferably in their freshman year.

#### **Military Science and Leadership (ROTC) Program**

Army Reserve Officer Training Corps (ROTC) offers Carroll College students the opportunity to serve as a Commissioned Officer in the U.S. Army, the Army National Guard, or the U.S. Army Reserve upon graduation from College. ROTC enhances a student's education by providing unique leadership and management training, along with practical leadership experiences beyond the usual classroom academics. Students develop many of the qualities basic to success while earning a college degree in their selected major and an Army officer's commission at the same time. Army ROTC can be completed in two or four years, depending on the student's qualifications, through the Basic Course and the Advanced Course.

#### **Basic Military Science**

The Basic Military Science courses, usually taken during the freshman and sophomore years, cover such subjects as management principles, national defense, military history, and leadership development. Any student can enroll in Basic Military Science courses. All necessary textbooks, uniforms, and other material for the basic courses are furnished to students at no cost. Students taking basic courses are under no obligation to the military. After completion of the Basic Course, students who have demonstrated the desire and potential to become Army officers, and who meet the physical, moral, and scholastic standards, are eligible to enroll in the Advanced Military Science courses.

#### **Advanced Military Science**

The Advanced Military Science Courses are usually taken during the junior and senior years by qualified students (who have taken prerequisite Basic Courses, or the 5-week Leadership Training Course, or are Prior Service military). Instruction includes organization and management, tactics, military ethics and professionalism, as well as further enhancement in leadership skills. During the summer between the junior and senior year, students attend the ROTC National Advanced Leadership Camp (NALC), a fully paid five-week leadership internship. Each student (cadet) enrolled in the Advanced Course receives a tax-free subsistence allowance of up to \$4,000 per year of attendance.

#### **ROTC Scholarships and Financial Assistance**

Four-year and two-year Army ROTC scholarships are offered and awarded on a competitive basis to the most outstanding students who apply. Nursing students can qualify for a variety of scholarships not available to other students. Each student receiving an ROTC scholarship is required to fulfill a military obligation in the Army National Guard, U.S. Army Reserve, or the Active Army, depending on the scholarship type awarded. Each scholarship pays for all college tuition and fees, up to \$300 per semester for textbooks and supplies, and provides a tax-free subsistence allowance of up to \$4,000 per year.

Note: College credit is awarded for Military Science courses, however, only up to 2 credits of MSL 315 will be counted toward the Bachelor of Arts or the Associate of Arts Degree at Carroll College

#### **Study Abroad Programs**

Carroll College encourages students to study abroad to enhance their educational experience and to provide an enriching international exchange between individuals, cultures, and ideas from around the world. Carroll believes that students learn about themselves, their host country, and their native land through international experiences.

Students interested in studying a semester or a full year abroad have a wide range of opportunities at Carroll. Carroll continues to establish new relationships with other colleges and universities around the world. The international exchange programs enable students to fulfill academic requirements at Carroll through studies at a foreign college or university. For students desiring an international experience without committing to a full year or semester abroad, during May Term, Carroll's faculty and staff lead special courses designed to take full advantage of international learning opportunities.

Carroll Offers Direct Exchange Programs with the Following Schools:

Kumamoto-Gakuen University, Japan  
Cheju National University, Korea

Carroll is pleased to add through affiliations, supported study abroad opportunities at the following institutions:

University of Aberdeen, Scotland  
American State College, England  
University of East Anglia, England  
National University of Ireland, Galway, Ireland

Contact Program Director, Mrs. Shirley Baker, for program details:

Mrs. Shirley Baker  
E-Mail: sbaker@carroll.edu  
Carroll College  
1601 N. Benton Ave.  
Helena, MT 59625-0002  
Phone: 406-447-5406

## Pre-Professional Programs

### 3-2 Engineering: Major in Mathematics

Mr. Terence J. Mullen, Advisor

A student who completes the requirements for the 3-2 Engineering Major in Mathematics earns two degrees:

1. A Bachelor of Arts degree with a major in mathematics from Carroll College, and
2. A Bachelor of Science degree with a major in a selected field of engineering (e.g., mechanical engineering) from one of the following affiliated engineering schools:

Columbia University, New York, NY  
The University of Notre Dame, South Bend, IN  
The University of Southern California, Los Angeles, CA  
The University of Minnesota, Minneapolis, MN  
Gonzaga University, Spokane, WA  
Montana Tech of the University of Montana, Butte, MT  
Montana State University, Bozeman, MT

Engineering fields, which 3-2 students may select, include the following:

Aerospace Engineering  
Engineering Mechanics  
Chemical Engineering  
Engineering Science  
Civil Engineering  
Geological Engineering  
Computer Engineering  
Geophysical Engineering  
Electrical Engineering  
Industrial Engineering  
Environmental Engineering  
Material Science Engineering  
Mechanical Engineering  
Metallurgical Engineering  
Applied Biology  
Mineral or Mining Engineering  
Applied Chemistry  
Nuclear Science and Engineering  
Applied Geophysics  
Operations Research  
Biological Engineering  
Petroleum Engineering

The purposes of the 3-2 program are to provide the student with a traditional engineering education augmented with a strong liberal arts background and to provide a broader and deeper exposure to mathematics and its applications than would ordinarily be possible in a four year engineering program.

Under the 3-2 program, a student attends Carroll College for three years and then selects and transfers to one of seven affli-

ated engineering schools for two years of study. Upon successful completion of the five-year program, the student receives a Bachelor of Arts degree with a major in mathematics from Carroll College and a Bachelor of Science degree with a selected engineering major from the engineering school.

Carroll College continually reviews its curriculum with the seven affiliated schools to ensure that 3-2 students can complete any of the engineering majors in the five-year program. A program to prepare students for graduate studies in engineering is offered via the mathematics major with a cognate concentration in engineering.

A student in the 3-2 engineering program will be accepted at any one of the seven engineering schools on the written recommendation of the engineering program faculty. Before a student will be considered for a recommendation, at least a 2.60 cumulative grade average and a 2.60 average in the "Major Program Requirements" and in the "Other Program Requirements" must be achieved by the end of the fifth semester at Carroll College.

See 3-2 Engineering: Major in mathematics under the Department of Mathematics Engineering and Computer Science.

### Pre-Medical and Pre-Dental Programs

Dr. Sam Alvey, Advisor

Admission to medical or dental school requires completion of courses in biology, chemistry, physics, mathematics, and English. The choice of a major field of study is left open to the student; however, most premedical and predental students at Carroll choose to major in biology or chemistry since the major programs in these fields include many of the courses required for admission.

In most cases, students enter medical or dental school after completing a four-year undergraduate degree 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. The courses include:

BI 161-162	Introductory Biology I and II
3 additional four credit courses in biology at the 200 level or higher	
(predental students should include BI 305 Microbiology among these courses)	
CH 101-102	General Chemistry
CH 301-302	Organic Chemistry
CH 353	Biochemistry
PHYS 201-202	Physics I and II
MA 131	Calculus of Single Variable Functions
or MA 121-122	Differential and Integral Calculus
MA 207	Elementary Statistics
2. Fulfillment of all Carroll College Core Curriculum with the following exceptions:

Six (6) credits are required in social science (instead of nine); and nine (9) credits are required in philosophy and theology—three (3) in one and six (6) in the other (instead of six in each);
3. Successful completion of the first two (2) years of professional school; and
4. Application for degree and receipt by the Registrar's Office of an official transcript from the professional school.

### Pre-Law Program

Mr. Dennis Wiedmann, Advisor

Accredited law schools require the bachelor's degree for admission, yet rarely do they specify a particular major field of study. Law schools are particularly interested in applicants who have had broad exposure to the humanities and social sciences and have proven ability for cogent written and oral expression. Degrees in English, history, political science, philosophy, sociology, mathematics, accounting, economics, business, and other areas are suitable for the pre-law student. Students interested in law school are urged to become familiar with the requirements of the specific schools to which they plan to apply. Carroll College has a pre-law speaker series and a legal internship program in the Department of Political Science, both of which enable the student to become well-acquainted with the legal profession. The Department of Political Science offers a one-credit pass/fail course, PO 201, designed to expose potential law students to various aspects of the profession.

Also available to students considering legal careers is the Carroll College Pre-Law Handbook, a short guide to prepare for the study of law and law school admissions processes.

### Pre-Optometry Program

Dr. Marilyn Schendel, Advisor

Admission requirements for doctor of optometry programs vary from program to program and students should check individual web sites for specific information. General requirements include calculus, statistics, organic chemistry, anatomy, physiology, microbiology and psychology. Carroll students often major in either biology or chemistry since many of the course requirements coincide with these majors. However a science degree is not required.

### Pre-Pharmacy Program

Dr. Kyle Strode, Advisor

Pharmacy programs usually consist of a two-year pre-pharmacy program followed by four years of pharmacy school. Beginning in 2001, all pharmacy schools in the U. S. began granting only pharmacy doctoral degrees. A typical pre-pharmacy student at Carroll would take the courses listed below to meet the pharmacy prerequisites for the University of Montana, with which we maintain a close relationship. Other pharmacy schools might require additional coursework prior to admission (listed below). Most Carroll students complete the pre-pharmacy requirements in two years and then transfer to a college of pharmacy so they do not have to fulfill actual major requirements.

Recommended minimum requirements:

LAS 101	Alpha Seminar
BI 171-172	Biological Principles I and II
BI 221	Cell Biology
CH 101-102	General Chemistry I and II
CH 301-302	Organic Chemistry I and II
MA 121	Calculus I
MA 207	Elementary Statistics
ENG 102	College Composition
COMM 101	Basic Communication
PSY 105	General Psychology
or SOC 101	General Sociology
ECON 201	Microeconomics
PHYS 101	Elements of Physics

Some programs may require the following additional courses:

BI 201-202	Human Anatomy and Physiology
BI 214	Microbiology
CH 353	Biochemistry

### Pre-Physical Therapy Program

Dr. Jacqueline Brehe, Advisor

Students interested in physical therapy as a career may major in any of the following programs at Carroll College: Biology, Chemistry, Sociology, Psychology, Physical Education, or one of the Humanities. While completing the prerequisites for a major, the student must also complete the requirements for admission to his or her chosen school of physical therapy. Students who choose to major in biology or chemistry may need to spend extra time in college to complete both the major requirements and the admission requirements.

Applicants to schools of physical therapy must demonstrate an understanding of the profession. To be considered for admission, programs typically require a minimum of 80 hours of full or part time experience under the supervision of a certified physical therapist. Certain schools require a variety of settings.

The following list of courses represents the minimum requirements for admission for most physical therapy programs. However, schools of physical therapy vary somewhat in their requirements so it is recommended that the student contact the particular schools to which they will be applying for further information. These contacts should occur early enough in the academic career of the student so that adjustments for specific requirements can be made.

The following are the recommended minimum requirements. They apply for any major the student chooses:

BI 161	Introductory Biology
BI 214	General Microbiology
BI 111-112	Human Anatomy and Physiology
CH 101-102	General Chemistry
(Some programs also require CH 301-302 Organic Chemistry)	
MA 207	Elementary Statistics
MA 117	Difference Equations and Linear Algebra
or MA 121-122	Differential & Integral Calculus
or MA 131	Calculus of Single Variable Functions
PHYS 101-102	Elements of Physics
or PHYS 201-202	Physics I and II
PSY 105	General Psychology
An advanced psychology course	
SO 101	Introduction to Sociology
An advanced sociology course	
Certification in Advanced First Aid and CPR	

### Pre-Physician's Assistant Program

Dr. Jacqueline Brehe, Advisor

There is a great diversity in the requirements for admission to Physician Assistant programs and the student is advised to check individual web-sites for specific information. Generally, 1000-2000 hours of direct patient care is required as is human anatomy, microbiology and chemistry. A science major is not required.

### **Pre-Veterinary Program**

Dr. Marilyn Schendel, Advisor

Students interested in veterinary medicine should take a core of science courses that are required for admission. Each professional school will have its own set of pre-admission courses but a general course of study would include:

2 semesters	Intro Biology
1 semester	Biochemistry
2 semesters	Gen Chemistry
1 semester	Genetics
2 semesters	Org Chemistry
	Calculus (pre-req for physics)
1 semester	Physics
1 semester	Statistics

English composition, communications and other courses outside of the sciences

Additional Biology courses may be required or recommend

Students should check individual websites for specific information on admission requirements.

Most Carroll students major in either biology or chemistry since the course requirements coincide with these majors. However a science degree is not required. In fact the applicant can be accepted before completion of an undergraduate degree, but students are advised to pursue a specific major.





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**Common Terms and Course Numbers**

**Credit:** The unit of academic credit at Carroll College is the semester credit.

**Course Number:** Each course is identified by a prefix of letters, which refers to its department or discipline, and by three (3) numerals which indicate its level, and often its sequence, in the department's set of courses. Courses that apply toward a degree are numbered from 100-499. The courses numbered 100-299 are lower-division courses and are generally intended for freshmen and sophomore students. Course numbers 300-499 are upper-division courses, generally for junior and senior students.

**CORE:** Refers to the Carroll College Core Curriculum common to all degree programs at Carroll College.

**Common Course Numbers:** Each department uses its own prefix with a number common to all departments:

425 Internships: Credits are arranged

A number of departments offer internship programs most with a 425 course number although a few departments use a different course number. Internships are unpaid educational experiences open to junior and seniors.

485 Independent Study: Credits are arranged

Independent study is held under the direction of the faculty members of the appropriate department. It may include laboratory/library research, extensive reading, and reports. Offered annually to juniors and seniors having a grade point average of at least 3.0; requires the consent of department chairperson and the Vice President for Academic Affairs.

487 Cooperative Education: Credits are arranged

Juniors and seniors may participate in work-and-study arrangements. The specifics of each program are arranged with departments, academic advisors, workplace supervisors, and the Vice President for Academic Affairs.

289/389/489 Special Topics: Credits are arranged

Special topics include ad-hoc courses on various selected topics; not part of the regular program. These offerings will be announced in advance and will be offered at the discretion of each department.

499 Honors Thesis: Credits are arranged

In order to graduate with honors from the College, a student is required to complete the honors thesis.

**CLASS CANCELLATION**

The College reserves the right to withdraw courses lacking sufficient enrollment.

**AN: Courses In Anthropology****Department of Sociology & Anthropology**

**AN/SO 204 Cultural Anthropology 3 Cr**

An analysis of the nature of culture and society and a survey of the range of cultural phenomena with emphasis placed on social structures and the dynamic interrelationship existing between the various social institutions. Fall semester. Fulfills global diversity requirement.

**AN/SO 208 The Family 3 Cr**

An anthropological and sociological investigation of the marriage and family institutions in various cultures and their influences

upon both individuals and social organizations. Analysis of family communications; one's choices in relationships; parenting; life transitions; and the roles of gender, property, power, and love in marriage and family. Prerequisite: SO 101 or consent of instructor. Fall semester.

**AN/SO 218 Introduction to Native American Studies 3 Cr**

An overview of American Indian histories, cultures, religions, and philosophies. The course examines the continuity between traditional and contemporary ways of life, Native American education, and American Indians in Montana. Every semester. Fulfills national diversity requirements.

**AN/SO 317 Ethnic and Racial Relations 3 Cr**

An anthropological and sociological examination of ethnic and racial relations within and between different socio-cultural groups, including an analysis of ethnic differences and the various patterns of individual, social, social psychological, and cultural relationships. Prerequisite: SO 101. Offered every third semester (Spring 2006)

**AN/SO 318 American Indians 3 Cr**

An in-depth examination of selected Native American groups, cultural areas, and contemporary issues, such as Tribal Law, Federal and State legal issues including water, hunting and fishing rights, or Native American spirituality. Prerequisite AN/SO 204 or AN/SO 218. Spring semester. Fulfills global diversity requirement.

**ART: Courses in Visual Arts****Department of Fine Arts****Studio Class Schedule**

Three (3) one-hour or two (2) 75-minute or one (1) three-hour classes per week, with minimum of six (6) hours of laboratory/studio work to be arranged.

Note: Most of the studio art courses carry a fee for supplies and equipment needs. The course fees do not cover all expenses involved in visual art courses. Studio courses are not available for audit.

**ART 112 Drawing 3 Cr.**

A studio course in basic drawing. Emphasis on visual thought and awareness through drawing exercises and portraits. See Studio Class Schedule. Each semester.

**ART 114 Photography I 3 Cr.**

Brief history of the camera and photographic techniques. Introduction to the modern single lens reflex camera with studio and laboratory work. Emphasis on composition, developing, and printing techniques. Work in 35 MM film (transparencies, black and white negatives, and black and white prints). Note: This class requires students to have a manual 35mm camera. See Studio Class Schedule. Each semester.

**ART 116 Ceramics I 3 Cr.**

An introduction to ceramic materials, processes, and techniques. This is a studio course emphasizing wheel-forming methods and varied decorating and glazing techniques. See Studio Class Schedule. Each semester.

**ART 117 Intermediate Ceramics 1-3 cr.**

This is an intermediate course for those who have taken VA 116. Continuing study of all aspects of ceramics is the primary focus, including problem solving and the development of ideas. Secondary

topics will be the history, development and aesthetics of ceramic vessels and sculpture. Class time will be devoted to lectures / demonstrations / critiques / discussions and studio work. Students are encouraged to determine a specific area of interest to pursue. Credit will vary from 1 to 3 by individual contract. This class may be taken more than once for a total of no more than 6 credits. Each semester. Prerequisite: VA 116.

**ART 200 Ceramics Practicum 1 Cr.**  
Students can earn one credit by participating in ceramics. A minimum of thirty (30) hours of participation is required for each hour of credit. The student will be given specific training and assignments in the technical operation of a ceramics studio. Students may earn a total of three (3) credits in three (3) separate semesters. Prerequisites: VA 116 and consent of instructor.

**ART 201 Acrylic Painting 3 Cr.**  
An introduction to methods of painting with acrylics. Emphasis on composition, color theory, and concept. Demonstrations in transparent and opaque techniques with a variety of subject matter are included. Experience in drawing and/or design is highly recommended. See Studio Class Schedule. Spring semester.

**ART 206 Watercolor Painting 3 Cr.**  
An introduction to methods of painting with transparent watercolors. Emphasis on composition, color theory, and concept. Demonstrations in a variety of techniques with a variety of subject matter are included. Experience in drawing and/or design is highly recommended. See Studio Class Schedule. Fall semester.

**ART 210 Art Appreciation 3 Cr**  
A survey of the major styles of art and architecture in Western civilization from ancient Greece to the 17th century. Out-of-class video/slide viewing and term paper/project required. Two (2) 90-minute classes per week. Each semester.

**ART 216 Ceramics at the Archie Bray Foundation 1-3 Cr.**  
A course for those with a basic understanding of ceramics. Hand building or throwing using various clays and firing techniques will be included. Credit by contract with Carroll faculty. Classes meet once a week for three (3) hours at the Archie Bray Foundation for ten weeks. Prerequisite: VA 117 and consent of instructor. Fall and Spring only.

**ART 490 Art Internship 1-3 Cr.**  
A practical learning experience arranged with various art-related businesses and institutions in the community. Requirements for credit will be established by contract form at registration. Approval of the department chairperson, academic advisor, and Vice President for Academic Affairs is required. Prerequisite: Consent of instructor.

## AS: Course in Astronomy

### Department of Natural Science

**AS 102 Astronomy 3 Cr**  
An introduction to astronomy for the non-science major. This course satisfies the CORE requirement for a lab course in natural sciences. The course begins with an historical development of astronomy and a qualitative account of relevant principles of science. Topics include the tools of astronomy, the solar system, stars and stellar evolution, the Milky Way, extragalactic astronomy, cosmology, and life in the universe. Two one-hour lectures and one two-hour laboratory per week. Spring semester; odd-numbered years.

## BA: Courses in Business and Accounting

### Department of Business, Accounting, and Economics

**BA 100 Introduction to Business 3 Cr**  
This course is designed for the student with little or no experience in business and its related fields. This course helps the student to build the necessary understanding of the myriad of business terms that exist today. Topics covered include management, marketing, capitalism, computers, accounting, finance, ethics, and international business. No prerequisite. Fall semester.

**BA 203-204 Principles of Accounting I and II 6 Cr**  
Introductory courses dealing with the principles of recording, analyzing, and communicating information about the economic activities of organizations. First semester includes preparation and interpretation of general purpose financial statements, e.g., income statement, balance sheet, and statement of cash flow. Second semester covers interpretation of information relevant to managerial decisions, e.g., pricing, budgeting, and capital investments. MA 117 recommended. Offered fall and spring.

**BA 301-302 Business Law I and II 6 Cr**  
An introduction to the study of law designed to acquaint the student with the legal controls under which modern business is conducted. The course covers the law of contracts and agency, bailments, sales, negotiable instruments, partnerships, and corporations. Prerequisite: Junior standing. Offered annually.

**BA 303-304 Intermediate Financial Accounting I and II 6 Cr**  
Course emphasis is on accounting theory and concepts, as well as analysis of the problems that arise in applying these underlying concepts to financial accounting. Attention is focused on the use of accounting information as a basis for decision making by management, stockholders, creditors, and other users of financial statements and accounting reports. Prerequisite: BA 203-204. Offered annually.

**BA 306 Marketing 3 Cr**  
An introduction to marketing and management decision making in the pricing, promotion, and distribution of products. Consideration of the behavioral, legal, ethical, competitive, and economic environments as they affect decisions in domestic and international business organizations. Fall semester.

**BA 307 Investment Strategies 3 Cr**  
Individual stock selection, when to buy, when to sell, market timing (fundamentals vs. technical vs. psychological vs. contrarian approaches), the economy, and the stock market. Portfolio analysis via stocks, bonds, treasuries, CDs, money market funds, mutual funds, options, real estate, and precious metals. Summer session only.

**BA 310 Governmental & Not-for-Profit Accounting 3 Cr**  
A study of fund accounting as used by various governmental units and other non-profit organizations. Prerequisite: BA 203-204. Spring semester.

**BA 311 Individual Federal Taxation 3 Cr**  
A basic course in income taxation of individuals. Common aspects of typical 1040 tax returns considered. Taught first 3/4 of semester. Students interested in taking the CPA exam should also take BA 312 concurrently. Fall semester.

**BA 312 Federal Taxation: Corporate and Partnership 1 Cr**  
This course is taught the last quarter of the semester following BA 311 and covers aspects of corporate and partnership taxation. Recommended for those interested in taking the CPA exam. Fall semester.



**BA 313 Managerial Finance 3 Cr**  
A consideration of financial concepts as applicable to modern firms. Topics include cash flow, financial ratios, the time value of money, the cost of capital, capital budgeting, the income tax environment, and aspects of long-term financing with leases, bonds, preferred stocks, and common stocks. Prerequisites: BA 203-204; MA 117. Fall semester.

**BA 314 Advanced Financial Analysis and Planning 3 Cr**  
Examines variables relevant to financial problems. Develops skills, techniques, and judgment necessary to make financial decisions. Continuation of BA 313 Managerial Finance. Prerequisite: BA 313. Spring semester.

**BA 315 Cost Accounting 3 Cr**  
A consideration of those principles relating to the accounting systems used by manufacturing concerns. The job-order cost system, the standard cost system, and process cost systems are studied together with selected managerial accounting principles such as relevant costs. Prerequisites: BA 203-204. Fall semester.

**BA 316 Cost Accounting II 3 Cr**  
A continuation of BA 315, the course extends coverage of managerial and cost accounting concepts as they are applied in planning, pricing products, and controlling business firms' activities. Prerequisite: BA 315. Offered at discretion of department.

**BA 318 Personal Finance 3 Cr**  
Designed to help the student plan the handling of finances in everyday business transactions. Topics included are budgeting, credit, savings, insurance, income tax, investment, and estate planning. Summer session only.

**BA 320 Market Research 3 Cr**  
This course deals with the gathering of information and knowledge to help managers and marketers make better decisions. This course will introduce the student to the research process and various methods for collecting and analyzing data to solve marketing problems. Prerequisite: BA 306. Spring semester.

**BA 322 Consumer Behavior 3 Cr**  
This course focuses on the understanding of consumer behavior, how and why buyers make purchase decisions, how they think, feel, and act before, during and after the purchase. Discussion will deal with the influences that affect these behaviors and how the firm can make decisions about the 4Ps that will ultimately lead to the consumer's purchase. Prerequisite: BA 306. Spring semester.

**BA 324 Marketing Communication & Promotion 3 Cr**  
This course is developed around how to think about, critically evaluate and ultimately manage various forms of marketing communications based not only on their individual roles in the process of communication but also on their overall alignment with the company's integrated marketing communication program. Prerequisite: BA 306. Spring semester.

**BA 326 New Product Development 3 Cr**  
This course focuses on the sequence of events that take place starting with the original idea for a new product/service to actual commercialization. It emphasizes the understanding of the various "stages" of development that any new product must pass, and the various activities each functional area of the firm must contribute, in order to have a successful product launch. Prerequisite: BA 360. Summer only.

**BA 360 Accounting & Finance Information Systems 3 Cr**  
This course will acquaint students with accounting and finance software packages and the potential uses of computer applications in accounting or finance situations. Students will complete a variety of accounting problems using computers. Prerequisites: BA 203-204. Summer session only. Class may be taken for credit two times.

**BA 365 Advanced Spreadsheet Applications 3 Cr**  
This course is designed to assist students in the development of proficiency in using spreadsheet software such as Excel for making business decisions. Students will build templates for analyzing a variety of business problems.

This course may be used to satisfy the computer applications requirement in the Business major or may be used to satisfy one of the requirements in the Finance emphasis in the Business major. A student may not double count this course to fulfill both requirements. Summer session only.

**BA 375 Fundamentals of Management 3 Cr**  
An introduction to effective management practices, including planning, staffing, organizing, leading, and controlling organizational functions. Fall semester.

**BA 377 Small Business Management 3 Cr**  
This course is designed to develop the student's understanding of the economic and social environment with which the small firm functions and the influence this has on decision making. Offered Summer Session.

**BA 378 Real Estate Principles 4 Cr**  
This course is structured to give the student a thorough understanding of the basic concepts of real estate, including law and ethics, financing, valuation, and mathematics. This course meets Montana's 60-hour requirement for licensure. Summer session only.

**BA 380 E-Commerce 3 credits**  
This course is designed to expose students to the multi-faceted aspects of electronic commerce. The course will integrate the different business disciplines found in electronic commerce such as accounting, finance, marketing, law, and management. Students will develop skills in analyzing and formulating electronic business solutions. Issues in security, risk management, control, technology and regulations will be explored. Summer session only.

**BA 392 International Business 3 Cr**  
This course is intended as the student's introductory course in international business. Topics included will be how managers deal with the international monetary system, as well as the various environments, organizations, and uncontrollable factors that make up the foreign environments. It will also deal with these factors' impact on the business and the functions of management. Prerequisites: EC 201 and BA 375. Spring semester. Fulfills global diversity requirement and writing intensive requirement.

**BA 395 Study Abroad 3-6 Cr**  
This course entails traveling abroad to a designated country or countries. The class will help the student explore in order to understand business practices as well as the culture, religion, geography and social practices of the foreign country(ies); all necessary prerequisites in the understanding of international business. The length of the trip will determine credit. Prerequisite: Junior or Senior standing or permission of the instructor. Fulfills global diversity requirement.

**BA 401 International Marketing 3 Cr**  
This course continues where the principles of marketing and international business leave off and addresses global issues and describes concepts relevant to all international marketers. Emphasis is on the strategic implications of competition in different country markets. This environmental/cultural approach permits a truly global concentration where one is not limited to any specific nation or singular way of doing business. Prerequisite: BA 306. Fall semester.

**BA 405 Auditing 3 Cr**  
Designed to achieve a balance between a conceptual consideration of the environment and philosophy of auditing and an understandable presentation of auditing techniques and procedures. Prerequisites: BA 303-304 and MA 207. Fall semester.

**BA 406 Auditing II 3 Cr**  
A continuation of BA 405, the course extends coverage of financial and operating auditing philosophies and techniques. An audit simulation is a central part of the course. Prerequisite: BA 405. Spring semester.

**BA 407 Advanced Accounting 3 Cr**  
Accounting principles applicable to partnerships, branches, and consolidated financial statements. Prerequisites: BA 303-304. Spring semester.

**BA 408 Human Resource Management 3 Cr**  
This course deals with the functions of the human resource office. Topics include but are not limited to compensation administration, wage and salary administration, legal constraints, policies and procedures, and collective bargaining. While theory is discussed, emphasis is on practical application. Prerequisite: BA 375 or consent of instructor. Spring semester.

**BA 409 Operations Research 3 Cr**  
Emphasis is placed on teaching useful techniques to solve contemporary business, economics, and/or public administration problems. Probability distributions, multiple regression, and correlation analysis are applied to issues confronting private and public decision-makers. A course project focuses on these real-life applications. Prerequisites: EC 201-202; MA 117; MA 207. Spring semester.

**BA 410 Business Policy 3 Cr**  
Capstone course for business majors. Students apply the lessons learned from courses in accounting, business, and economics to contemporary problems in business. Analysis includes tools and techniques learned in the business curricula. Investigation of issues is accomplished in a case approach context. Contemporary business readings are used. Prerequisites: All core business courses and senior standing. Spring semester.

**BA 411 Investment Management 3 Cr**  
A study of the basic concepts of investing. Topics covered include the stock and bond markets, commodities, options, money market funds, and mutual funds. An analysis of investment strategies and portfolio management as they apply to both the small and large investor. Prerequisite: EC 309 recommended. Fall semester.

**BA 413 Organizational Behavior 3 Cr**  
Allows student to gain insight and knowledge concerning the behavior of individuals and groups in organizational settings in order to predict likely future behavior and aid in the accomplishment of organizational goals. Fall semester.

**BA 417 CPA/CMA Review 3 Cr**  
Designed to prepare individuals for the uniform CPA and CMA professional examinations. Spring semester. See instructor for the course dates. Offered pass/fail.

## **BI: Courses in Biology**

### **Department of Natural Sciences**

**BI 101 Life Science 4 Cr**  
An introduction to the fundamental principles common to all living organisms. Presents basic biological principles at the organismal level including structure and function, evolution, and ecology. A course for non-biology majors. Three (3) lectures and one three-hour laboratory per week. Fall semester.

**BI 102 Human Biology 4 Cr**  
An introduction to the fundamental principles common to all living organisms. Presents basic biological principles using human systems as a study model including cell biology, genetics, and physiology. A course for non-biology majors. Three (3) lectures and one three-hour laboratory per week. BI 102 may be taken without BI 101. Spring semester.

**BI 171 Biological Principles I 4 Cr**  
An introductory course focusing upon fundamental biological concepts and methods for students planning to major in biology or for students needing to satisfy a professional school requirement in biology. This course, the first in a two semester series, focuses on the biological principles of evolution and speciation, a survey of biological diversity (excluding animals), and the study of plant form and function. This course provides a foundation for more advanced courses in the biology major's program and is a prerequisite for all other courses in the program. Particular emphasis in the course is placed upon science writing and upon the evaluation, analysis, and synthesis of information. Three (3) lectures and one three-hour laboratory per week. Prerequisites: High school biology and chemistry. Fall semester (Taught annually)

**BI 172 Biological Principles II 4 Cr**  
An introductory course focusing upon fundamental biological concepts and methods for students planning to major in biology or for students needing to satisfy a professional school requirement in biology. This course, the second in a two semester series, focuses on the study of animal form and function, zoology and ecology. This course provides a foundation for more advanced courses in the biology major's program and is a prerequisite for all other courses in the program. Particular emphasis in the course is placed upon science writing and upon the evaluation, analysis, and synthesis of information. Three (3) lectures and one three-hour laboratory per week. Prerequisites: BI 171. Spring semester (Taught annually)

**BI 201-202 Intro. to Human Anatomy & Physiology 8 Cr**  
A study of the morphology and physiology of the human body, both from a normal and pathological viewpoint. Three (3) lectures and one two and one-half hour laboratory per week for two (2) semesters. Prerequisite for BI 202 is BI 201 or consent of the instructor. Offered annually. BI 201 Fall semester, BI 202 Spring semester.

**BI 206 Plant Biology 4 Cr**  
An introductory course focusing on the evolutionary history of plants, plant anatomy, and physiology. The laboratory exercises are diverse and emphasize recognizing reproductive and anatomical differences among major plant taxa (from algae to flowering plants), learning how to identify seed plants (gymnosperms and angiosperms) to the family level, and physiological experiments. Prerequisite: BI 161-162. Three (3) 50-minute lectures per week

and one three-hour laboratory per week. Fall semester. Course will be replaced with BI 306 beginning Spring 2008.

**BI 211 Ecology 4 Cr**

An introductory course focusing on the basic principles of the interactions and relationships among organisms and between organisms and their environment. The laboratory includes field observations, computer simulations, and statistical analysis of experimental data. Prerequisites: BI 161-162. Three (3) lectures and one three-hour laboratory per week. Fall semester. May fulfill writing intensive requirement. (Enrollment limited.) Course will be replaced with BI 311 beginning Fall 2007.

**BI 214 General Microbiology 4 Cr**

An introductory study of micro-organisms, including 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. Two (2) 75-minute lectures and two (2) 90-minute laboratories per week. Prerequisites: At least one year of college chemistry and one semester of college biology. Spring semester.

**BI 222 Comparative Anatomy 4 Cr**

A comparative study of the evolution of the anatomical structures of vertebrates. The course will emphasize the basic structures of vertebrates, the functional role of anatomical structures, and the adaptive changes that have occurred in vertebrate evolution. Three (3) lectures and one three-hour laboratory per week. Prerequisites: BI 161-162. Spring semester. Course will be replaced with BI 323 beginning Fall 2007.

**BI 302 Genetics 4 Cr**

A study of the principles of heredity and variation. Genetic phenomena are considered at the organismal, molecular, and population levels. Topics include transmission mechanisms, linkage, DNA replication and expression, genetic control and population genetics. 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 (3) lectures and one three-hour laboratory per week. Prerequisites: BI 161-162 and CH 301. Spring semester. Course will be replaced with BI 300 beginning Spring 2007.

**BI 305 Microbiology 4 Cr**

An introduction to the biology of the prokaryotes (bacteria and archaea) and the animal viruses. Course topics include bacterial cell structure, nutrition and metabolism, growth, genetics, traditional and molecular systematics, ecology of microorganisms, genetic engineering and biotechnology, antimicrobial agents, host parasite interactions, and major infectious diseases. Current methods in bacteriology are used in the identification of bacteria and the conducting of experiments. Prerequisite: BI 161-162 and 302. Fall semester.

**BI 307 Animal Physiology 4 Cr**

A study of the vertebrate organ systems which are most intimately involved in maintaining homeostasis: Nervous, Endocrine, Cardiovascular, Respiratory and Excretory. Regulation and integration of the systems will be emphasized. Individual study of assigned journal articles which complement the lecture material constitutes a major part of the learning experience. The laboratory offers the student experience using a variety of preparations and instrumentation. Three (3) lectures and one three-hour laboratory period per week. Prerequisites: BI 161-162. Spring semester. Course will be replaced with BI 308 beginning Spring 2008.

**BI 321 Cell Biology 4 Cr**

An advanced course for students wanting a more comprehensive understanding of the eukaryotic cell. The features distinguishing eukaryotic from prokaryotic cells, including intracellular membranes and the cytoskeleton, will be emphasized. Methods currently used to study eukaryotic cell structure and function will be introduced in the laboratory. Three (3) lectures and one-three hour laboratory per week. Prerequisites: BI 161-162 and CH 301. Spring semester. Course will be replaced with BI 221 beginning Fall 2006.

**BI 350 Developmental Biology 4 Cr**

A course concerned with the mechanisms of early development in animals. The molecular and cellular processes affecting differentiation, growth, and morphogenesis are emphasized. The laboratory includes experimental work and the study of anatomical changes occurring in vertebrate embryos. Three (3) lectures and one three-hour laboratory per week. Prerequisites: BI 161-162 (BI 302 Genetics is recommended). Fall semester.

**BI 370 Evolutionary Analysis 4Cr**

This course explores the underlying principles of evolutionary change (natural selection, genetic drift, mutation, and gene flow) from an analytical perspective. The relevance of evolutionary change to real-world concerns is emphasized while traditional and modern methods of analysis are explored and evaluated. Three (3) 50-minute lectures and one two-hour discussion or computer exercise per week. Prerequisites: BI 161-162 and BI 302. Spring semester.

**BI 420 Topics In Biological Sciences 2 Cr**

A course that explores selected advanced topics in biology, usually in a lecture-discussion format. Fundamental themes in biology (for example evolution, anatomical structure and function, molecular systems) will be explored from the perspective of specific sub-disciplines (ecology, microbiology, genetics, cell biology, plant biology, animal physiology). The focus of each section will be determined by the individual instructor. Sections share the common requirements of critical reading of the primary literature, evaluation of information, discussion, and extensive writing. Two lectures/discussions per week. Prerequisites: BI 161-162 plus 2 additional biology courses or consent of the Instructor. See schedule listing for additional prerequisites. Offered annually, both semesters (topics vary; see schedule). Fulfills writing intensive requirement.

**BI/CH 477 Honors Thesis Writing 1 Cr**

This course is intended to guide students through the process of writing an honors thesis based upon data the student have collected. The course consists of weekly meetings during which the parts of the thesis (Introduction and Literature Review, Materials and Methods, Results, and Discussion) will be discussed. Poster and Power Point presentations are covered. By the end of the semester, students will have completed a rough draft of their theses. One (1) hour lecture/discussion per week. Prerequisite: 3.25 gpa and completion of an honors research project. Required for all students who intend to graduate with honors. Fall semester. Fulfills writing intensive requirement.

**BI 496 Senior Seminar 1 Cr**

Readings and discussion of significant past and current literature. One hour each week. Prerequisite: Senior status. Spring semester.

## CH: Courses in Chemistry

### Department of Natural Sciences

#### CH 101-102 General Chemistry 8 Cr

A course in the principles of chemistry for students majoring in the sciences. Topics for the first semester include structure of atoms and molecules, chemical reactivity, stoichiometry, energy, and theories of chemical bonding. Second semester will cover intermolecular forces, kinetics, and chemical equilibrium. Three (3) lectures and one 2½ hour laboratory per week. High school chemistry and two (2) years of high school algebra are recommended. Students must receive a "C" or better in CH101 to enroll in CH 102. Offered annually.

#### CH 111 Essentials of Chemistry: General 4 Cr

A one-semester course in the fundamentals of general inorganic chemistry. Principal topics include atomic structure; atomic-molecular description of matter, solutions, and equilibrium; and basic calculations and measurements. Recommended for general studies students and students in nursing and health information management. Three (3) lectures and one 2½ hour laboratory per week. Spring semester.

#### CH 112 Essentials of Chemistry: Organic and Biochemistry 3 Cr

A one-semester course in the fundamentals of organic chemistry and biochemistry. Principal topics include organic nomenclature; chemistry of functional groups; structures and reactions of fats, carbohydrates, proteins, enzymes, and nucleic acids. Recommended for students in nursing. Three (3) lectures per week; no laboratory. Prerequisite: CH 101/102 or CH 111 or consent of the instructor. Students must receive a "C" or better in the prerequisite to enroll in CH112. Fall semester.

#### CH 205 Quantitative Analysis 4 Cr

A detailed study of chemical equilibria and the classical methods of chemical analysis. Solubility, acid-base reactions, oxidation-reduction chemistry, complexometric reactions, phase equilibrium and the interaction of light with matter are studied in the context of analytical techniques, including volumetric analysis, titrimetry, gravimetry, chromatography and spectrophotometry. Basic issues of chemical hygiene are also covered along with experimental error and statistics. The laboratory stresses good laboratory technique through the quantitative analysis of unknown samples by classical and modern methods. Three 50-minute lectures and one four-hour laboratory per week. Prerequisites: CH 101-102. Spring semester.

#### CH 301-302 Organic Chemistry 8 Cr

The chemistry of carbon-based compounds. The course will examine the main classes of organic compounds in terms of preparation, structure, physical and spectral properties, methods of functional group transformation, and mechanism of reaction. In the second semester of the laboratory sequence, students will perform an independent organic laboratory project. There will be an emphasis on oral and written scientific communication of the projects results. Three lectures and one three hour laboratory per week. Prerequisite: Grade of "C" or better in CH 102 or consent of instructor. Students must pass CH 301 with a "C" or better to enroll in CH 302. Offered annually.

#### CH 306 Instrumental Methods 4 Cr

An examination of modern instrumental methods of chemical analysis from a theoretical and practical standpoint. Students learn the chemical principles that underlie instrument operation and study the functions of instrument components and their organization

into chemical measurement systems. An emphasis is placed on the utility and limitations of each instrument. Principal instrumental techniques include atomic and molecular optical spectroscopy, gas and liquid chromatography, mass spectrometry, nuclear magnetic resonance spectroscopy and electrochemical methods. The laboratory provides students with hands-on access to a wide variety of state-of-the-art chemical instrumentation. Three 50-minute lectures and one three-hour laboratory per week. Prerequisite: CH 205. Fall semester. Fulfills writing intensive requirement.

#### CH 353 Biochemistry 4 cr.

A study of the chemical principles governing biological macromolecules. Topics include protein structure and function, enzyme mechanisms and kinetics, carbohydrates and lipids, energetics and major metabolic pathways. The laboratory will include both computer simulations and an introduction to current molecular techniques in the field. Both lecture and lab will emphasize problem solving and experimental data analysis. Three (3) lectures and one three-hour laboratory per week. Prerequisites: CH 301-302, BI 161. Fall semester.

#### CH 391-392 Physical Chemistry 8 Cr

Subjects covered are thermodynamics; group theory, statistical mechanics, rates and mechanisms; quantum mechanics; atomic and molecular structure. Lab explores various experimental strategies and techniques of physical chemistry and includes investigations of energetics, molecular structure and reaction dynamics requiring the use of instrumental systems. Two semester course: Three 50 minute lectures and one three hour lab per week. Prerequisite: CH 302, MA 233 and PHYS 206. Student must pass prerequisites with a "C" or better to enroll in CH 391-392. Offered annually.

#### CH 405 Advanced Inorganic Chemistry 4Cr

A detailed study of current topics in inorganic chemistry, including coordination chemistry, organometallic chemistry, homogeneous catalysis and bioinorganic chemistry. Emphasis will be placed on orbital interactions, reactivity and reaction mechanisms of inorganic molecules. Lab covers synthesis and spectroscopy of inorganic compounds. Prerequisite: CH 205. Three 50 minute lectures and one three hour lab per week. Spring semester, even numbered years.

#### CH 406 Advanced Organic Chemistry 4 Cr

A study of synthesis and mechanism in organic chemistry. The synthesis section will encompass the study of theory, design and methods of modern organic synthesis. The mechanistic section will include the study of mechanisms and methods of mechanism elucidation. Original papers will be read and analyzed. Oral and written scientific communication will be emphasized. Three lectures per week plus two hour seminar. Prerequisite: CH 302. Spring semester, odd numbered years.

#### CH/BI 477 Honors Thesis Writing 1 Cr

This course is intended to guide students through the process of writing an honors thesis based upon data the student have collected. The course consists of weekly meetings during which the parts of the thesis (Introduction and Literature Review, Materials and Methods, Results, and Discussion) will be discussed. Poster and Power Point presentations are covered. By the end of the semester, students will have completed a rough draft of their theses. One (1) hour lecture/discussion per week. Required of all students who wish to graduate with honors. Prerequisite: 3.25 gpa and completion of an honors research project. Fall semester.

**CH 496 Senior Seminar 1 Cr**  
Senior seminar is intended for senior chemistry majors in their last semester of study. The focus of the course will be on developing the skills necessary for the effective communication required in a graduate program or a job in chemistry. Students will be required to give professional, polished oral presentations and will practice the skills of scientific writing, with particular emphasis on the style required for publication in a chemical journal. Prerequisites: Senior status. Spring semester.

## CLST: Courses in Classical Studies

### Department of Languages and Literature

**CLST 491 Senior Research Seminar 1 Cr**  
This course is an independent study that focuses on the development of a research project. As part of this course, students will attend biweekly meetings to discuss their research progress. Seminar sessions supervised by the faculty director. Offered as needed.

**CLST 492 Senior Writing Seminar 1 Cr**  
This course focuses on the completion of the comprehensive paper. The paper must be approved by the faculty supervisor and a second reader. Offered as needed.

## CO: Courses in Communication Studies

### Department of Communication Studies

**CO 101 Basic Communication 3 Cr**  
The study of life-enhancing communication principles such as listening, conflict management, and gender communication. The study of how human beings use verbal and non-verbal symbols to create meaning. Course also includes training in public speaking. Each semester.

**CO 108 Desktop Publishing 3 credits**  
An introduction to desktop publishing. Students learn to use desktop publishing software programs such as PageMaker and Quark Express for production of pamphlets, newsletters and newspapers. Includes training in the fundamental elements of page design. Offered every semester.

**CO 111-112 Introduction to Forensics 1-3 Cr**  
Preparation for intercollegiate forensics competition in individual events and parliamentary debate. Events include extemporaneous, impromptu, after-dinner speaking, persuasion, informative, prose, communication analysis, poetry, duo, dramatic, program oral interpretation and parliamentary debate. Prerequisite: consent of instructor. Each semester.

**CO 206 Small Group Communication 3 Cr**  
The study of group communication processes. Students will learn group communication theory and then apply that theory through in-class group games and out-of-class group projects. Fall; odd-numbered years. Prerequisite: CO 101.

**CO 208 Creative Communication in Education 3 Cr**  
The study and application of oral communication techniques appropriate for both elementary and secondary teachers. Class includes training in story telling, oral interpretation of literature, and creative dramatics. Spring semester.

**CO 210 The Word and the Body 3 Cr**  
A study of the current theory and research on the relationships between language, non-verbal behavior, and communication in contemporary American society. We will investigate the practices

and techniques involving verbal and nonverbal actions employed by interactants in everyday encounters. Prerequisite: Sophomore or higher standing required. Fall semester; odd-numbered years.

**CO 211-212/311-312/411-412 Advanced Forensics 1-3 Cr**  
Preparation for intercollegiate forensics competition in individual events and parliamentary debate. The team competes in the Northwest, the Rocky Mountain region, and at national tournaments. Prerequisite: consent of instructor. Each semester.

**CO 215-216 Introduction to Public Relations 6 Cr**  
A two-semester introduction to the theory and practice of public relations. The first semester focuses on theory and on writing. The second semester focuses on case studies and the design of a public relations campaign for a local organization. Sequence starts fall semester of even-numbered years and continues in the spring.

**CO 225 Professional Communication 3 Cr**  
An advanced course in public speaking with practical career-training emphasis, this course is aimed at preparing students to make polished public presentations. The course will include units on listening, job interviewing, and public speaking for professionals. Prerequisite: CO 101 or consent of instructor. Spring; even-numbered years.

**CO 226 Resident Assistant Seminar 2 Cr**  
A course designed for paraprofessionals working in residence halls. By means of readings, professional speakers, and discussions, students will become more effective in performing duties and accepting responsibilities of a resident assistant. Class begins one week before fall semester; does not satisfy CORE communication course.

**CO 280 Gender Communication 3 Cr**  
Examination of interactive relationships between gender and communication in contemporary American society. Course will explore ways that communication creates and perpetuates gender roles and how socially created gender roles are enacted in public and private settings. Students will connect research to everyday lives. Prerequisite: Sophomore or higher standing required. Spring; odd-numbered years

**CO 308 Communication Ethics 3 Cr**  
Course seeks to deepen insights into ethical issues arising on all frontiers of communication, ranging from small groups to news media. Students will read case studies of ethical crises and learn to apply philosophical and religious ethical principles to those crises. Prerequisite: Junior standing or consent of instructor. Spring; odd-numbered years.

**CO 310 Mass Media 3 Cr**  
The study of the history and theory of contemporary mass media including radio, television, and print media. Course examines the cultural forces that shape and define mass media as well as the way mass media shapes our culture. Prerequisite: CO 101. Fall, even-numbered years.

**CO 320 Organizational Communication 3 Cr**  
The study of the communication patterns found in organizations. Course includes study of hiring, promotion, firing, and power, as well as a study of organizational dialogue. Prerequisite: Junior standing or consent of instructor. Offered Spring 2004 and then every semester afterwards.

**CO 325 Intercultural Communication 3 Cr**

The study of the theory and practice of intercultural communication. Students will study topics such as customs, language, non-verbal communication, and time and examine how each affects encounters between people of different cultures. Includes intercultural experiences. Prerequisite: CO 101. Offered Fall 2004, and even-numbered Fall semesters afterwards. Fulfills national diversity requirement.

**CO 340 Interpersonal Communication Theory 3 Cr**

The study of interpersonal communication from both a personal and theoretical standpoint. Topics include maintenance and termination of platonic, romantic and family relationships as well as attraction, initiation, commitment, intimacy, child-parent communication and destructive behavior. Prerequisite: Sophomore or higher standing required. Spring semester; even-numbered years.

**CO/EN 351 Writing for the Media 3 Cr**

Students learn basic elements of journalistic writing for the print media, including news reporting, feature writing, and column writing. Course includes study of libel law, observation of community media, and production of one issue of the school newspaper. Prerequisite: EN 102 or consent of instructor. Spring semester. Fulfills writing intensive requirement.

**CO 360 Communication and Well-Being 3 Cr**

A theoretical and practical examination of how communication affects health and well-being. Students will examine communication issues that have a daily effect on emotional and physical well-being such as empathy, therapeutic listening, and social support. Health care relationships—as presented through videotapes and audio tapes—will be used as case studies. Designed to serve all students, including those seeking careers as health-care professionals. Prerequisite: Junior or higher standing. Fall semester; even-numbered years.

**CO 395 Research Methods Seminar 3 Cr**

A discussion of selected communication issues associated with researching and reporting about human interaction. The student will investigate the scope, central concepts, and practices of communication research with particular focus upon microanalysis, ethnography, surveys, and experiments. Prerequisite: Junior or higher standing. This seminar is for junior communication studies majors. Fall semester.

**CO 414 Human Communication Theory 3 Cr**

A critical study of classical and contemporary communication research. Students analyze contemporary communication case studies through application of models such as Aristotle's Rhetoric, Burke's pentad and Marxist/Feminist theory. Prerequisite: Junior or higher standing. Fall semester; odd-numbered years.

**CO 417 Methods of Teaching Speech-Communication 1-3 Cr**

Theoretical and applied study of teaching communication and coaching speech. Students will read works on the philosophy of education and will complete a teaching and coaching project. Each semester.

**CO 425 Communication Career Internship 3 Cr**

An option available to the communication major who is preparing for a career in public relations, TV/radio broadcasting, public information, communication consulting, or as a media specialist. The student will intern in an appropriate business, state office, or federal agency in the Helena community for supervised, practical experience in the area of the intended career. A minimum of ten

(10) hours per week or one hundred twenty (120) hours per semester of unpaid experience is required. This course may be taken more than once. Each semester.

**CO 426-427 Prospector Internship 1-3 Cr**

Students work on the staff of the Carroll College campus newspaper, The Prospector. Prerequisite: CO/EN 351. Each semester.

**CO 495 Senior Practicum: The Graceful Exit 1 credit**

A capstone course about life transitions – particularly the graceful exit from college and the humble entrance into a post-college career. Course includes units on selecting and applying to graduate schools, job interviewing, resume writing, web-based job searching and conference call interviews with successful communication and public relations alumni. Fall semester.

## CS: Courses in Computer Science

### Department of Mathematics, Engineering, and Computer Science

The following courses in Computer Science are those that have been approved by the college curriculum committee. Other computer science courses are also offered prior to approval as a regular course or as a one-time topic of special interest. Due to the nature of this discipline, the course offerings will change on a regular basis. For the most current look at our computer science course offerings, please view the Computer Science information on our web site at <http://www.carroll.edu>.

**CS 101 Survey of Computer Science 3 Cr**

An overview of hardware, software, computers and society, and an introduction to major application packages, including a word processor, an electronic spreadsheet, graphics, slide presentation software, and others. This course does not count towards the minors or majors in the computer science program. Each semester.

**CS 103 Instructional Media and Technology 3 Cr**

This course is intended for students seeking teacher certification. Students will develop an understanding of how the microcomputer and other instructional technology can be used to enhance teaching. In addition, students will create audiovisual media and incorporate audiovisual media techniques in lesson and unit planning. No prior knowledge of computers or other technology is assumed. Each semester.

**CS 110 Intro. to Computer Science: Java Programming 4 Cr**

An introduction to the fundamentals of programming and software development using the object oriented programming language Java. An integrated laboratory provides experience in programming and algorithmic problem-solving. Topics include computing and object-oriented design methodology, Java fundamentals, modifying objects, control constructs, function usage basics and libraries, programmer-defined functions, parameter passing, arrays, the class construct and object-oriented design, event-based programming, and implementing abstract data types. Three (3) one-hour lectures and one two-hour laboratory per week. Fall semester.

**CS 120 Data Structures and Program Design 4 Cr**

An introduction to program design, fundamental data structures, and analysis of algorithms. Includes contiguous and linked lists (stacks, queues, and general lists), search and sort techniques, binary trees, tables, hashing, recursion, and graphs. Three (3) one-hour lectures and one two-hour laboratory per week. Prerequisite: A grade of "C" or better in CS 110. Spring semester.

**CS 201 Web Graphics, Animation and Layout 3 Cr**

An introduction to the tools and techniques used for the design of web pages. Students will use an image editing program and Macromedia Flash as the primary software tools. Students will also learn principles of website architecture, navigation and page layout. The course includes lectures, demonstrations, group projects, and extensive hands-on experience in a computer laboratory. Prerequisite: CS101 or equivalent experience. Fall semester.

**CS 202 Web Coding and Development 3 Cr**

An extensive introduction to the fundamentals of HTML, web page layout, and web site development using Notepad and Macromedia Dreamweaver. Students will learn all of HTML plus tips and tricks of making web pages work. The class will also touch on XML, SHTML, Javascript, PHP, CGI, Java and Perl. The course includes lectures, demonstrations, group projects, and extensive hands-on experience in a computer laboratory. Prerequisite: CS101 or equivalent experience. Spring semester.

**CS 213 Computer Applications in Business 3 Cr**

Familiarizes students with business information technology concepts and applications, analysis of business problems with potential computer-based solutions, and concepts and applications of electronic communications. Course involves the use of an electronic spreadsheet, a presentation software, and the World Wide Web. Two (2) one-hour lectures and one one-hour laboratory each week. Prerequisite: Sophomore standing, CS101 or consent of instructor. Each semester.

**CS 230 Software Engineering 4 Cr**

The first in a two-semester sequence on Software Engineering, this course addresses the development of large 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. Three one-hour lectures and one two-hour laboratory per week. Prerequisites: Grades of "C" or better in CS110 and CS120. Fall semester. May fulfill writing intensive requirement.

**CS 240 Software Engineering Project 4 Cr**

The second in a two-semester sequence on Software Engineering, this course addresses the development of software systems. Students will analyze, design, implement, test, and present an object-oriented team project. Main objectives are to learn object-oriented principles and project management and why they are important. Prerequisites: Grades of "C" or better in CS 110; CS 120; CS 230. Spring semester.

**CS 309 Computer Architecture 4 Cr**

An introduction to computer design and implementation by viewing the modern computer as a hierarchy of levels. The digital logic level, the microarchitecture level, the instruction set architecture level, the operating system machine level, and the assembly language level are all discussed. An integrated laboratory applies the concepts studied through the use of an actual assembler or simulation software. Three (3) one-hour lectures and one two-hour laboratory per week. Fall semester

**CS 310 Database Design and Implementation 4 Cr**

This course concentrates on representing, storing, and retrieving data from external storage devices. This course includes medium-scale software development using a high-level database language. Three (3) one-hour lectures and one two-hour laboratory per week. Prerequisites: Grades of "C" or better in CS 110; CS 120; CS 230; CS 240. Fall semester.

**CS 330 Computer Networking I 4 Cr**

The first of a two-semester sequence on data communications and computer networking, this course covers topics such as data communication fundamentals, transmission media, communication techniques, data link control protocols, multiplexing, circuit switching, and packet switching. Three (3) one-hour lectures and one two-hour laboratory each week.

**CS 331 Computer Networking II 4 Cr**

The second in a two-semester sequence on data communications and computer networking, this course covers topics such as Local Area Network (LAN) technology and specific LAN systems, inter-networking principles, and the TCP/IP protocols and applications. Three (3) one-hour lectures and one two-hour laboratory per week. Prerequisite: Grade of "C" or better in CS 330. Spring semester.

**CS/MA 342 Numerical Computing and Visualization 3 Cr**

An introductory survey of the basic algorithms used in numerical computing with emphasis on visual presentation of solutions through mathematical graphs, computer graphic representations, and animations. Error analysis is also considered for each algorithm. Algorithms studied include: fixed-point iteration; Newton-Raphson method; Lagrange and Hermite interpolation; Newton-Cotes integral approximation; Euler, Runge-Kutta, and finite difference methods for solving ODE's; and iterative methods for solving nonlinear systems of equations. If time permits, shooting, finite difference, and finite element methods for solving boundary value problems are introduced. Prerequisite: Grade of "C" or better in MA 334. Spring semester.

**CS/MA 403 Introduction to Modern Cryptography 4 Cr**

This course is intended to be an introduction to the essential core areas of modern cryptography. We begin with a look at historical cryptography and then move into more modern concepts. Mathematical background is provided as needed and informal descriptions of the cryptosystems along with more precise pseudo-code descriptions are given. Algorithms and systems will be illustrated with many examples, and their mathematical underpinnings carefully explained. Because of the heavy use of mathematics made in this course (number theory, discrete mathematics, probability, linear algebra and probably some calculus), this course is cross-listed and may be taken either for mathematics or computer science credit. The course is lab-based with each lab illustrating cryptosystems and concepts studied in class. Prerequisites: Grades of "C" or better in MA 131 or MA 122 and MA 328. Fall semester.

**CS 410 Operating Systems 3 Cr**

This course covers primary OS topics such as process management, device management, and memory management. Also included are issues associated with security and protection, networking, and distributed operating systems. Prerequisites: Grades of "C" or better in CS 110; CS 120; CS 309. Fall semester.

**CS 421 Computer & Network Security 4 Cr**

This course provides an entry-level examination of network security for junior and senior computer science majors. It is designed for students who already have completed at least the first semester of the data communications and networking sequence. The course begins with a discussion of known types of attacks on computers and networks, and techniques used by attackers today. The course then covers the various means of protecting a computer from network attack. With an understanding of these technical issues, the course finally examines how to manage risk, how to develop information security policy, and how to combine everything into an information security process. In the two-hour laboratory each week, students will be allowed to actually utilize the attacker's tools

on an isolated, standalone network, i.e., not connected to either the Carroll College network or the Internet. They will then configure the laboratory network computers to help prevent the kinds of attacks they are studying. Prerequisites: Grade of "C" or better in CS 330. Spring semester.

**CS 430 Senior Project 4 Cr**

This course will present students with a substantial experience in software engineering. Students will investigate, design, implement, and present a significant software project, working both as individuals and in project teams. Projects will also teach the students about project management concerns. Prerequisites: Grade of "C" or better in CS 410 and senior status. Spring semester. May fulfill writing intensive requirement/

**CS 495 Computer Science Seminar 3 Cr**

Various topics not covered in other computer science courses are researched and discussed. Students consider selected readings, and each makes a presentation and leads a discussion on a chosen topic. Normally taken in the last year of residence. Spring semester.

**DNC: Courses in Dance**

**Department of Fine Arts**

**DNC 128 Dance I: Elements of Dance 3 Cr**

This introductory course is designed to provide a foundation for performing dance. Physical training, the study of rhythm, and the incorporation of dance technique into rhythm and movement will be covered. Students will also study the origins of dance and its significance to world cultures. Offered each semester.

**DNC 228 Dance II: Partner Dancing Through the Ages 3 Cr**

This course focuses on the most popular social dances of the 20<sup>th</sup> Century. Students will learn the basics of waltzes, tangos, and other well-known partner dances. An emphasis will be placed on how group dancing performed an important role in socialization. Spring semester.

**DNC 328 Choreography 3 Cr**

This course provides each student with the opportunity to develop an original concept into the concrete form of dance. A complete overview of developing a dance from conception and research to conflict counterpoint balance and dramatic structure will be covered. Students will cast, rehearse, and present their work in a dance recital. Prerequisite: DNC 128. Fall semester.

**EAS: Courses in Earth Sciences**

**Department of Natural Sciences**

**EAS 201 Earth Science 4 Cr**

A survey of the earth: its interior, landscapes, oceans, and atmosphere. Topics include the principles of uniformitarianism and catastrophism, the dating of past events, the display of information by maps and images, the theories of plate tectonics and evolution, and the Big Bang Hypothesis. Supplemented with laboratory and field studies. Fall semester.

**EAS 302 Advanced Earth Science 3 Cr**

This course covers advanced topics in earth science. This course will emphasize the the environmental impacts of humans on geological processes and the effects of geological processes on humans.

Prerequisite: CH 101, MA 121 or MA 131, EAS 201 and PHYS 201, or permission of the instructor. Offered at the discretion of the department.

**EC: Courses in Economics**

**Department of Business, Accounting, and Economics**

**EC 106 Survey of Economics 3 Cr**

Provides an introduction to contemporary economic issues and accompanying public policies. Topics covered include inflation, deficit, unemployment, interest rates and financial institutions, social security, pollution, prices, and profits of businesses. This course is designed for non-majors. Departmental majors may take the course, but also must complete EC 201-202. Spring semester.

**EC 201-202 Principles of Economics 6 Cr**

Basic economic principles of individual and business decision making concerning the use of resources and products in the market setting of the U.S. economy. Fundamentals of supply and demand and microeconomics are emphasized first semester. Fundamentals of macroeconomics is the focus of the second semester. Covers role of government and Federal Reserve system in achieving full employment and price stability, international economics, and balance of payment problems. Prerequisite: MA 117. Offered annually; students may begin in either semester.

**EC 203 Project Management Economics 3 Cr**

This course introduces students to three vital components of project management, each of which contains economic aspects. The three components are financial activities of the project manager, economic analysis, and legal considerations. Examples and case studies will address situations that require decisions having economic implications from project managers in the industrial, commercial, professional, and public sectors. Topics covered include developing project scopes, schedules and budgets, evaluating capital expenditures, considering operational costs, reviewing contracts and specifications, and addressing ethical dilemmas. Three class hours per week. Prerequisites: MA 117 or basic algebra skills, understanding functions, graphing skills. Spring semester.

**EC 302 Labor Relations and Public Policy 3 Cr**

A balanced approach to labor relations. Topics covered include the evolution of American labor, labor law and public policy, organizing and collective bargaining, wage-benefit and non-wage issues in collective bargaining, contract negotiations, union-management cooperation, contract administration, and special issues in labor relations. Prerequisites: EC 201-202. Fall semester.

**EC 304 Public Finance 3 Cr**

Study of the impact of government entities on the U.S. economy. Includes principles and methods of taxation; examination of state, local, and federal expenditure patterns; and public sector decision making and administration. Prerequisite: EC 201-202. Spring semester; even-numbered years.

**EC 309 Financial Markets and Institutions 3 Cr**

Theory of money as a medium of exchange; mechanics of deposit creation, the Federal Reserve system and U.S. financial institutions. Monetary theory of the effect of money on the economy as well as monetary policy tools and applications for stabilizing the economy. Prerequisite: EC 201-202. Fall semester.



**EC 315 Managerial Economics 3 Cr**  
An intensive study of the theory of price in product and resource markets. Special emphasis on application of modern tools of analysis to specific business and public problems. Prerequisite: EC 201-202. Offered upon demand.

**EC 316 Intermediate Macroeconomics 3 Cr**  
Analysis of the determinants of the aggregate level of employment, output, and income of the national economy. Includes an examination of popular theories, business cycles, and stabilization policies. Prerequisite: EC 201-202. Offered at discretion of department.

**EC 406 International Economics 3 Cr**  
A survey of international economic relations. The major concepts covered are comparative advantage, impacts of tariffs, economic integration, exchange rates, and balance of payments. Concepts are analyzed from a policy viewpoint in order to increase awareness of international economic problems. Prerequisite: EC 201-202. Spring semester.

## ED: Courses in Education

### Department of Education: Health, Physical and Teacher

**ED 102 Foundations of Education 3 Cr**  
An introductory course for prospective teachers that provides a broad intellectual structure for understanding the nature of the school as a social institution, the teaching profession as a potential career, and themselves as prospective teachers. Students will explore: 1) a variety of social, political, economic, legal, and philosophical variables that have made the American public school what it is today, 2) the connections between historical and contemporary educational issues, and 3) the potential impact of their own temperaments, talents, and motivations, upon their satisfaction and effectiveness as teachers. Students will be introduced to the conceptual framework and the portfolio assessment process that guides teacher education at Carroll College. A twenty(20) hour practicum experience in a public school classroom is required. Each semester. Fulfills writing intensive requirement.

**ED 205 Classroom Management 2 Cr**  
This course is designed to assist the student in developing a knowledge base and skills in the area of classroom management. Both group and individual behavior management techniques will be addressed. Fall semester.

**ED 212 Teaching Mathematics in the Elementary School 3 Cr**  
An inspection of the scope and sequence of the elementary curriculum and possible models for classroom structure, identification of resource materials and teaching aids, and an emphasis on the techniques and methods in teaching problem-solving skills. Each student must make a classroom presentation with emphases on drill and the use of concrete aids to help teach a particular skill from the elementary curriculum. Prerequisite: MA 201-202 (May be taken concurrently). Spring semester.

**ED 228 Children's Literature 3 Cr**  
Students read, listen to, and evaluate a wide variety of fiction and nonfiction literature published for or enjoyed by children. Techniques for teaching literature and using literature in other content areas are discussed and presented. Spring semester.

**ED/PSY 229 Educational Psychology 3 Cr**  
A study of the psychological theories and principles that affect teaching and learning in educational environments. The focus of this course is on the theories and methods associated with the process of learning as well as the application of this knowledge in a variety of classroom environments. Prerequisite: PSY 105 or PSY 227 or PSY 228. Each semester.

**ED 245 Diversity Field Experience 1 Cr**  
This field placement must be in a school setting comprised of a diverse K-8 or 5-12 student population, and be for a minimum of thirty hours. Students will work with their education advisers to identify appropriate settings and to develop a proposal for the field experience. The proposal must be submitted to the Director of Teacher Education by September 1 for spring semester or by April 1 for fall semester. Prerequisites: Enrolled in a major that leads to teacher licensure and the student's proposal for placement must have been approved. Students are responsible for travel, meals and lodging. Students must attend a placement meeting in the first week of classes as listed in the class schedule. Each semester.

**ED 309 Teaching in the Secondary School 3 Cr**  
This course considers classroom planning, lesson presentation skills, classroom management strategies, and instructional equipment and materials. Twenty (20) hours of exploratory in a public school classroom will be required. Students having had previous public school observations at the fifth or sixth grade level will be assigned observations in the seventh through 12th grade level. Students with no fifth or sixth grade observation must complete one-half of their observation at the fifth or sixth grade level and one-half of their observation at the seventh through 12th grade level. Prerequisites: ED/PSY 229 and admission to the Department of Education: Health, Physical, and Teacher or TESOL program. Fall semester.

**ED 312 Elementary Science and Social Studies 4 Cr**  
A course designed to help the preservice teacher develop a defensible rationale for making curricular and instructional decisions concerning the substance of instruction, techniques of instruction, and evaluation practices as unique to the teaching of elementary social studies and science. This course combines lecture and laboratory in which students will study science and social studies curricula, the planning and design of hands-on activities and materials, and teaching both content and process. In addition, students will be exposed to the metric system of measurement. Prerequisites: Courses in the physical, life and earth sciences. Spring semester.

**ED 320 Art Education in the Elementary School 2 Cr**  
This course provides knowledge and appreciation of art instructional methods necessary to 1) teach the K-8 students the basic elements and principles of artistic design, 2) develop in the K-8 student an appreciation of the role of cultural heritage in the visual environment, 3) understand the stages of creative development in children, and 4) establish an appropriate art curriculum. Spring semester.

**ED 323 Teaching the Communication Arts I 2 Cr**  
Students focus on the development, curriculum, instruction, and assessment of writing, speaking, listening, viewing, and thinking. Methods, materials, techniques, and strategies for teaching all of the communication arts are presented and discussed. Prerequisite: ED/PSY 229, concurrent enrollment in ED 325, and admission to the Department of Education: Health, Physical, and Teacher. Fall semester.

**ED 324 Corrective and Remedial Reading 2 Cr**

This course is designed to prepare the classroom teacher to assess children's reading levels and provide instruction for the corrective and remedial reader using appropriate methods. Students are required to complete a clinical experience. Prerequisite: A grade of "C" or better in ED 325. Spring semester.

**ED 325 Teaching the Communication Arts II 3 Cr**

Methods, materials, techniques, and strategies for teaching reading will be presented. The students will study word recognition, comprehension, and metacognition teaching strategies as well as emergent literacy. One-third of this course is devoted to public school classroom work which will be arranged and required for each student. Prerequisites: ED/PSY 229, concurrent enrollment in ED 323, and admission to the Department of Education: Health, Physical, and Teacher. Fall semester.

**ED 327 Content Area Reading/Language Arts 3 Cr**

This course is designed to provide upper-grade teachers with the skills necessary to teach study skills and reading while teaching content area subjects. Curriculum development of listening, speaking, grammar, vocabulary, spelling, and writing will be addressed. Reading materials used in content area subjects will be analyzed in terms of readability, vocabulary, and skill development. The students will be required to develop lessons that provide cognitive subject matter as well as reading and language arts improvement. Prerequisite: A grade of "C" or better in ED 309 or ED 325. Spring semester.

**ED 329 Music Education in the Elementary School 3 Cr**

This course is designed to prepare the elementary teacher to incorporate music into the classroom setting. Students will learn the fundamentals of music, develop music skills, and survey music teaching methods. The course includes a study of musical concepts, repertoire of children's songs, and basic skills on classroom instruments. Fall semester.

**ED 344 Secondary Social Studies 2 Cr**

This course is an examination of selected concepts and generalizations of the social sciences that form the framework of contemporary social studies curricula in the secondary school. Students will be asked to develop a defensible rationale for making curricular and instructional decisions concerning the substance of instruction, techniques of instruction, and evaluation practices as unique to the social studies classroom in grades five through 12. Prerequisite: A grade of "C" or better in ED 309. Spring semester; odd-numbered years.

**ED 346 Teaching Science in the Secondary School 2 Cr**

This course will examine the techniques and materials used in teaching the physical and biological sciences at the secondary level. Prerequisite: A grade of "C" or better in ED 309. Fall semester.

**ED 350 Middle School Teaching 3 Cr**

This course looks at the sociological, psychological, historical, and philosophical foundations of middle schools. In addition, middle school program, organization, planning, curriculum, and evaluation will be explored. Emphasis will be placed on developing an interdisciplinary unit of study at the middle school level. Prerequisites: ED/PSY 229 and admission to the Department of Education: Health, Physical, and Teacher or consent of the instructor. Fall semester.

**ED/EN 365 Young Adult Literature 3 Cr**

A study of literature written for young adults. Students will read listen to and evaluate a wide variety of literature published for or enjoyed by young adult readers, including traditional folk tales,

myths, and legends; fantasy and realistic fiction; biography and autobiography; and poetry. Students will also study techniques for teaching and using literature in the 5-12 classroom. Prerequisites: EN 102 and EN 200. Spring semester, odd-numbered years.

**ED 403 - 404 Internship 5 Cr**

A half-day, two-semester field experience program for qualified senior students. The internship will be consecutive, beginning the fall semester of the senior year and ending with the spring semester of the senior year. Due to scheduling of course work, the first semester's internship is in the morning hours, while the second semester's field experience is completed in the afternoon. Prerequisite: ED 309 or ED 325, and admission to student teaching. Offered annually.

**ED 405 Education Seminar 1 Cr**

A one-hour discussion of issues directly related to the professional concerns of the classroom teacher. This seminar is required of all individuals who will apply for teacher certification upon termination of a preservice field experience. Successful completion of the seminar will fulfill the comprehensive examination requirement for majors in elementary education and social science for secondary education. Prerequisite: Concurrent enrollment in ED 403, ED 404, ED 408 or ED 410, or approval from instructor. Each semester.

**ED 407 Organization & Administration of the Reading Program 2 Cr**

This course develops skills for organizing, managing, and evaluating reading programs for all children (K-12) and presents methods for promoting staff, administration, and community support for reading programs. Prerequisite: Concurrent enrollment in ED 408 or ED 410. Each semester.

**ED 408 Student Teaching in the Minor Area 5 Cr**

For qualified students pursuing professional teacher licensing in a minor endorsement area only, or seeking a second minor endorsement. A full day, five-week directed teaching program in the student's minor area. The teaching candidate must not undertake any other duties or college courses during the daytime teaching assignment; student teaching is a full-time responsibility. The program is open to elementary and secondary education majors who are pursuing a minor in a certifiable area and may be completed in either the first or second semester of the senior year. Prerequisite: ED 309 or ED 325, and admission to student teaching. Each semester.

**ED 410 Student Teaching 11 Cr**

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 teaching candidate must not undertake any other duties or college courses during the daytime teaching assignment; student teaching is a full-time responsibility. The program is open to elementary and secondary education majors and may be completed in either the first or second semester of the senior year. Prerequisite: ED 309 or ED 325, and admission to student teaching. Each semester.

**ED 411 Teaching English on the Secondary Level 3 Cr**

Study of planning and teaching composition and literature on the secondary level. Prerequisite: A grade of "C" or better in ED 309. Fall semester; odd-numbered years.

**ED 412 Measurement & Assessment in Teaching 3 Cr**

This course will look at the role of measurement and assessment in the instructional process. Classroom tests and standardized tests will be analyzed. Gathering, administering and interpreting assessment data will be examined. Prerequisite: A grade of "C" or better in ED

309 or ED 325 and admission to the department, if required. In addition, the Teacher Development Portfolio will be assessed as part of the course requirements. Spring Semester.

**ED 417 Methods of Teaching  
Speech-Communication 2 Cr**

Theoretical and applied study of teaching communication and speech. Students will read works on the philosophy of education and will complete a teaching and coaching project. Each semester

**ED 418 Methods of Teaching Mathematics  
in the Secondary School 3 Cr**

Methods of teaching mathematics in grades five through 12. Emphasis will be given to methods in teaching individual topics, the techniques of problem-solving, models for classroom organization, evaluation of different curricula, individual instruction, and examination of possible aids (including the computer) for classroom instruction. Each student must make classroom presentations using different teaching skills in teaching topics from the secondary curriculum. Prerequisite: A grade of "C" or better in ED 309. Fall semester; odd-numbered years.

## EN: Courses in English Writing and Literature

### Department of Languages and Literature

**EN 101 Basic Writing 3 Cr**

Covers the basic elements of writing—grammar, punctuation, sentence structure, paragraphs; also concerned with audience, voice, and techniques of generating and organizing ideas into an essay, as well as introduction to the library. Score on national exams determines placement. No pass/fail; does not satisfy CORE. Offered each Fall.

**EN 102 College Composition 4 Cr**

A preparation for students to write within the larger academic community. It includes techniques of library research, a formal research paper, and a combination of lectures and small-group classroom instruction. Score on national exams (and diagnostic essay when necessary) determines placement. No pass/fail registrations. A required CORE course. Offered each semester.

**EN 200 Literary Studies 3 Cr**

Required of all majors and minors in English, this course acquaints students with literature as both an academic discipline and an art by developing the analytical and critical skills required for more sophisticated readings of literary works. By studying the literary techniques of exemplary authors, students also discover ways in which attentive reading might stimulate and guide their own writing. Along with introducing students to the vocabulary and methods of reading literary works from psycho-analytic, feminist, historicist, reader-response, and other critical perspectives, the course provides training and practice in writing literary exposition. Does not satisfy CORE. Prerequisite: EN 102. Spring Semester.

**EN 221 Survey of Classical Literature 3 Cr**

A study of our Greek and Latin literary heritage in translation with emphasis on classical myths and legends of gods and heroes that continue to stimulate the literary imagination today. Principal genres include epic and lyric poetry; the animal fable; and drama (tragedy, comedy, and New Comedy). Representative authors include Hesiod, Homer, Aesop, Aeschylus, Sophocles, Euripides, Aristophanes, Catullus, Virgil, Plautus, Terence, and Ovid. Prerequisite: EN 102. Each semester. Satisfies CORE literature. May fulfill writing intensive requirement.

**EN 222 Survey of British Literature I:  
8th Century to 1800 3 Cr**

A study of our British literary heritage from the Medieval and Renaissance to the Age of Enlightenment. Old and Middle English works will be read in translation. Principal genres include poetry, romances, and drama. Representative works include pre-Norman literature such as Beowulf, religious poetry, and drama, Arthurian romances, Chaucer, Metaphysical and Cavalier poets, English Renaissance drama, and Seventeenth and Eighteenth Century writers. Prerequisite: EN 102. Each semester. Satisfies CORE literature. May fulfill writing intensive requirement.

**EN 223 Survey of British Literature II: 1800-Present 3 Cr**

A study of our British literary heritage from the Age of Revolution, the Victorian Age, and the Modern and Postmodern Ages. Principal genres include the novel, essay, drama, short fiction, and poetry. Representative authors include the Romantic poets, Jane Austen, the Brontës, the Brownings, Charles Dickens, George Eliot, Thomas Hardy, George Bernard Shaw, Joseph Conrad, James Joyce, William Butler Yeats, Virginia Woolf, T.S. Eliot, Samuel Beckett, and Tom Stoppard. Prerequisite: EN 102. Each semester. Satisfies CORE literature. May fulfill writing intensive requirement.

**EN 224 Survey of American Literature 3 Cr**

A multicultural study of the literary heritage of the United States of America from the Colonial Period to the present. Emphasizes the role of narrative in the creation of our identity as a diverse nation. Principal genres include narratives, poetry, drama, essay, novel and short fiction. Representative authors include Anne Bradstreet, Cotton Mather, Nathaniel Hawthorne, Ralph Waldo Emerson, Walt Whitman, Herman Melville, Emily Dickinson, Mark Twain, Henry James, Sarah Orne Jewett, Kate Chopin, Stephen Crane, Langston Hughes, Robert Frost, William Faulkner, Eugene O'Neill, James Baldwin, Tennessee Williams, Adrienne Rich, Toni Morrison, Alice Walker, and James Welch. Prerequisite: EN 102. Each semester. Satisfies CORE literature. May fulfill writing intensive requirement.

**EN 315 World Literature 3 Cr**

Critical and comparative study of selected representative literary works from African, Arabic, Latin American, and Oriental literature. Fall semester, even-numbered years. May fulfill global diversity requirement.

### Authors

**EN 402 Shakespeare 3 Cr**

A study of the dramatic and poetic art of William Shakespeare. Plays from both the Elizabethan and Jacobean periods will be selected to illustrate the development of the author's style and theatrical conventions, with representation from the histories, the comedies, the Roman plays, the tragedies, the problem plays, and the late romances. Students will develop their critical faculties by applying a variety of recent approaches to Shakespearean scholarship. Prerequisite: EN 102 and EN 200. The EN 200 requirement is waived for Performing Arts majors and minors of junior or senior status. Spring semester.

**EN 425 Major Authors 3 Cr**

A study of major authors to be selected by the department. In addition to a comprehensive study of the works of individual authors such as Geoffrey Chaucer, Edmund Spenser, John Milton, Nathaniel Hawthorne, Emily Dickinson, William Wordsworth, Jane Austen, Virginia Woolf, James Joyce, William Faulkner, or Toni Morrison, possibilities include groups such as Women Writers, Romantic Poets, Montana Writers, African-American Writers,

Irish Playwrights, Native American Writers, or Russian Novelists. Prerequisites: EN 102 and EN 200. Fall semester.

### **Creative Writing Genres**

**EN 226 Introduction to Creative Writing 3 Cr**

After some preliminary instruction in the basic elements and techniques of creative writing, students in "Introduction to Creative Writing" create original works of poetry and fiction and polish them in workshops with the other members of the class. The course is open both to those who have not had a poetry or fiction writing course in college. Prerequisite: EN 102. Fall and Spring semesters. Fulfills writing intensive requirement.

**EN 227 Expository Writing 3 Cr**

Study and practice in advanced exposition and argumentation. Emphasis on methods of expository writing and on accurate, mature expression. Prerequisite: EN 102 or consent of instructor. Spring semester. Fulfills writing intensive requirement.

**EN 324 Creative Writing Genres and Modes 3 Cr**

In-depth study and practice of a major genre or mode of contemporary writing, such as drama, memoir, or nature writing. Topic selected by the instructor. Prerequisite: EN 102 or consent of the instructor. Offered at the discretion of the department. May fulfill writing intensive requirement.

**EN 326 Fiction Writing 3 Cr**

Study and practice in writing prose fiction. Prerequisite: EN 102 or consent of instructor. Spring semester; odd-numbered years.

**EN 329 Poetry Writing 3 Cr**

Study and practice in writing poetry. Prerequisite: EN 102 or consent of the instructor. Fall semester, odd-numbered years.

**EN 428 Contemporary Article Writing 3 Cr**

The course progresses through two (2) main types of nonfiction writing: the informative article and the investigative article. Prerequisite: EN 102, EN 227 or consent of instructor. Spring semester, odd-numbered years.

**EN 429 Advanced Creative Writing 1-3 Cr**

Advanced Creative Writing is a weekly meeting of experience writers of poetry and fiction (and other genres) for the purpose of honing their skills through a semester of extensive writing and rigorous workshops with other advanced student writers. Students who take the course for fewer than three credits are given reduced submission requirements, but must still attend and participate in all workshop meetings. Since the course is a workshop, the content varies from year to year. Prerequisite: EN 226 or permission of instructor. Spring semester. Course is repeatable. Fulfills writing intensive requirement.

### **Professional Writing Genres**

**EN 325 Technical Writing 3 Cr**

The study and practice of writing for the sciences and technology. Introduction to the practice of writing functional prose to produce technical definitions, process analyses, descriptions of mechanisms, technical proposals, laboratory reports, field reports and formal research reports. Prerequisite: EN 102 or consent of instructor. Each semester.

**EN 330 Business Writing 3 Cr**

The study and practice of writing for business and administrative settings. The student learns to write various kinds of messages (informational, bad news, persuasive, difficult situations, sales/solicitation) and to use various formats (memos, letters, reports).

Students also work collaboratively on group writing assignments. Prerequisite: EN 102 or consent of instructor. Each semester. Fulfills writing intensive requirement.

**EN/CO 351 Writing for the Media 3 Cr**

Students learn basic elements of journalistic writing for the print media, including news reporting, feature writing, and column writing. Course introduces study of libel law, observation of community media, and production of one issue of the school newspaper. Prerequisite: EN 102 or consent of instructor. Spring semester. Fulfills writing intensive requirement.

**EN 444 Stylistics 3 Cr**

This course helps students explore advanced techniques for writing. Specific attention is given to crafting stylistic sentences and paragraphs and to techniques for generating, drafting and editing longer work. Prerequisite: Two advanced writing courses or consent of instructor. Offered at the discretion of the department.

**EN 450 Publishing and Editing 3 Cr**

Examines all phases of the publishing process. Students gain practical experience in creating publication ideas, designing documents, writing copy, editing copy, and proofreading. Prerequisites: Two advanced writing courses or consent of instructor. Offered at the discretion of the department.

### **Theory**

**EN 304 English Grammar 3 Cr**

This course provides a comprehensive introduction to the foundations of English grammar. Along with giving a full review of traditional grammar, it also focuses on both structural and transformational grammar. Topics include parts of the simple sentence, word classes, the structure of phrases and clauses, sentence types, aspect, mood, voice and style as well as the strengths and weaknesses of particular kinds of grammatical description. Prerequisite: EN 102 and EN 200. The EN 200 prerequisite is waived for TESOL majors of junior and senior status. Fall semester, even-numbered years

**EN 341 Introduction to the English Language 3 Cr**

The study of the origins, development and linguistic structures of Indo-European languages as cultural phenomena. Special attention is devoted to the linguistic, semantic and cultural history of the English language as it has evolved from an obscure Germanic tongue to a prominent world language. Topics include the design features of language, linguistic variation, phonology, morphology, syntax, lexis, semantics, pragmatics, and the major historical forms of English. Prerequisite: EN 102 and EN 200. EN 304 is strongly recommended. The EN 200 prerequisite is waived for TESOL majors of junior and senior status. Spring semester.

**EN 430 Studies in Rhetoric and Composition 3 Cr**

Especially recommended for students preparing for high school teaching or graduate studies, this course surveys theories and practices of writing instruction. Includes the study of rhetoricians and educators such as Plato, Aristotle, Cicero, Quintillian, George Campbell, Kenneth Burke, Stephen Toulmin, Chaim Perelman, Mina Shaughnessy, Peter Elbow, and Patricia Bizzell. Prerequisite: Two advanced writing course or consent of instructor. Offered at the discretion of the department.

**EN 496 Literary Criticism 3 Cr**

A study of diverse types of literary criticism by means of reading primary texts in traditional and current theory and by applying these interpretive and evaluative strategies to specific literary

works and authors. Representative theoretical positions include formalist, archetypal, psychoanalytic, structuralist, feminist, deconstructionist, reader-response, historicist, linguistic, semiotic, and textual criticism. Prerequisite: EN 102 and EN 200. Fall, odd-numbered years.

### Literary Genres And Modes

#### EN 361 The Novel 3 Cr

A study of the fundamental elements of the novel (such as point of view, narration, plot, themes, character, setting, symbolism, tone); its major plot forms (such as tragic, comic, satiric, romantic, realistic); and the development of principal subgenres (such as the novel of incident, the novel of character, the epistolary novel, the novel of sentiment, the social novel, and the historical novel). Our consideration of representative novels from the time of the genre's emergence in the early eighteenth century to the present will reveal the variety and aesthetic richness of these extended works of fictional prose narrative. Prerequisite: EN 102 and EN 200. Fall, even-numbered years.

#### EN 362 Dramatic Literature 3 Cr

A study of principal elements as they are employed by the playwright to create dramatic effects and the illusion of reality (such as plot, characterization, dialogue, music, setting, tone, action, themes); dramatic conventions (such as soliloquy, the aside, disguise); and traditional subgenres (such as tragedy, comedy, tragicomedy). Representative plays from the great ages of drama including its roots in ancient Greece and Rome; the medieval mystery cycles and morality plays; Elizabethan and Jacobean drama; Restoration plays; modern realism; and contemporary drama will be studied as complex performance texts. Prerequisite: EN 102 and EN 200. Fall, odd-numbered years.

#### EN 363 Poetry 3 Cr

A study of the fundamental elements of poetry (such as rhythm, diction, figurative language, symbolism, sound, tone) and the development of principal poetic forms (such as the epic, lyric, ballad, sonnet, elegy, light verse, free verse, projective verse). Representative poems from the time of the genre's origins in the ancient oral tradition to the present will reveal the essence as well as the variability of this genre as students grow to appreciate the rhythmical qualities of language. Prerequisite: EN 102 and EN 200. Spring, odd-numbered years.

#### EN 364 Short Fiction 3 Cr

A study of the principal elements of short prose fiction (such as characterization, point of view, plot, theme, setting, symbolism, tone); its major plot forms (such as comic, tragic, romantic, satiric); its subgenres (short story, short short story, novella); and its modes (such as fantasy, realism, naturalism). Representative works from the time of the short story's emergence as a distinctive genre in the United States and Britain in the 19th century to the present will illustrate the unique characteristics of this flourishing narrative form that writers of genius have sought to master. Prerequisite: EN 102 and EN 200. Spring, even-numbered years.

#### EN 460 Major Genres and Modes 3 Cr

A study of the fundamental elements, forms and conventions of other major genres and modes. Possibilities include the essay, tragedy, chivalric, romance, pastoral, epic, literature of sensibility, biography, exemplum, fantastic literature, and satire. Prerequisite: EN 102 and EN 200. Offered at the discretion of the department.

### Literary Periods: American

#### EN 335 Colonial and Federal Periods 3 Cr

A study of colonial (1607-1775), revolutionary (1765-1790) and early national period (1775-1828), including works of historical, religious, political and imaginative importance in various genres (journals, poetry, sermons, political tracts, short stories, slave narratives, novels, and so on). Traces the first formulations of an American literary character. Representative writers include William Bradford, Cotton Mather, Jonathan Edwards, Anne Bradstreet, Benjamin Franklin, Thomas Paine, Philip Freneau, James Fenimore Cooper, and William Cullen Bryant. Prerequisite: EN 102 and EN 200. Three year rotation.

#### EN 336 Age of Transcendentalism, Realism and Naturalism 3 Cr

A study of the major currents of nineteenth-century American literature, including the Romantic Period and the Age of Transcendentalism (1828-1865) as well as the reaction to those optimistic visions in the Realistic and Naturalistic periods (1865-1914). Representative genres include poetry, short stories, essays, novels, "local color" fiction, and the native American humor of "tall tales." Writers studied include Ralph Waldo Emerson, Henry David Thoreau, Harriet Beecher Stowe, Herman Melville, Stephen Crane, Henry James, Emily Dickinson, Walt Whitman, Mark Twain, Edith Wharton, Sherwood Anderson, Sarah Orne Jewett, and Kate Chopin. Prerequisite: EN 102 and EN 200. Three year rotation.

#### EN 337 Jazz Age and the Harlem Renaissance 3 Cr

A study of modern American literature (1914-1939), focusing on imaginative literary experiments in poetry, fiction, and drama by representative American modernists who achieved international recognition for their innovative works and modern sensibilities. Along with surveying the literary criticism generated by practicing writers, this study features the flamboyant works of the Jazz Age writers, the emergence of major Black literary figures during the Harlem Renaissance, as well as the "expatriates" writing in Europe during the 1920s and 30s. Representative writers include Amy Lowell, Edgar Lee Masters, Zora Neale Hurston, E. E. Cummings, T. S. Eliot, Ezra Pound, Langston Hughes, Gertrude Stein, W. E. B. DuBois, Eugene O'Neill, Ernest Hemingway, F. Scott Fitzgerald, Richard Wright, Jean Toomer, John Dos Passos and William Faulkner. Prerequisite: EN 102 and EN 200. Three year rotation.

#### EN 338 Contemporary Literature of the United States 3 Cr

A study of American literature from the beginning of the Second World War (1939) to the present. Particular focus is given to anti-establishment literature protesting the cultural conformity of the 1950s, the counterculture writers of the 1960s and early 70s and the post-modern writers of the 1980s and 90s. Includes representative literary movements such as the Agrarian writers, Beat writers, the confessional poets, the Vietnam writers, and a wide variety of ethnic writers producing literature in traditional and experimental forms. Representative authors include Allen Ginsberg, Jack Kerouac, Eudora Welty, Marianne Moore, Robert Penn Warren, Flannery O'Connor, Robert Lowell, Tennessee Williams, Gwendolyn Brooks, Sylvia Plath, Theodore Roethke, Arthur Miller, Tim O'Brien, Nikki Giovanni, Alice Walker, Adrienne Rich, Toni Morrison, N. Scott Momaday, Edward Albee, David Mamet and Maria Irene Fornes. Prerequisite: EN 102 and EN 200. Three year rotation.

## Literary Periods: British

### EN 343 Literature of the Medieval Age 3 Cr

A study of literature written in Britain during the Old English period (8th century to 1066) and Middle English period (1066 to 1485), key periods in the formation of English language and culture. Principal genres include epic and lyric poetry, romance, tale, and drama. Representative works include the epic *Beowulf*, the mystery and morality plays, Chaucer's *Canterbury Tales*, Margery Kempe's autobiography, and Arthurian romances. Prerequisite: EN 102 and EN 200. Offered on a three-year rotation.

### EN 344 Literature of the Early Modern Age 3 Cr

A study of literature written in Britain during the 16th and 17th centuries, which accompanied the spread of humanism, an emergent nationalism, and the civil strife of the latter period. Principle genres include drama and poetry. Representative authors include Sir Thomas More, Edmund Spenser, Sir Philip Sidney, Christopher Marlowe, William Shakespeare, Amelia Lanier, the Metaphysical and Cavalier poets, Lady Mary Wroth, and John Milton. Prerequisite: EN 102 and EN 200. Offered on a three-year rotation.

### EN 345 Literature of the Age of Enlightenment 3 Cr

A study of literature written in Britain from the late 17th to the late 18th century, emerging in conjunction with the rise of rationalist philosophy, experimental science, industrialization, and empire. Primary emphasis is on the rise of the British novel and on the emergence of satire as a key literary mode of the period. Other principal genres include drama, poetry, and nonfiction prose. Representative authors include William Congreve, Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, Fanny Burney, Jonathan Swift, Alexander Pope, John Dryden, and Samuel Johnson. Prerequisite: EN 102 and EN 200. Offered on a three-year rotation.

### EN 346 Literature of the Age of Revolution 3 Cr

A study of literature written in Britain from 1780 to 1830, which variously celebrated and challenged the social, political and economic changes that accompanied industrialization and ignited the American and French revolutions. Principal genres of the period include poetry, the novel, and the essay. Representative authors include Romantic poets such as William Blake, William Wordsworth, and John Keats; novelists such as Jane Austen, Sir Walter Scott and Mary Shelley; and prose writers such as Mary Wollstonecraft, Thomas DeQuincey, and William Hazlitt. Prerequisite: EN 102 and EN 200. Offered on a three-year rotation.

### EN 347 Literature of the Victorian Age 3 Cr

A study of British literature written from 1830-1900, which registers the hopes and anxieties prompted by industrialization, urbanization and the growth of individualism. Principal genres include poetry, the novel and nonfiction prose, all of which were being crated for and read by a larger and more diverse audience. Representative works include the novels of Emily and Charlotte Bronte, Charles Dickens and George Eliot; the prose of Thomas Carlyle and John Stuart Mill; and the poetry of Alfred Lord Tennyson, Robert Browning, and Elizabeth Barrett Browning. Prerequisite: EN 102 and EN 200. Offered on a three-year rotation.

### EN 348 Literature of the Modern and Postmodern Ages 3 Cr

A study of British literature written in the 20th century, shaped by the critical shifts in thought and literary technique associated with modernism and postmodernism. Each movement, developing in the wake of a World War, is characterized by a major break with literary tradition. Principal genres include poetry, drama, novels, short fiction and the essay. Representative authors include William Butler Yeats, T. S. Eliot, Joseph Conrad, James Joyce, Virginia Woolf, D. H. Lawrence, George Bernard Shaw, Samuel Beckett, Doris Lessing, Seamus Heaney, Iris Murdoch, Tom Stoppard, and Caryl Churchill. Prerequisite: EN 102 and EN 200. Offered on a three-year rotation. Fulfills writing intensive requirement.

## Other Departmental Offerings

### EN/ED 365 Young Adult Literature 3 Cr

A study of literature written for young adults. Students will read, listen to and evaluate a wide variety of literature published for or enjoyed by young adult readers, including traditional folk tales, myths, and legends; fantasy and realistic fiction; biography and autobiography; and poetry. Students will also study techniques for teaching and using literature in the 5-12 classroom. Prerequisites: EN 102 and EN 200. Spring semester, odd-numbered years.

### EN/ED 411 Teaching English on the Secondary Level 3 Cr

A study of the theories and methods for teaching the communication arts in the secondary schools with special emphasis on teaching literature and composition, as well as contemporary issues within the profession. Prerequisite: ED 340. Fall semester, odd-numbered years.

### EN 422 Career Internship 3 Cr

Designed in conjunction with an English major's curriculum the internship offers "on-the-job" training for a career in such fields as public relations, journalism, communications, public information, or social services administration. The student works under supervision in an appropriate business or private, state or federal agency in the Helena community to gain practical experience in written communication. A minimum of nine (9) hours experience per week over the semester is required. Prerequisite: Two advanced writing courses and junior or senior status.

### EN 490 Capstone Seminar 3 Cr

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. Early in the term, members of the class prepare a campus conference on literature, English education, and writing to be held late in the fall term: they propose, organize, and coordinate sessions on subjects of interest in these areas, and they issue calls for papers to English majors and other interested parties for presentation at the conference. Students in the course then spend the semester writing their senior projects, regularly subjecting 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 conference they have organized. Fall term. Fulfills writing intensive requirement.

## ENGR: Courses in Engineering

### Department of Mathematics, Engineering, and Computer Science

#### ENGR 104 Engineering Graphics & CAD Applications 3 Cr

An introduction to modern computer drafting and engineering design using a CAD (computer aided design) software system. Fundamental concepts of technical drawing in two and three dimensions including orthographic projections, isometric projections, three-dimensional and solids modeling, and rendering. Spring Semester.

#### ENGR 201 Introduction to Engineering 1 Cr

This course introduces students to engineering opportunities and the engineering design process. The course is project oriented with assignment emphasis on teamwork to solve problems. The course reviews the various areas of engineering such as water resources, environmental, structural, and transportation along with an introduction to surveying. Fall semester.

#### ENGR 202 Water Distribution Systems 1 Cr

An introduction to water distribution theory and design practice. A project-oriented course that includes water supply, storage, distribution, and computer analysis of water distribution networks. Spring semester.

#### ENGR 302 Engineering Mechanics I: Statics 3 Cr

Equilibrium of bodies under the action of forces. Force systems and resultants; equilibrium of mechanical systems; trusses, frames, and machines; centroids and centers of mass; shear and moments in beams; hydrostatics; friction; and virtual work. Introduction to mechanics of solids and computer analysis of structures, as time permits. Emphasis on solving practical engineering problems in complete, documented style. Prerequisite: Grade of "C" or better in PHYS 205. Spring semester.

#### ENGR 303 Engineering Mechanics II: Solids 3.5 Cr

An introduction to the mechanics of deformable solids. Topics covered include stress, strain, rotation-of-axes transformations, constitutive relations, equilibrium, compatibility requirements, stability, and deformation of structural elements. Uni-axial, torsion, bending, and shear loads on and deformations of prismatic bars are also studied together with Euler buckling of slender columns. Three credits of lecture and one-half credit of laboratory. Prerequisites: Grades of "C" or better in ENGR 302 and MA 334. Fall semester.

#### ENGR 304 Engineering Mechanics III: Dynamics 3 Cr

Continuation of ENGR 301. Motions of bodies under the action of forces; kinematics and kinetics of particles, systems of particles, and rigid bodies; work-energy and impulse-momentum; area and mass moments of inertia. Emphasis on solving practical engineering problems in complete, documented style. Prerequisites: Grades of "C" or better in ENGR 301 and MA 334. Spring semester.

#### ENGR/PHYS 305 Electronics and Circuit Analysis I 4 Cr

An introductory survey of the behavior of electrical circuits. Review of current, voltage, and passive circuit elements (resistors, capacitors, and inductors). Kirchhoff's Laws, network theorems, and basic network analysis. General characteristics of amplifiers and electronic instrumentation. Introduction to operational amplifiers and active elements (transistors). Laplace transform analysis of transient (switching) response, and complex phasor analysis of sinusoidal steady-state response. Three (3) 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). Prerequisites: Grades of "C" or better in PHYS 202 or PHYS 206, and MA 122 or MA 233. Fall semester.

#### ENGR/PHYS 306 Electronics and Circuit Analysis II 4 cr

A continuation of PHYS/ENGR 305. Systematic node-voltage and mesh-current methods of circuit analysis. Network transfer functions and frequency spectra. Mutual inductance and transformers. Diode circuits and the behavior of single-transistor amplifiers using field-effect or bipolar-junction transistors. Analysis and design of digital logic circuits. Principles of operation and interfacing of typical laboratory instruments. Three (3) hours lecture and one two-hour laboratory per week. Prerequisite: Grade of "C" or better in PHYS/ENGR 305. Offered spring semesters if warranted by sufficient demand.

#### ENGR 307 Fluid Mechanics 3 Cr

A first course in fluid mechanics for engineering majors. Topics covered include fluid properties, fluid statics, fluid motion, pressure variations in fluid flows, momentum principles, energy principles, dimensional analysis and similitude, surface resistance, flow in conduits, flow measurements, drag, and lift. Two and one-half credits of lecture and one-half credit of laboratory. Prerequisites: Grades of "C" or better in MA 334 and ENGR 302. Fall semester.

#### ENGR/PHYS 308 Thermodynamics 3 Cr

A practical introduction to thermodynamics for engineering students. Fundamental state variables are defined (e.g., temperature, pressure, energy, enthalpy, entropy, etc.), and the three laws of thermodynamics are extensively discussed and illustrated. Applications include power systems, gas turbines, and refrigerators. Three (3) hours lecture per week. Prerequisites: Grades of "C" or better in PHYS 205-206 and MA 334. Spring semester.

#### ENGR 309 Geotechnical Engineering 3.5 Cr

An introduction to geotechnical engineering. Topics covered include an introduction to geology and the classifications of soils, and rocks, and geologic structures. Soil exploration, testing, and classifications are introduced, and soil characteristics and mechanical properties such as compressibility and compaction, permeability and seepage, and stresses in soil structures are also studied. Three credits of lecture and one-half credit of laboratory. Prerequisites: Grades of "C" or better in ENGR 303 and ENGR 307. Spring semester.

#### ENGR 310 Structures I 3 Cr

This is the first in a series of three courses in structural analysis and design. The primary objective of this course is to introduce the principles and methods of analysis for trusses, beams, and frames so that students develop the understanding and the skills necessary to analyze and design statically determinate as well as statically indeterminate structures. While emphasis is on modern computer methods of analysis, elementary methods are also studied so students gain an understanding and "feel" for the behavior of structures. Prerequisites: Grade of "C" or better in ENGR 303. Spring Semester.

#### ENGR 313 Hydrology 3 Cr

This course focuses primarily on the basic principles of the hydrologic cycle such as precipitation, hydrologic abstractions, catchment properties, groundwater flow, and the relationships between precipitation, abstractions, and runoff. A brief portion of the course deals with the measurement of various components of the hydrologic cycle. The engineering applications of basic hydrologic principles are studied. The purpose of this course is to introduce the fundamentals of hydrologic science, which are used to solve typical engineering problems. Prerequisites: Grades of "C" or better in MA 131 or MA 121-122 and MA 232. Fall semester.

**ENGR 401 Hydraulics** 3 Cr  
Hydraulic engineering is the application of fluid mechanic principles to deal with collection, storage, conveyance, distribution, control, regulation, measurement, and use of water. This course will focus primarily on analysis and design of pipelines, pumps, and open channel flow systems. The course will also have a design project to provide an opportunity to apply the information in a real engineering situation. Three class hours per week. Prerequisite: Grade of "C" or better in ENGR 307 Fluid Mechanics. Fall semester.

**ENGR 402 Environmental Engineering** 3 Cr  
This course focuses on environmental problems, including their causes, the scientific background needed to understand them, and the methods used to solve them. The fundamental principles of environmental engineering, including sources of water and air pollution, water and wastewater treatment, solid and hazardous waste management, and regulatory issues are presented. Three class hours per week. Prerequisites: Grades of "C" or better in general chemistry and MA 131 or MA 121-122. Spring semester.

**ENGR 403 Structures II (LRFD Steel Design)** 3 Cr  
The purpose of this course is to learn the philosophy and methods of AISC Load and Resistance Factor Design (LRFD) 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 LRFD Specification and the LRFD 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 (a simple, two story structure for an office building). Three class hours per week. Prerequisite: Grade of "C" or better in ENGR 310. Fall semester.

**ENGR 405 Water and Wastewater** 4 Cr  
This course focuses on the fundamental principles for analysis and design of water processing, water distribution, wastewater collection, wastewater treatment, and sludge processing systems. Three class hours and two lab hours per week. Prerequisites: Grades of "C" or better in ENGR 313 and ENGR 401. Spring semester.

**ENGR 406 Structures III (Reinforced Concrete Design)** 2 Cr  
The purpose of this course is to learn the philosophy and methods of ACI strength design of reinforced concrete structures. Emphasis is the design of concrete structural elements including beams, one-way slabs, and columns. The student works on a team to complete a simple design project. There are two class hours per week. Prerequisite: Grade of "C" or better in ENGR 403. Spring semester.

**ENGR 407 Transportation Engineering** 3 Cr  
This is an introductory level transportation-engineering course. The class will discuss traffic characteristics, transportation planning, geometric design of highways, drainage design, traffic safety, highway materials, and pavement design. Three class hours per week. Prerequisites: Grades of "C" or better in MA 131 or MA 121-122 and MA 336. Fall semester.

**ENGR 411 Senior Design Project I** 1 Cr  
This course requires the students, working in teams, to take an actual engineering project from the initial proposal stage through the preliminary design phase. Students will conduct the necessary activities and prepare the various documents needed to complete the preliminary design. One class hour per week. Fall semester.

**ENGR 412 Senior Design Project II** 2 Cr  
A continuation of ENGR 411, the design process will continue from the preliminary phase to the completion of a conceptual design of the project. The students, working in teams, will prepare design criteria, calculations, and representative engineering drawings of the project's major components. A list and general description of the many details and other miscellaneous activities required to complete the project will also be prepared. Finally, general cost estimates will be computed. Two class hours per week. Prerequisite: Grade of "C" or better in ENGR 411. Spring semester.

## ES: Courses in Environmental Studies

### Interdepartmental

**ES 201 Environmental Practicum** 1 Cr  
A practical exploration of an environmental issue on the Carroll College campus, or encompassing the campus and the local community, through class analysis of the issue and concrete engagement with its resolution. The course may be taken for credit up to three times in different semesters, with an exploration of at least two different topics/projects.

**ES 495 Environmental Studies Seminar** 3 Cr  
An analysis of selected environment-related writings and a discussion of selected environmental themes with presentations by students and faculty and invited lecturers as available. Required of all Environmental Studies majors and minors in their junior or senior year. Spring semester, odd-numbered years.

**ES 496 Internship** 3 Cr  
A one-semester focus on an environmental issue explored through a working association with a federal or state agency, a private enterprise, a community group, or a non-profit organization.

**ES 498 Environmental Studies Research Paper or Research Project** 3 Cr  
A senior year research paper or research project, in lieu of an honors thesis, focused on a specific environmental issue; the paper or project should provide evidence of scholarship in and integration of scientific, social scientific, and humanities analyses of or perspectives on the issue; presented to the department faculty and student peers.

## FR: Courses in French

### Department of Languages and Literature

A student with high school French should consult with the instructor for placement in courses and see index for page number of Language Placement Guidelines.

**FR 101-102 Elementary French I and II** 6 Cr  
A beginning course in French with emphasis on speaking with attention to reading and writing as well. Three (3) class periods and one supervised conversation alternate weeks. Prerequisite: None for FR 101; FR 101 or equivalent for FR 102. Offered annually. Fulfills global diversity requirement.

**FR 203-204 Intermediate French** 6 Cr  
Reading of contemporary texts with conversation and composition. Directed toward the development of a speaking and reading knowledge of French. Three (3) class periods and one supervised conversation alternate weeks. Prerequisites: FR 102 or equivalent for 203; FR 203 or equivalent for FR 204. Offered annually. Fulfills global diversity requirement.



**FR 301 Francophone Literature of the Maghreb 3 Cr**  
A study of representative written passages from various authors of Francophone North Africa (Morocco, Algeria, Tunisia). Analysis of various readings in both discussions and compositions. The course also covers the arts, history, and present political situation of the Maghreb. Fall 2007. Satisfies CORE literature. Fulfills global diversity requirement.

**FR 302 French Literature through the 18th Century 3 Cr**  
A study of representative oral and written passages from various authors of French literature from the Middle Ages through the 18th century. Analysis of the readings and listening program in both discussions and compositions. The course also covers the arts and the history of that period. Spring 2008. Satisfies CORE literature. Fulfills global diversity requirement.

**FR 303-304 French Grammar 6 Cr**  
Review of French grammar through an individual cassette listening program. Two (2) class periods per week in the language laboratory (at students' convenience). Courses run in sequence. Prerequisite: FR 204 or equivalent. Offered annually.

**FR 305 French Phonetics 1 Cr**  
Course concentrates on improving pronunciation through the study of sound-producing systems, IPA, relationship of sounds and graphics (especially consonants), and the rules of pronunciation. Offered at students' request.

**FR 401-402 French Lit. of the 19th & 20th Centuries 6 Cr**  
A study of representative oral and written passages from various French authors of the 19th century (FR 401) and the 20th century (FR 402). Analysis of readings and listening programs in discussions and compositions. The course also covers the arts and history of that period. Prerequisite: FR 204 or equivalent. Fall 2005-Spring 2006. Satisfies CORE literature. Fulfills global diversity requirement.

**FR 403 Le Français en Action 3 Cr**  
A study of representative oral and written passages from French radio and television programs, interviews of contemporary French singers and politicians, songs, and analysis of contemporary French films. Discussions of current French issues based on several French magazines. Prerequisite: FR 204 or equivalent. Fall 2006. Fulfills global diversity requirement.

**FR 404 Le Conte Français 3 Cr**  
A study of representative short stories from the various periods of French literature. The course offers an analysis of the readings in both discussions and composition in order to develop a facility in reading, speaking, and writing. Prerequisite: FR 204 or equivalent. Spring 2006. Satisfies CORE literature. Fulfills global diversity requirement.

## **GEOG: Courses in Geography**

### **Department of Sociology and Anthropology**

**GEOG 201 Introduction to Physical Geography 3 Cr**  
An introductory course that focuses on the physical landscape as our spatial home. Emphasis is placed on earth form and shape, elements of meteorology, climatology, plate tectonics and selected land forms. No previous knowledge of geography is required. Spring semester.

**GEOG 202 World Regional Geography 3 Cr**  
An examination of selected geographic regions that serve as models in demonstrating likenesses and differences in human spatial behavior. Instruction will focus on the cultural landscape, with special emphasis on economic development, settlement practices, population diversity, and spatial interaction. Regions of study include China, the Commonwealth of Independent States and Russia, Europe, and Middle America. Fall semester.

## **GK: Courses in Greek**

### **Department of Languages and Literature**

A student with high school Greek should consult with the instructor for placement in courses.

**GK 201-202 Introductory Greek 6 Cr**  
This course is designed to give students an introduction to Attic (Classical) and Koine (Biblical) Greek, and experience translating classic and scriptural authors. Class material reflects Greek history, mythology, religion, philosophy, literature, and art, and includes quotations and excerpts of the best Greek writers and thinkers including Homer, Herodotus, and Thucydides. Scriptural readings are from the Gospels of Luke and John. Greek grammar is presented in a way that is understandable to students and at the same time preserves what is best in the long tradition of classical scholarship. Fall odd and spring even semesters.

**GK 301-302 Intermediate Greek 6 Cr**  
This course builds on the fundamentals of the introductory class and develops proficiency in translating and understanding classic and scriptural authors, and classical culture. The Classic Greek readings include Solon, Heiod, and Xenophanes; the Scriptural Greek is drawn from the Gospel of John. Prerequisite: GK 201-202. Fall even and spring odd semesters.

## **GM: Courses in German**

### **Department of Languages and Literature**

A student with high school German should consult with the instructor for placement in courses and see index for page number of Language Placement Guidelines.

**GM 101-102 Elementary German 6 Cr**  
A beginning course in German with emphasis on speaking with attention given to reading and writing as well. Three (3) class periods and one supervised laboratory conversation per week. Offered annually. Prerequisites: None for GM 101; GM 101 or equivalent for GM 102. Fulfills global diversity requirement.

**GM 203-204 Intermediate German 6 Cr**  
Suitable reading texts with conversation and composition. Directed toward the development of a speaking and reading knowledge of German. Three (3) class periods and one supervised laboratory conversation per week. Offered annually. Prerequisites: GM 102 or equivalent for GM 203; GM 203 or equivalent for GM 204. Fulfills global diversity requirement.

**GM 405 Neuigkeiten in Deutschland 1-3 Cr**  
This course focuses on a specific author, literary genre, social or political issue, or other contemporary theme. Uses literature as the foundation for course work. Prerequisite: GM 204 or equivalent. Each semester. Fulfills global diversity requirement.

## HI: Courses in History

### Department of History

#### HI 101-102 History of Western Civilization 6 Cr

A survey of the chief political, economic, social, intellectual, religious, and cultural developments of the West in their historical context. Required for all history majors. Offered annually.

#### HI 201 Greek History 3 Cr

A study of the Greek experience with special emphasis on the political, social, economic, and cultural factors which have influenced modern civilization. Fall semester, odd-numbered years.

#### HI 202 Roman History 3 Cr

A study of the Roman experience with special emphasis on the political, economic, social, and cultural factors which have influenced modern civilization. Spring semester, even-numbered years.

#### HI 203-204 Medieval History 6 Cr

The development of Europe from the decline of the Roman Empire to the beginning of the 16th century. Fall semester, even-numbered years and spring odd-numbered years.

#### HI 211 History of Modern Europe to 1870 3 Cr

A survey of the major political, social, economic and intellectual developments from 1648 to 1870. This course may be used to meet history major or minor program requirements. Offered annually in the Fall semester.

#### HI 212 History of Modern Europe since 1870 3 Cr

A survey of the major political, social, economic and intellectual development from 1870 to the present. This course may be used to meet history major or minor program requirements. Offered annually in the Spring semester.

#### HI 221-222 History of the United States 6 Cr

An introductory survey of the American experience from the Age of Exploration to the present, with emphasis on those national traits which continue to influence American attitudes and actions. Required of all history majors. Offered annually.

#### HI 231 Montana and the West 3 Cr

An introductory survey of Montana's past and its importance in the development of the West, from the period of exploration to the present. Fall semester, odd-numbered years.

#### HI 251 Introduction to East Asia 3 Cr

A survey of Chinese, Japanese, and Korean culture and history, with emphasis on the 19th and 20th centuries. Fall semester, even-numbered years.

#### HI 271 History of Modern Latin America 3 Cr

A survey of the major trends in the political, social, economic and intellectual development of Latin America since independence. The primary focus will be on the histories of Mexico, Cuba, Brazil and Argentina, although examples from across the region will be studied. Fall semester. Fulfills global diversity requirement.

#### HI 301-302 History of the Catholic Church 6 Cr

An introductory survey of the history of the Catholic Church from the time of Christ to the present post-conciliar period, emphasizing the organic development of the Church in its historical context through the ages. Fall semester, even-numbered years and spring semester, odd-numbered years.

#### HI 303 Renaissance History 3 Cr

A history of the Renaissance in Europe from the beginning of the 14th century to the middle of the 16th century, with emphasis on the intellectual and cultural achievements of that period. Fall semester, odd-numbered years.

#### HI 304 History of the Reformation 3 Cr

A history of the Reformation from the beginning of the 16th century to the middle of the 17th century, including a treatment of the complex political, economic, social, and cultural milieu in which religious differences arose. Emphasis is on the theological disputes which shattered the unity of medieval Christendom. Spring semester, even-numbered years.

#### HI 305 The Long Nineteenth Century: Europe, 1789-1918 3 Cr

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. Spring semester, odd-numbered years. Fulfills writing intensive requirement.

#### HI 307 Contemporary Europe: Politics, Society and Culture since 1945 3 Cr

An interpretative course which examines various themes in the history of the Continent since the end of the Second World War. The reconstruction of Europe, the trials of war criminals, the Cold War, the protests of the 1960s, European integration and the collapse of Communism are some of the topics that will be examined. Spring semester, even-numbered years. Fulfills writing intensive requirement.

#### HI 312 History of Modern Britain 3 Cr

A history of Great Britain since 1688. The emphasis will be on political, social and cultural developments. Special emphasis will be placed on the development of British identity in these years. Fall semester, odd-numbered years. Fulfills writing intensive requirement.

#### HI 314 History of Modern France 3 Cr

A history of France since 1715, with emphasis on the political, cultural and social debates that have shaped the country since that time. Spring semester, even-numbered years. Fulfills writing intensive requirement.

#### HI 316 History of Modern Germany 3 Cr

A history of Germany from 1648 to the present, with an emphasis on the nineteenth and twentieth centuries and the questions of political unity, militarism and economic development. Fall semester, even-numbered years. Fulfills writing intensive requirement.

#### HI 317 The Weimar Republic: The Path to the Nazi Dictatorship 3 Cr

An analytical study of Germany during the time of the Weimar Republic (1919-1933). Special emphasis is placed on political, intellectual, economic, and military developments during a critical phase of German history. Offered at the discretion of the department.

#### HI 320 History of Modern Russia 3 Cr

A history of Russia from Kievan times to the Confederation of Independent States (CIS). Special attention is given to political and intellectual progress. Offered at the discretion of the department.

**HI 321 Topics in the History of Spain & Portugal 3 Cr**

An investigation of several themes and periods in the history of Spain and Portugal. Topics to be examined will range from the medieval period to the creation of overseas empires, to the crises of the nineteenth centuries and the dictatorships of the twentieth. This course is not a survey, but will instead be organized on a thematic and topical approach. Offered at the discretion of the instructor.

**HI 322 Civil War and Reconstruction 3 Cr**

An investigation of the ideas, personalities, and events of the critical years between 1830-1890. Includes an examination of abolitionists, sectionalism, civil rights, and military action. Spring semester, even-numbered years.

**HI 323 20th Century American History 3 Cr**

An interpretive examination of the special forces that have shaped American history, from 1900 to the present, with particular emphasis on the social and cultural aspects of the period. Spring semester, odd-numbered years.

**HI 352 American - East Asian Relations 3 Cr**

An analytical survey of America's interaction with East Asia since 1800. Special emphasis is placed on economic, religious, cultural, diplomatic, and military exchanges. Spring semester, odd-numbered years.

**HI 372 History of Modern Mexico 3 Cr**

A history of Mexico since independence. Particular focus will be placed on political and economic development, social change, the Revolutionary period, and the question of U.S.-Mexican relations. Spring semester, odd-numbered years. Fulfills global diversity requirement.

**HI 382 The Second World War Era 3 Cr**

This course will allow students to examine the period of the Second World War in considerable depth. The origins of the war and subsequent diplomacy, the military dimension of the conflict, the Holocaust, and the impact of the war away from the front lines will all be themes of the course. The diversity of experience between 1939-1945 is striking. This course does not attempt to be a survey, but rather will seek to give students the opportunity to examine some of the most significant and controversial issues of the period. Offered summers at the discretion of the instructor.

**HI 411 The Holocaust 3 Cr**

An examination of the destruction of European Jewry within Nazi-dominated Europe. The origins of, development of and response to the Holocaust will be assessed using a variety of resources. Fall semester, odd-numbered years.

**HI 421-422 American Diplomatic History 6 Cr**

An analytical survey of major developments and trends in United States diplomacy from the American Revolution to the present. Fall semester, odd-numbered years and spring semester, even-numbered years.

**HI 424 History of the Trans-Mississippi West 3 Cr**

A topical study of the Trans-Mississippi West from the late 18th through the 20th centuries. Special emphasis on the myths and symbolism of the West, and on the West's impact on the nation's attitudes and values. Fall semester, even-numbered years.

**HI 486 Readings and Conference 1-3 Cr**

An informal seminar course with readings and reports in selected periods of history. Offered by arrangement. Prerequisite: Consent of the department chairperson and Vice President for Academic Affairs. See Independent Study.

**HI 493 Historical Research Practicum 3 Cr**

A practical research course conducted at the Montana Historical Society. Designed to familiarize research-oriented students with research, methodology, and historical materials. Prerequisite: Junior standing and consent of the instructor. Offered each semester on an arranged basis. This course may be taken more than once.

**HI 494 Historiography 3 Cr**

A formal seminar which surveys theories and literature of history as seen in the work of a variety of historians. Emphasis will be on methodological and topical approaches. Required for all history majors. Offered annually in the Spring semester. Fulfills writing intensive requirement.

**HI 495 Research Seminar in History 3 Cr**

A formal seminar in which the students research, write, and evaluate major papers based on primary and secondary source materials. Required for all history majors. Fall semester.

**HNR: Honors Scholars Program****Interdepartmental**

The following courses are required for students accepted and enrolled in Carroll's Honors Scholars Program. This sequence of five seminars explores the origins and evolution of the Western intellectual tradition. Reading for the ideas, concepts, and relationships in each of the historical periods helps prepare students for journaling, seminar discussions, essays, and final projects. Service learning and cultural events bring important external dimensions to each part of the sequence.

**HNR 150 Classical Greek and Roman Thought 3 Cr**

The Honors Scholars seminar series begins by the examination of the origins of philosophical speculations in the Greek and Roman worlds. Idealism and realism is explored through the dialogues, plays, and epics penned from 500 BC to 500 AD, which provide the basis for Western Thought.

**HNR 250 Judeo-Christian and Medieval Thought 3 Cr**

The Honors Scholars seminar series continues with this overview of the origins and themes held within the Hebrew and Christian Scriptures. These origins and themes are then projected through the medieval period, 500 AD - 1500 AD, in treatises and in literature, including Old and Middle English epics and lyric poetry.

**HNR 251 Renaissance Thought 3 Cr**

The Honors Scholars seminar series continues with this overview of the flowering of the aesthetic sense, the rediscovery of classical thought, and the beginnings of the scientific revolution, via art, literature, and social theory, 1450 AD - 1600 AD.

**HNR 350 Restoration and Enlightenment Thought 3 Cr**

The Honors Scholars seminar series continues by weaving the rise of the scientific revolution with the leading social philosophies of the 17<sup>th</sup> and 18<sup>th</sup> centuries, including empiricism, rationalism, and idealism, including the roles of satire, farce, and drama in literature.

**HNR 450 Modern Thought 3 Cr**

The Honors Scholars seminar series continues with an examination of the romantic period of the early 19<sup>th</sup> century and extends into more recent theories and discourse revolving around self and society, including social and cultural developments through the 19<sup>th</sup> and 20<sup>th</sup> centuries through contemporary literature and science.

**HNR 495 Honors Thesis Seminar 1 Cr**  
A seminar, taken spring semester of the Junior year, in which students hone their research and critical thinking skills while addressing common problems with thesis-writing; share their work-in-progress; and explore the interdisciplinary implications of their thesis. Spring Semester, junior status.

**HNR 499 Honors Thesis**  
In order to graduate as Honors Scholars, students are required to complete an Honors Thesis.

## **HPE: Courses in Health and Physical Education**

### **Department of Education: Health, Physical and Teacher**

**HPE 101-102 Physical Education Activities 1-2 Cr Each**  
These courses will emphasize a variety of individual, dual, and group fitness activities for wellness. These courses are offered on a pass/fail grading system. A maximum of two (2) 101-102 courses may be counted toward graduation credits.

**HPE 103 Foundations of Health and Physical Education 3 Cr**  
A foundations course designed to acquaint the student with the philosophy, history, present status, and future role of health and physical education. The focus is on careers in health and physical education. Spring semester.

**HPE 109 Techniques of Basic Skills in Physical Education 3 Cr**

An introduction to basic motor skill development and its sequential application to specific movement patterns, including locomotor, non-locomotor, manipulative, rhythm and dance, and movement exploration. Included in this basic skill class is the teaching of knowledge and skills appropriate for the elementary health and physical education curriculum. The student will also learn how to select developmentally appropriate games and activities for elementary school children. Each semester.

**HPE 126 Lifeguard Training, CPR, and First Aid 2 Cr**

Students who enroll in and successfully meet the requirements of this course as mandated by the American Red Cross will become certified in Lifeguard Training, training that is required to be hired as a professional lifeguard. Additionally, the student will be certified in Community First Aid and CPR for the Professional Rescuer. These certification requirements include skills that are also required by swimming pools for employment. Spring semester.

**HPE 128 Water Safety Instructor 2 Cr**  
Students enrolled in this course have an opportunity to become certified as an American Red Cross Water Safety Instructor (WSI). Nationwide, there is a shortage of qualified swimming instructors. The student does not need to be a certified Lifeguard to either enroll in this course or become a Water Safety Instructor. Fall semester.

**HPE 135 Introduction to Wellness 3 Cr**  
An overview of the many facets of a healthy life-style; investigates the importance of responsibility for one's own health and discusses the application of fundamental tools to establish a life-style that promotes wellness. Fall semester.

**HPE 150 Responding to Emergencies 2 Cr**  
This course provides a unique common sense approach that enables a person to provide appropriate emergency first aid care regardless of the situation. The course stresses the basic steps to follow in an emergency while waiting for more highly trained personnel to arrive

on the scene. Students who successfully meet the requirements of the American Red Cross will become certified in Responding to Emergencies as a first-aid responder along with becoming certified in Community CPR. Spring semester.

**HPE 200 Field Experience in HPE 1-3 Cr**  
Health and Physical Education majors pursuing concentrations in either sport management or community health will be assigned a field placement in an appropriate setting. During the semester, students will be required to spend three (3) hours per week in the assigned setting. Prerequisites: HPE 103, sophomore standing and consent of the instructor. Students must attend a placement meeting in the first week of classes as listed in the class schedule. Each semester.

**HPE 205 Coaching of Soccer 2 Cr**  
The fundamentals of coaching soccer. Reviews basic skills and rules of soccer, methods and techniques used to coach teams at various age levels, and other strategies necessary for successful coaching. Fall 2005; Spring 2007 and then Spring semester, odd-numbered years.

**HPE 207 Coaching of Football 2 Cr**  
The study of modern offensive and defensive football systems and the strategies involved in successful coaching. Includes both 11-man and eight-man football. Spring semester; odd-numbered years.

**HPE 209 Coaching of Basketball 2 Cr**  
The study of modern offensive and defensive basketball systems and the strategies involved in successful coaching. Fall semester; even numbered years.

**HPE 210 Coaching of Wrestling 2 Cr**  
The study of modern offensive and defensive wrestling holds and techniques and the strategies involved in successful coaching. Spring semester; even-numbered years.

**HPE 211 Coaching of Volleyball 2 Cr**  
The study of the fundamentals and techniques of power volleyball and the strategies involved in successful coaching. Fall semester; even-numbered years.

**HPE 212 Coaching of Track and Field 2 Cr**  
The study of the fundamentals and techniques of track and field events and the strategies involved in successful coaching. Spring semester; odd-numbered years.

**HPE 214 The School Health Program 2-3 Cr**  
Study of school personnel's role in the promotion of health and prevention of disease; focus on the teacher's responsibility in the comprehensive school health program. Presentation of health problems of school-aged children and youth; includes CPR and first aid certification. This course can be taken with CPR/First Aid Certification for 3 credits or without CPR/First Aid Certification for 2 credits. Students majoring in a teacher licensure area must take the course for 3 credits. Each semester.

**HPE 216 Methods of Teaching Health 3 Cr**  
A study of the principles, methods, materials, and resources involved in teaching health education. Spring semester; even-numbered years.

**HPE 224 Comprehensive Experience in Athletics 2 Cr**  
Allows students to experience aspects of an athletic program in a more in-depth approach. The student will propose a comprehensive experience related to athletic programs, such as film exchange,

budget issues, scheduling, practice/game preparation, training regimens, travel planning, or other approved projects, which will give the student a more comprehensive experience in athletics. Each semester.

**HPE 234 Sports Nutrition and Conditioning 3 Cr**

This course introduces the student to the study of the nutritional needs of physically active people. It explores fluid needs for exercise and guidelines to maintain optimal hydration, and it will describe weight management guidelines for health, physical fitness, and athletic performance. Students will learn to evaluate sports nutrition information, nutritional supplements, and ergogenic aids, as well as recognize signs of eating disorders and ways to prevent such problems. This course will also explore the fundamentals and special considerations of physical training and exercise. Fall semester.

**HPE 301-302 Methods and Techniques of Teaching 6 Cr**  
**Fall/Spring Activities**

This course provides the knowledge, theory and practical application of physical education within the secondary school setting. Students will learn about the various components of a secondary education and the methods and techniques used to teach and evaluate those components. Students will learn how to observe skill performance for analysis and correction of incorrect skill performance and skill progressions. Students will learn how to design and implement course lesson plans, set up appropriate skill practice sessions and evaluate cognitive knowledge of activities taught in the fall/winter and spring. HPE 301 is offered fall semester; even-numbered years. HPE 302 is offered spring semester; odd-numbered years. Prerequisite: Junior/senior status or consent of instructor.

**HPE 314 Physical Education—Elementary School 3 Cr**

This course provides the knowledge, theory, and some practical applications of physical education within the Elementary school setting. Students will learn about the various components of an elementary physical education program and will learn how to develop a year-long elementary physical education curriculum. Students will learn games and activities appropriate to the developmental level of elementary children, health promotion concepts, teaching methodology, evaluation techniques, and the importance of physical education as an integral part of general education. Prerequisite: HPE 109, junior/senior status, and admission to the Department of Education: Health, Physical, and Teacher. Each semester.

**HPE 325 Applied Anatomical Kinesiology 3 Cr**

Course includes the study of the anatomical locations, insertions, and actions of the major skeletal muscles, the structure and function of the major joints of the body, and a review of the skeleton. It will emphasize basic myology and osteology and their relationship to the science of body movement. Prerequisite: BI 102 and junior/senior status. Fall semester; odd-numbered years.

**HPE 330 Introduction to Community Health 3 Cr**

The course will discuss the history, evolution, and current status of health programs and services in the United States. It will also present the philosophical perspectives of the various health disciplines and the rules of health education, health promotion, and community health in contemporary society. Prerequisite: HPE 135 & HPE 214. Spring semester; odd-numbered years.

**HPE 340 Coaching Certification (ASEP) and Sport Management Techniques 2 Cr**

This course is designed to help prospective coaches as well as those coaches already employed to do the following: Develop a positive coaching philosophy, better communicate with and motivate athletes, teach athletes the techniques and tactics of a sport, establish

sage and effective training regimens, manage risks, schedule and manage athletic seasons and events, and aid students in securing A.S.E.P. Coaching Principles Certification. Spring semester; even numbered years.

**HPE 365 Psychosocial Aspects of Exercise & Sport 3 Cr**

Investigates the psychological and social implications of exercise and sports pertaining to both the participant and the coach or instructor. Emphasizes methods used to motivate and the types and causes of response. Fall semester; odd-numbered years.

**HPE 402 Prevention and Treatment of Athletic Injuries 3 Cr**

Includes the study of physical conditioning, bandaging and taping, physiotherapy and hydrotherapy, and diet in relation to athletics and physical education. Prevention of injuries, emergency first aid and rehabilitative methods, and training room procedures are covered. Spring semester; even-numbered years.

**HPE 405 Senior Seminar 1 cr.**

The purpose of this seminar is to provide senior level health and physical education majors information that will assist them in preparing for life after graduation. It will serve as a writing forum for the preparation of professional portfolios and provide discussion for problems and experiences that arise during the internship. Each semester. Prerequisite: Senior standing, concurrent enrollment in HPE 415, admission to the internship program and consent of the instructor. Fulfills writing intensive requirement.

**HPE 410 Organization/Administration of Health and Physical Education Programs 3 Cr**

The study of methods of organization and means of administration of health and physical education programs. Prerequisite: Junior/Senior standing. Spring semester, even-numbered years.

**HPE 413 Exercise Physiology & Human Performance Testing 3 Cr**

The study of basic physiological functions of the body and their response to exercise. Topics include muscle structure and function, responses and adaptations to exercise, energy metabolism, effects of exercise and training on body composition, aerobic and anaerobic fitness, and nutrition and other aids to performance. Prerequisites: BI 102 and junior/senior status. Spring semester; even-numbered years.

**HPE 415 Internship 3-9 Cr**

Health and physical education majors pursuing options in either sport management or community health will be assigned an internship placement in an appropriate setting. During the semester, students will be required to spend nine to twenty-seven (9-27) hours per week in the assigned setting. Prerequisites: Senior standing, concurrent enrollment in HPE 405, admission to the Internship Program, consent of the department chairperson, and consent of the faculty supervisor. Applications for internships must be made by April 1 of the preceding year. Each semester.

**IP: Courses in Intensive Language Studies**

**International Programs**

Course numbers below 100 do not apply toward an Associate of Arts or Bachelor of Arts degree. Please contact the international programs director for more information about individual course listings.

- IP 090 Writing 5 Cr**
- IP 091 Listening/Speaking 5 Cr**
- IP 092 Reading 5 Cr**

IP 094	TOEFL/Computers	3 Cr
IP 095	Cultural Experiences and Applications	3 Cr
IP 096	Intermediate Writing	5 Cr
IP 097	Intermediate Listening/Speaking	5 Cr
IP 098	Intermediate Reading	5 Cr
IP 111-112	Advanced Writing	10 Cr
IP 113-114	Advanced Listening/Speaking	10 Cr
IP 115-116	Advanced Reading	10 Cr
IP 119	Cross Cultural Communication	5 Cr
IP 120	Grammar	5 Cr

## IR: Courses in International Relations

### Interdepartmental

**IR 486 Readings and Conference** 1-3 Cr  
An informal seminar with selected readings and reports on particular aspects of international relations. Offered by arrangement. Prerequisite: Consent of program director and Vice President for Academic Affairs.

**IR 492 Internship in International Relations** 6 Cr  
An internship with the Department of Commerce of the State of Montana; requires twenty (20) hours of work per week and must be arranged through the director of Carroll's international relations program.

**IR 495 Research Seminar in International Relations** 3 Cr  
A formal seminar in which students concentrate on researching, writing, and evaluating major papers in international relations based on both primary and secondary source materials. Required for all international relations majors. Fall semester. Fulfills writing intensive requirement.

**IR 499 Honors Thesis** 1-3 Cr  
In order to graduate with honors in international relations, a student is required to complete an honors thesis.

## LA: Courses in Latin

### Department of Languages and Literature

A student with high school Latin should consult with the instructor for placement in courses.

**LA 101-102 Introductory Latin** 8 Cr  
This course is designed to give students an introduction to Latin and some experience translating Latin authors. Latin grammar is presented in a way that is understandable to students and at the same time preserves what is best in the long tradition of classical scholarship. Class material reflects Roman thought, history, philosophy, and includes the most famous quotations and excerpts of the best Latin writers and thinkers.

**LA 203-204 Intermediate Latin** 8 Cr  
This course builds on the fundamentals of the introductory class and develops proficiency in translating and understanding Latin and classical culture. Selected authors include Cicero, Horace, Pliny, Nepos, Livy, Vergil, Catullus, Martial, et al. Prerequisite: LA 101-102.

## LAS: Liberal Arts Studies

**LAS 101 Alpha Seminar** 3 cr  
This course is to be taken during a student's first semester at Carroll College. Its purpose is to introduce students to the distinctive practices and values of a Catholic liberal arts education. The course revolves around an interdisciplinary project that incorporates instruction and practice in critical reading, writing and discussion. It also provides a forum for students to discuss co-curricular issues and opportunities at Carroll. The instructor of the Alpha Seminar serves as the initial academic advisor for the students in his or her class. A required CORE course. Normally students will not be allowed to withdraw from this class.

## LL: Courses in Educational Linguistics

### Department of Languages and Literature

**LL 220 Introduction to Linguistics** 3 Cr  
An introductory course in the basic concepts and methodology of linguistics (phonetics and phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and psycholinguistics)

**LL 400 Theories and Methods of Learning and Teaching Language** 3 Cr

Students will study critically the principal and alternative approaches in teaching and learning a second language and the linguistic, learning, and language acquisition theories upon which the approaches are based; discuss the nature of language, the constructive learning process, tacit versus propositional knowledge, the necessary and sufficient conditions for learning language, and education for humanization; and view and analyze videos and beginning language classes. Spring semester; odd-numbered years.

## MA: Courses in Mathematics

### Department of Mathematics, Engineering, and Computer Science

**MA 105 Introduction to Contemporary Mathematical Applications** 3 Cr

A course for students with varied mathematical interests and backgrounds. Stresses applications of contemporary mathematics in modern society. Topics include management science, statistics, social choice, patterns, population sizes, and computers. Emphasizes conceptual understanding and appreciation. This course satisfies the Carroll College Core Curriculum for mathematics, but not as a statistics requirement. Prerequisite: Intermediate Algebra. Spring semester.

**MA 112 Precalculus: Functions and Graphs** 3 Cr

A comprehensive study of elementary functions to prepare students for a college course in calculus. Topics include a review of intermediate algebra including the solution of equations and inequalities, and an in-depth look at functions, inverse functions, their graphs, symmetries, asymptotes, intercepts, and transformations. Linear, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions are studied, and graphing calculators are used extensively. Prerequisite: Mathematics preparation at least through Intermediate Algebra. Spring semester.

**MA 117 Difference Equations and Linear Algebra** 3Cr

Introductory college mathematics course in finite difference equations and linear algebra. Topics include sequences, differences, linear and nonlinear difference equations, systems of difference

equations, numerical solutions of linear and nonlinear equations, and analytical techniques for solving linear systems using linear algebra. Applications from many fields are studied and the role of mathematical modeling is a central focus. Formal computer labs are a part of the course each week, with spreadsheets being the primary software employed. This course satisfies a Carroll College Core Curriculum for all students and the mathematics requirement for business majors. Prerequisite: three years of high school mathematics through Intermediate Algebra. Each semester.

**MA 121 Differential Calculus 3 Cr**

This is the first of a two-semester, six-credit calculus sequence. We begin the first semester by reviewing functions from several perspectives (symbolic, numeric, and graphic). For most of the course we study differential calculus, emphasizing how we can use calculus to understand real-world problems such as police radar detection, laying an oil pipeline around a swamp, and understanding motion. We use computers and calculators extensively, and we also focus on learning how to explain mathematics verbally and in writing. The sequence MA 121-MA 122 is considered to be equivalent to MA 131. Prerequisite: Four years of high school mathematics including precalculus.

**MA 122 Integral Calculus 3 Cr**

This is the second of a two-semester, six-credit calculus sequence. In this course we study topics in integral calculus, emphasizing how we can use calculus to understand real-world problems such as fluid pumping and lifting, how rain catchers are used in city drain systems, and how a compound bow fires an arrow. We use computers and calculators extensively, and we also focus on learning how to explain mathematics verbally and in writing. The sequence MA 121-MA 122 is considered to be equivalent to MA 131. Prerequisite: A grade of C or better in MA 121.

**MA 131 Calculus of Single Variable Functions 4 Cr**

This course covers all aspects of single-variable calculus including derivatives, 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 computers and calculators extensively, meeting in the computer lab once each week. We also focus on learning how to explain mathematics verbally and in writing. This is the same material that is covered in MA 121-122, except this is an accelerated course that does not review precalculus material. Prerequisite: Previous calculus experience or strong precalculus background. Fall semester.

**MA 201 Mathematics for Elementary Education I 3 Cr**

A course primarily for prospective elementary teachers, designed to give a background in logic, set theory, the set of integers and their properties, the system of rational numbers, and real numbers as an extension of the rationals. Prerequisite: Intermediate Algebra. Fall semester.

**MA 202 Mathematics for Elementary Education II 3 Cr**

An extension of MA 201 into geometry and measurement, functions and their graphs, and a brief introduction to probability and statistics. Special emphasis will be given to the development of skills in problem-solving and to applications. Prerequisite: MA 201. Spring semester.

**MA 207 Elementary Statistics 3 Cr**

The basic concepts used in statistics such as measures of central tendency, variation, probability distributions, and statistical inference are stressed. Applications are made in the social, communica-

tion, health, biological, and physical sciences. This course does not count toward a major or minor in mathematics. Prerequisites: Intermediate Algebra. Each semester.

**MA 232 Differential Equations & Linear Algebra I 4 Cr**

This course is an introduction to difference equations, differential equations, and linear algebra. Specific topics include analytical and numerical solutions to difference equations and first-order linear differential equations, phase line analysis, stability of equilibrium, matrix equations and eigenvalues. We emphasize how this mathematics can be used on many real-world problems such as how to predict the spread of a disease, how a home mortgage works, and how to understand the growth of animal populations. We use computers and calculators extensively, meeting in the computer lab once each week. We also focus on learning how to explain mathematics verbally and in writing. Prerequisite: A grade of C or better in MA 131 or in MA 122. Spring semester.

**MA 233 Multivariable Calculus 4 Cr**

In this course we study multivariable and vector calculus including vectors, parametric equations, surfaces, partial differentiation, multiple integrals, and vector calculus. The big spotlight in this course is using these ideas to understand things like force fields, the flow of water, and magnetic fields. Once a week we meet in the computer lab to use the power of computers to focus on the visual aspects of these concepts to gain insight into more complex situations. We also focus on learning how to explain mathematics verbally and in writing. Prerequisite: A grade of C or better in MA 131 or in MA 122. Fall semester.

**MA 301 Foundations of Mathematics 3 Cr**

An examination of logic, sets, functions, and methods of proof as a foundation for the study of mathematics. Other topics covered include mathematical induction, recursive definitions, relations (equivalence relations), elementary number theory, transformational geometry, and some history of mathematics. Prerequisite: Grade of "C" or better in MA 233. Spring semester.

**MA 328 Modern Applications of Discrete Mathematics 3 Cr**

A look at some actual applications of discrete mathematics that emphasize such unifying themes as mathematical reasoning, algorithmic thinking, modeling, combinatorial analysis, the kinds of structures used in discrete mathematics, and the use of technology. Possible topics include cryptography, primes and factoring, computer passwords, networking problems, shortest paths, scheduling problems, building circuits, modeling computation, and correctness of algorithms. Three (3) one-hour class periods with a substantial computing component illustrating the technology and the ideas studied. Prerequisite: Grades of "C" or better in MA 131 or MA 121-122. Fall semester.

**MA 334 Differential Equations & Linear Algebra II 4 Cr**

In this course, we focus on both systems of differential equations, with special attention given to modeling, linearization, and equilibrium analysis; as well as the mathematical language of systems – linear algebra, especially transformations and vector spaces. We will motivate the material through applications such as population models, structural, and electrical systems, and linear algebra applications such as 3-D imaging, Markov processes, and Leslie matrices. Technology will again play a major role in this course, as we will have frequent computer demonstrations in class and weekly computer labs to explore the quantitative aspects of these topics. You will have the opportunity to explore topics beyond the textbook on a series of group projects throughout the semester. Prerequisite: A grade of C or better in MA 232. Spring semester.

**MA 336 Probability and Statistics I 2 Cr**

This course is a calculus-based introduction to basic concepts in probability and statistics. Topics in probability include: probability of simple and compound events; an introduction to discrete and continuous random variables including the uniform, binomial, and normal distributions, and random event simulation. Topics in statistics include statistical measures and graphs and simple linear regression. We begin to learn how to perform statistical analysis on data sets and draw appropriate conclusions based on their analysis. Prerequisite: A grade of C or better in MA 131 or in MA 122. Spring semester.

**MA 341 Probability and Statistics II 3 Cr**

A calculus-based course in applied probability and statistics. Many types of univariate and multivariate probability distributions are derived and applications are studied. Exposes the student to various decision-making techniques when working with statistical information. Students also gain experience with statistical computing software. Prerequisite: A grade of "C" or better in MA 336. Fall semester. Fulfills writing intensive requirement.

**MA 342 Numerical Computing and Visualization 3 Cr**

In this course we study the basic numerical methods used by computers to solve a wide variety of problems, emphasizing how we can use graphics to understand how things work. We focus not just on how these methods work, but when they are appropriate, where they fail, and how to interpret their results. This course is designed around a series of open-ended projects based on real-world problems, such as how to predict the price of heating oil, testing rocket orbital trajectories, and studying the flow of heat throughout a building. The topics we study include least squares regression methods, interpolation, curve fitting, and the numerical solution of a wide range of differential equations (both ODEs and PDEs). Prerequisite: A grade of "C" or better in MA 334. Spring semester. This course satisfies the mathematics writing intensive requirement.

**MA 366 Junior Seminar 1 Cr**

This is a one-credit, pass/fail, seminar-style course. There will be three main segments: select a faculty director for either an honors thesis or a senior project and write a research proposal, write a resume and research job opportunities, and write a graduate school essay and research graduate school opportunities. The overall goal of this course is to prepare students for their senior year and beyond. This course should be taken in the spring of the year before intended graduation (typically in the spring of the junior year). Spring semester annually.

**MA 401 Modern Algebra and Applied Geometry 3 Cr**

This course covers the traditional topics from abstract algebra, including groups, rings, integral domains, fields, and homomorphic and isomorphic relationships, as well as standard topics from geometry, including axiomatic systems in both Euclidean and Non-Euclidean geometrics and transformational geometry with vectors and matrices. The focus for the class is the contemporary applications of the concepts presented, together with the weaving together of geometric and algebraic themes. Linear algebra is the integrating theme. Prerequisites: Grade of "C" or better in MA 301.

**MA/CS 403 Introduction to Modern Cryptography 4 Cr**

This course is intended to be an introduction to the essential core areas of modern cryptography. We begin with a look at historical cryptography and then move into more modern concepts. Mathematical background is provided as needed and informal descriptions of the cryptosystems along with more precise pseudo-code descriptions are given. Algorithms and systems will be illustrated

with many examples, and their mathematical underpinnings carefully explained. Because of the heavy use of mathematics made in this course (number theory, discrete mathematics, probability, linear algebra and probably some calculus), this course is cross-listed and may be taken either for mathematics or computer science credit. The course is lab-based with each lab illustrating cryptosystems and concepts studied in class. Prerequisites: Grades of "C" or better in MA 131 or MA 122 and MA 328. Fall semester.

**MA 421 Mathematical Optimization, Applications, and Analysis 3 Cr**

This course is a project-based exploration of topics in optimization and mathematical programming, such as linear, integer, nonlinear, and stochastic programming. We explore the modeling, algorithmic and heuristic solution approaches to, and sensitivity analysis of problems such as the Knapsack problem, Traveling Salesman problem, and the Ising spin glass problem. Computers and technology will again play an important role as we investigate both the implementation and the theoretical basis of solution techniques. This course will bring together topics from single and multivariable calculus, linear algebra, and probability. Prerequisite: Grades of C or better in MA 334 and in MA 336. Fall semester.

**MA 471 History Seminar in Mathematics 1 Cr**

This course in the history of mathematics is intended to give students an insight into some of the great masterpieces of mathematics, as seen in their historical contexts. Developing an understanding of the individuals who were the creators of mathematics helps one better appreciate their creations. Since mathematics is an ever-growing discipline in which new ideas are built upon the old, half the semester is dedicated to 20<sup>th</sup> century developments in mathematics. Required course for mathematics secondary-education majors. Offered when demand is sufficient.

**MSL: Courses in Military Science (ROTC)****Department of Military Science**

The following MSL courses count as elective courses toward the graduation requirement of 122 credits for a bachelor of arts degree (66 credits for an associate of arts degree): MSL 101, 301, 302, 401 and 402. MSL 315 may count as a HPE activity credit. Other MSL courses do not count toward either graduation requirement.

**MSL 101 Foundations of Officership 3 Cr**

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes framework for understanding officership, leadership, Army values and "life skills" such as physical fitness, time management, communications theory and practice (written and oral), and interpersonal relationships. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Fall and Spring semester.

**MSL 102 Basic Leadership 3 Cr**

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling. Provides students with a basic understanding of situational leadership as it applies to the military and how the basic concepts and practices relate to individuals and organizations. Spring semester.



**MSL 201 Individual Leadership Studies 3 Cr**

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings. Fall semester.

**MSL 202 Leadership and Teamwork 3 Cr**

Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback. Practical exercises with upper-division ROTC students. Spring semester.

**MSL 203 Ranger Challenge 1 Cr**

Practical hands-on training in rappelling, rope bridges, land navigation, marksmanship, and physical conditioning. A team selected from this class will represent Carroll College in the Big Sky Task Force Ranger Challenge Competition. Fall and Spring semester

**MSL 204 Leadership Practicum 1 Cr**

Intensive supervised study in applied leadership and management development in an organizational setting. Prerequisite: Consent of the instructor.

**MSL 301 Leadership and Problem Solving 3 Cr**

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities. Corequisite: MS 303. Restricted to contracted Military Science students. Fall semester.

**MSL 302 Leadership and Ethics 3 Cr**

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. The leader's role in planning, directing and coordinating the efforts of individuals and small groups in tactical missions. Corequisite: MS303. Restricted to contracted Military Science students. Spring semester.

**MSL 303 Leadership Laboratory 1 Cr**

Practical application of skills learned in the classroom. Restricted to contracted Military Science students. Fall and Spring semester.

**MSL 315 Drill and Conditioning 1 Cr**

This course prepares students and cadets for the physical challenge of leading soldiers and familiarizes students with Army physical fitness standards and training. Students participate in physical training to improve muscular strength & endurance, cardio respiratory endurance, core stability, flexibility, and body composition (fat versus lean body mass). Individual progress is measured by assessments throughout the semester. Fall and Spring semester

**MSL 401 Leadership and Management 3 Cr**

Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. The application of leadership principles and techniques involved in leading young men and women in today's Army. Restricted to contracted Military Science students. Fall semester.

**MSL 402 Officership and Ethics in the U.S. Army 3 Cr**

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. Understanding of the ethical components of the Uniform Code of Military Justice and civil rights legislation. Restricted to contracted Military Science students. Spring semester.

**MSL 404 Advanced Leadership Practicum 1 Cr**

Study and internship in military tactics, leadership and organizational behavior. Supervised by Active Duty military officers. Prerequisite: Consent of instructor. Restricted to contracted Military Science students. Fall and Spring semester.

**MUS: Courses in Music****MUS 109 Musicianship I 3 Cr**

Introduction to music reading and keyboard playing. Emphasis on the elements of music through the study of keyboard technique and performance, solo and ensemble repertoire, music theory, harmonization, transposition, and composition. No previous musical background is required. Each semester.

**MUS 119 Sight Singing and Aural Skills 3 Cr**

An introduction to aural skills with an emphasis on sight singing, rhythmic and melodic identification, analysis 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 solfège. 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. Each semester.

**MUS 125-225 Voice I and II 3 Cr Ea**

A series of courses beginning with the production of sound and from there, depending on individual talent and interest, building a varied repertoire that may include folk, musical theatre, classical and operatic selections.

**Voice I** explores the production of sound and prepares the student for performance. Emphasis is on the individual's voice, breathing, bringing sound to the mask of the face, strengthening and expanding the range, acoustics and care of the voice. Students explore toning, Gregorian chant, technical and interpretational aspects of music and monologue. Students present staged selections for an on-campus-by-invitation-only performance final at the end of the semester. Voice I is open to all students and is a prerequisite for Voice II.

**Voice II** emphasizes sight-reading, ear training, blending voices into multiple harmonies, exploring the musical genre, expansion of a varied repertoire and working with a professional accompanist. The staged performance final is developed by students and performed off campus, providing practical application of communication skills learned in Voice I. Prerequisite: Voice I.

**MUS 119 Sight Singing and Aural Skills I 3 Cr**

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 solfège. 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. Each semester.

**MUS 129 Vocal Ensemble 1 Cr**  
Open to qualified singers by audition. The group performs a diverse repertoire and performs for special events on and off campus. Optional credit. Pass/Fail grading. Prerequisite: Audition with instructor. Each semester. Does not satisfy CORE fine arts.

**MUS 131-132 Pep Band 1 Cr**  
Pep band is open to qualified instrumentalists (saxophone, trumpet, trombone, piano, guitar, bass, or drums). One 2.5-hour rehearsal each week. Repertoire includes traditional and contemporary big band jazz and selected contemporary rock/pop material. Performances at special events on and off campus. One credit may be earned for each semester of participation. Optional pass/fail grading. Prerequisite: Interview/audition with instructor. Each semester. Does not satisfy CORE fine arts

**MUS 165 Pop, Rock, and All That Jazz 3 Cr**  
Examination of the development and use of all types of music in the United States, covering folk traditions, church music, popular and commercial music, the musical stage, and the fine-art tradition. Special emphasis on current phenomena of commercial and media music. Guided listening to recording. No previous musical background is required. Fall semester.

**MUS 209 Musicianship II 3 Cr**  
Further development of musicianship, with emphasis on keyboard repertoire, harmonization, accompanying, score reading, analysis of diatonic materials, composition, transpositions of instruments, and improvisation. Topics include further study in meter and rhythm, major and minor scales, intervals, diatonic triads and seventh chords, chord inversion, non-chord tones, melodic variation, phrase structure and form. Prerequisite: MUS 109 or consent of instructor. Fall semester.

**MUS 261 Music Appreciation 3 Cr**  
An introduction to the fine-art music tradition of Western civilization. Intended to acquaint the listener and non-musician with the basic repertoire of concert music. Emphasis on guided listening; concert attendance required. No background in music is required. Each semester.

**MUS 303 Music of the 20th Century 3 Cr**  
Investigation of style developments in music since Stravinsky and Schönberg (c. 1900) and in art since the Impressionists and Post-Impressionists (c. 1800). Guided listening, slide lectures, discussion, compositional projects in real and stored-time music, as well as projects in the visual and plastic arts. No background in music is required. Two (2) 90-minute classes per week. Spring semester.

**MUS 309 Musicianship III 3 Cr**  
The study of chromatic harmony and 20th century compositional techniques through analysis, composition, arranging for instruments, keyboard harmony, and improvisation. Continued work on keyboard repertoire and performance. Topics include secondary dominants, modulation, large forms, extended tertian chords, jazz harmony, set theory, and 12-tone serialism. Prerequisite: MUS 209. Spring semester.

**MUS 475 Applied Music 1-3 Cr**  
Private study in instrument or voice with a local private teacher approved by the music program faculty. Students are personally responsible for financial arrangements with the private teacher. Credit for participation in the Helena Symphony (subject to openings) is possible under this heading. Evaluation of each semester of work is conducted by music program faculty in consultation with each private teacher. Course may be repeated each semester. Does not satisfy CORE fine arts.

## **NU: Courses in Nursing**

### **Department of Nursing**

**NU 101 Introduction to Professional Nursing 2 Cr**  
The purpose of this course is to begin a discovery into the science and art of nursing. Exploration will be focused on the history and future of nursing, nursing as a profession, nursing roles, nursing as an integral part of the healthcare delivery system and health promotion concepts. No prerequisites. Fall and spring semester.

**NU 201 Fundamentals and Health Promotion 4 Cr**  
The purpose of this course is to apply the nursing process while learning fundamental nursing skills. Emphasis is given to health promotion and the aging adult. The course has one component, approximately 2 semester hours, focusing on the nursing process and basic nursing procedures beyond those of a Certified Nursing Assistant, to be taken by all students wishing to pursue nursing as a major. The second component of the course is specifically designed for those with no experience as a Certified Nursing Assistant. Nursing procedures are practiced in the laboratory and in the community with basically well adults who are in need of personal care and health promotion nursing assistance. Prerequisites: PSY 105, BI 201. Fall and spring semester.

**NU 202 Assessment and Health Promotion 4 Cr**  
The purpose of this course is the acquisition of beginning level health assessment for the professional nurse. Content for the course focuses on health assessment and health promotion for the well and ill adult. This course includes three hours of theory and one three-hour clinical experience per week. Prerequisites: CH 111, PSY 105, NU 101, EN 102, CO101, BI 201, BI 202. Or concurrent: CH 112. Fall semester.

**NU 208 Basic Nutrition 3 Cr**  
This course provides students with an understanding of the basic concepts and principles of nutrition including digestion, metabolism and function of nutrients. Other topics covered are current controversial nutrition issues such as eating disorders, sports nutrition, dietary supplements, and herbal products, and the relationship between nutrition and diseases like heart disease, cancer, obesity, osteoporosis and diabetes. This course will also provide students with the knowledge needed to evaluate and modify their own diets. Prerequisites: CH 111, CH 112. Spring semester.

**NU 301 Care of the Childbearing Family 4 Cr**  
This course introduces the student to family health nursing theory and nursing practice with emphasis on the childbearing family and well-child. Nursing care of the childbearing family from conception, to pregnancy, through childbirth and the postpartum period, including care of the newborn and pediatric client is presented within the context of a family-centered, developmental approach. The concepts of family structure, functions, values, culture, and spirituality are explored and applied to health promotion interventions for the childbearing family. Prerequisites: NU 201, NU 202. Or concurrent: BI 214. Fall and spring semester.

**NU 302 Psychosocial Health 4 Cr**  
The exploration of selected psychosocial concepts and theories basic to nursing practice. The use of self as a therapeutic agent is emphasized in the promotion of psychosocial health. Students develop strategies of intervention based on the nursing process, nursing theories and research. Clinical experience is provided within an inpatient psychiatric treatment facility. Prerequisites: NU 201, NU 202. Or concurrent: BI 214. Fall and spring semester.

**NU 304 Illness Across the Lifespan I 4 Cr**

Utilizes applications of the nursing process and management of pathophysiological problems in providing nursing care to the ill child, adult, and geriatric clients and their families in the acute care and community settings. Assessment of the physiological, psychological, sociocultural, and spiritual factors influencing existing or potential health problems provides direction for nursing management. This course includes a weekly three-hour laboratory experience in nursing skill development that focuses on the mastery of core scientific principles that underlie all skills, thus preparing the student nurse to incorporate current and future technological skills into other nursing responsibilities, and apply skills in diverse context of health care delivery. Prerequisite: NU 301, NU 302, NU 308. Spring semester.

**NU 305 Clinical Nursing Care I 4 Cr**

Utilizes a head to toe assessment and management of symptoms of pathophysiological problems affecting the child, adult and geriatric client in an acute care setting. The emphasis is to maximize the quality of life and maintain an optimal level of functioning throughout the course of the illness. Clinical experiences will be related to classroom content. Prerequisites: NU 301, NU 302, NU 308. Spring semester.

**NU 307 Nursing Research 2 Cr**

NU 307 is an introduction and exploration into the concepts and processes of theory and research in nursing. Students are taught to critique published studies, identify problems, critically review the literature and to integrate research findings into clinical practice. Prerequisites: NU 301, NU 302, MA 207 or concurrent MA 207. Spring semester.

**NU 308 Pathophysiology and Pharmacology 3 Cr**

The study of suffering caused by disease and alteration in bodily functions in adults and children. The mechanisms and clinical manifestations associated with infectious diseases are explained. The interrelationships of factors that contribute to increased morbidity and cause disease are discussed. Objective and subjective perspectives are studied that take into account the complex interactions among body, mind, culture and spirit. The basic pharmacological principles are studied to create an understanding of how drugs affect human beings across the lifespan. Application of the nursing process to drug therapy is identified. Specific categories of drugs and their therapeutic effects and potential toxicities are examined in conjunction with disease processes. Prerequisites: BI 214. Or concurrent: NU 301, NU 302. Fall semester.

**NU 320 Professional Role: Clinician 1 Cr**

The application of critical thinking in the clinician role will be examined utilizing a selected critical thinking skills development framework. The basic concepts of critical thinking, problem solving, decision making, and priority setting will be discussed. The relationships of the basic concepts to the nursing process are analyzed. Delegation, communication, patient teaching, clinical reasoning, ethical decision making, and the utilization of nursing judgment in clinical settings are studied, specifically looking at the definitions, guidelines, and pitfalls. Prerequisite or concurrent: NU 301, NU 302. Spring semester.

**NU 404 Illness Across the Lifespan II 4 Cr**

Utilizes the nursing process and management of pathophysiological problems for providing care to ill persons across the lifespan with acute and chronic conditions. Assessment of physiological, psychological, sociocultural, and spiritual factors that influence existing or potential health problems is considered. This course focuses on the care of clients with neurological, renal, and reproductive disorders. There is also emphasis on rehabilitative nursing care. This course

includes a weekly three-hour laboratory experience in nursing skill development that focuses on the mastery of core scientific principles that underlie all skills, thus preparing the student nurse to incorporate current and future technological skills into other nursing responsibilities, and apply skills in diverse context of health care delivery. Prerequisites: Completion of 300-level nursing courses. Fall and spring semester.

**NU 406 Nursing Management 4 Cr**

This course explores the relationship between management and leadership. The student will consider and practice the skills needed by a nurse manager to effectively plan, organize, staff, direct and control nursing and health care as it is provided by groups of workers. In this course, the student is beginning the process of being socialized into the novice registered nurse role. This role development is accomplished by having the student consider the staff and management roles as interdependent. Prerequisites: Completion of 300-level nursing courses. Fall and spring semester. Fulfills writing intensive requirement.

**NU 413 Clinical Nursing Care II 3 Cr**

NU 413 is the clinical experience for Illness Across the Life Span II. Utilizing the nursing process the student cares for the child, adult and geriatric client in acute care settings. The emphasis is to maximize quality of life and maintain optimal level of functioning. The concepts of critical thinking, problem solving, decision-making, and priority setting are emphasized utilizing the nursing process as the foundation. Collaboration, communication, delegation, and patient teaching are incorporated into the total care of the client/family. Prerequisite: Completion of 300-level nursing courses. Fall and spring semester.

**NU 414 Community Health Nursing 4 Cr**

The student will apply all previously gained knowledge from course work toward the baccalaureate in nursing to working with individuals, families, and communities and other aggregates. The concept of community health nursing being a blend of nursing and public health science is central to the course. The epidemiological process is introduced as the unifying concept for the wide range of programs and services found in community health. Application of the nursing process in providing services to the community as client is done. Beginning skills in assessing health needs of communities in order to identify high-risk groups are practiced. Coordination with other disciplines to provide disease prevention, health promotion, and protection interventions is stressed. The impact of the external environment on the health of individuals, families, and aggregates is emphasized. The student examines the role of the nurse as an advocate for health care policy to ensure the health of populations. Prerequisites: completion of 300-level nursing courses. Fall and spring semester.

**NU 417 Capstone Clinical 4 Cr**

The Capstone Clinical is designed to assist students in the integration of the competencies essential for the practice of professional nursing. During the semester, the student will progress from a structured supervised framework of practice to a framework where the student becomes able to have general supervision from the faculty and agency preceptors. The clinical site will be dependent upon the student's needs based upon the joint analysis of the student and faculty prior to the placement. Throughout the semester, students will follow a detailed review plan to help prepare for the NCLEX-RN. Prerequisites: completion of 300-level nursing courses. Spring semester.

**NU 420 Professional Role: Leader 2 Cr**  
This course is a continuation of the professional role course in the nursing curriculum to move the student from novice nursing student to expert nursing student. The course will allow the students to participate in exercises related to leadership and then discuss leadership principles explored in relationship to the nurse as leader. Prerequisites: completion of 300-level nursing courses. Fall semester.

## **PAD: Courses in Public Administration**

### **Department of Business, Accounting, and Economics**

**PAD 205 Introduction to Public Administration 3 Cr**  
The course focuses on the public sector with specific emphasis on the role of the manager in directing public institutions. Skill development and understanding of policy-making, management, and professional ethics are key course objectives. Designed to prepare students for service at municipal, state, and federal levels of government. Fall semester. Fulfills writing intensive requirement.

**PAD 412 Administrative Internship 3 Cr**  
An opportunity to apply former course work to administrative responsibilities in a public sector work environment. Prerequisite: Consent of the chairs of the Business, Accounting, and Economics Department and the Political Science Department.

## **PHIL: Courses in Philosophy**

### **Department of Philosophy**

All 100 and 200 level philosophy courses may be taken in any order, and any one of them will satisfy CORE requirements. 100 level courses are usually more general introductory courses, while 200 level courses focus on some specific area or topic of philosophy. All philosophy courses numbered 300 or above have a prerequisite of one previous philosophy course or consent of the instructor.

**PHIL 101 Perspectives in Philosophy 3 Cr**  
This course acquaints students with philosophical thinking and writing, as well as some of the literature and ideas from various historical periods which constitute the humanities. As time permits, audiovisual and experimental approaches will be used in lectures. Each semester.

**PHIL 107 Ethics 3 Cr**  
An analysis of the basic moral concepts of goodness, right, and obligation and an overview of the ways in which these concepts operate in such contexts as society, religion, and the law. Applications of these discussions to contemporary moral issues. Each semester.

**PHIL 113 Formal Logic 3 Cr**  
The analysis and construction of arguments using strict rules which determine valid from fallacious reasoning. Notation and procedure related to mathematics may be used for parts of the course. Not recommended as a second core course after PHIL 114 Critical Thinking. Fall semester.

**PHIL 114 Critical Thinking 3 Cr**  
The informal logic of the use of language in everyday contexts. Emphasis on variable factors within ordinary argument situations, such as disagreements, ambiguity, generalization, and analogy. Analysis of extended arguments in different areas of general interest. Not recommended as a second core course after PHIL 113 Formal Logic. Spring semester.

**PHIL 121 Philosophy of Human Being 3 Cr**  
An introduction to philosophy through a consideration of the human orientation to knowledge, meaning, and values, as well as the human possession of body, spirit, and freedom. A critique of the concepts of human being found in traditional and contemporary sources. Subject matter is particularly useful to students in biology, psychology and the social sciences. Each Fall; Spring semester, odd-numbered years.

**PHIL 151 Ancient Philosophy 3 Cr**  
An examination of philosophical speculation through its origins in the Greek and Roman worlds. Special emphasis on the idealism of Plato and the realism of Aristotle as the systematic foundations of Western thought. Fall semester.

**PHIL 202 Medieval Philosophy 3 Cr**  
Latin thought from early Christian times through the late Middle Ages and Renaissance. Emphasis on the great neo-Platonic and neo-Aristotelian syntheses. Some acquaintance with Plato and Aristotle would be helpful. Spring semester.

**PHIL 206 Environmental Ethics 3 Cr**  
Environmental Ethics studies how human beings conceptualize their concern for the environment, their place in nature, and the kind of world in which people might flourish. The class questions what the extent and basis of that concern might be, by studying proposed philosophical approaches to environmental and ecological issues. Spring semester, even-numbered years.

**PHIL 207 Business Ethics 3 Cr**  
The philosophical examination of business and business life and their relationship to the good life. Includes an analysis of economic justice, corporate and personal responsibility, moral conflicts, human rights, and the meaning of work. Case studies to assist students to make rationally defensible moral judgments. Fall semester.

**PHIL 208 Bioethics 3 Cr**  
A critical examination of moral issues that arise in medicine and related fields, including the right to life, informed consent, confidentiality, medical experimentation, reproductive control, and allocation of scarce resources. Case studies to assist students to make rationally defensible moral judgments in accord with sound moral principles. Spring semester.

**PHIL 216 Philosophy of God and Religion 3 Cr**  
Rational reflection on the existence of God, what can be said about God, and the relationship between human beings and God. This course would be of special interest to students in theology. Spring semester; even-numbered years.

**PHIL 223 Oriental Philosophy 3 Cr**  
An historical overview of the principal philosophies of Eastern nations, including Hinduism, Buddhism, Confucianism, and Taoism. An assessment of the philosophical status of Oriental thought. Fall semester; even-numbered years. May fulfill global diversity requirement.

**PHIL 252 Philosophy and History of Science 3 Cr**  
An exploration of the philosophical aspects of science and its methods. The influence of modern scientific inquiry on other disciplines, society, and religion. Spring semester; odd-numbered years.

**PHIL 255 Philosophy of Art and Beauty 3 Cr**  
An analysis of concepts used in discussions of art and beauty and an attempt to understand various art forms (such as the visual arts, music, and literature). The nature of art criticism and the purpose of art. Fall semester; odd-numbered years.

**PHIL 256 Social and Political Philosophy 3 Cr**  
A critical review of theories of political, social, and economic organization. Analysis of the philosophical foundations of these accounts and their consequences. Spring semester.

**PHIL 303 Modern Philosophy 3 Cr**  
The leading participants in the philosophical dialogue of the 17th through 19th centuries, including British empiricism, Continental rationalism, and German idealism. Prerequisite: Previous philosophy course or consent of instructor. Fall semester; odd-numbered years.

**PHIL 304 Contemporary Philosophy 3 Cr**  
An investigation of recent traditions and problems within philosophy and a discussion of philosophical issues raised in contemporary literature, focusing on developments in 20th century culture and society. Prerequisite: Previous philosophy course or consent of instructor. Spring semester; even-numbered years.

**PHIL 310 Metaphysics 3 Cr**  
A critical consideration of metaphysical thinking and an attempt to speak about the nature of reality, of “being as being,” and about the various categories of being. Prerequisite: Previous philosophy course or consent of instructor. Spring semester; odd-numbered years.

**PHIL 313 Epistemology 3 Cr**  
Discussion of standard questions in the theory of knowledge, including the meaning of “to know,” the distinction of knowledge from belief, the various sources of knowledge, the justification of knowledge claims, and the nature of evidence and truth. Prerequisite: Previous philosophy course or consent of instructor. Fall semester; even-numbered years.

**PHIL 324 Ethical Theory 3 Cr**  
An intensive exploration of enduring theoretical issues in ethics such as relative and absolute moral laws, subjective and objective components of moral knowledge, the relation of facts in nature to human values, and the place of reason in ethical decisions. Prerequisite: Previous philosophy course or consent of instructor. Spring semester; even-numbered years.

**PHIL 495 Philosophy Seminar 3 Cr**  
A discussion of selected philosophical issues or important texts with contributions by students and faculty. Required of all philosophy majors and minors, but also open to interested students from other departments who have obtained the permission of the Philosophy Department. Prerequisite: Previous philosophy course or consent of instructor. Fall semester; odd-numbered years.

**PHIL 496 Ethical Issues in Contemporary Media 3 Cr**  
The media’s presentation of contemporary ethical issues has brought many of these into popular discourse. This seminar will review specific media presentations of these issues, clarify their philosophical implications, and discuss various resolutions based on recognized ethical theories. The seminar is taught fall semester every even-numbered year.

## PHYS: Courses in Physics

### Department of Natural Science

**PHYS 101 Elements of Physics I 4 Cr**  
A survey course designed primarily for non-science majors. This course satisfies the CORE requirement for science. Topics include classical mechanics and states of matter. Three one-hour lectures and one two-hour laboratory per week. Prerequisite: Proficiency in elementary algebra. Fall semester, if sufficient demand.

**PHYS 102 Elements of Physics II 4 Cr**  
A continuation of PHYS 101, covering topics in heat, light, sound, and modern physics. This course satisfies the CORE requirement for science. Three one-hour lectures and one two-hour laboratory per week. Prerequisite: Proficiency in elementary algebra. Note: PHYS 101 is not a prerequisite for this course. Spring semester, if sufficient demand.

**PHYS 201 Physics I: Mechanics, Wave Motion, & Sound 4 Cr**  
An introductory calculus-based physics course, with emphasis on the principles of physics, for health science majors. Topics include classical mechanics, oscillatory (wave) motion, sound, and the behavior of solids and fluids. Three (3) hours lecture and one two-hour laboratory per week. Prerequisites: MA 122 or MA 131. Students must pass prerequisites with a grade of “C” or better to enroll in PHYS 201. Fall semester.

**PHYS 202 Physics II: Thermodynamics, Electricity and Magnetism, Optics, and Modern Physics 4 Cr**  
A continuation of PHYS 201. Topics include thermal physics, electrical and magnetic phenomena, simple electrical circuits, optics, and quantum physics. Three (3) hours lecture and one two-hour laboratory per week. Prerequisite: PHYS 201. Students must pass prerequisites with a grade of “C” or better to enroll in PHYS 202. Spring semester.

**PHYS 205 Engineering Physics I: Mechanics 4 Cr**  
For mathematics and engineering majors. Statics, kinematics, and dynamics of particles and rigid bodies, work and energy, conservation of energy and momentum (linear and angular), harmonic motion. Three (3) hours lecture and one two-hour laboratory per week. Prerequisite: MA 122 or MA 131 required, high school physics recommended. Students must pass prerequisites with a grade of “C” or better to enroll in PHYS 205. Fall semester.

**PHYS 206 Engineering Physics II: Electricity and Magnetism 4 Cr**  
Electrostatics and Gauss’ Law, dielectrics, DC circuits, electromotive force, magnetic field and magnetic properties of matter. Three (3) hours lecture and one two-hour laboratory per week. Prerequisite: PHYS 205 required, high school physics recommended. Students must pass PHYS 205 with a grade of “C” or better to enroll in PHYS 206. Spring semester.

**PHYS/ENGR 305 Electronics and Circuit Analysis I 4 Cr**  
An introductory survey of the behavior of electrical circuits. Review of current, voltage, and passive circuit elements (resistors, capacitors, and inductors). Kirchhoff’s Laws, network theorems, and basic network analysis. General characteristics of amplifiers and electronic instrumentation. Introduction to operational amplifiers and active elements (transistors). Laplace transform analysis of transient (switching) response, and complex phasor analysis of sinusoidal steady-state response. Three (3) 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). Prerequisites: Grades of “C” or better in PHYS 202 or PHYS 206, and MA 122 or MA 233. Fall semester.

**PHYS/ENGR 306 Electronics and Circuit Analysis II 4 Cr**  
A continuation of PHYS/ENGR 305. Systematic node-voltage and mesh-current methods of circuit analysis. Network transfer functions and frequency spectra. Mutual inductance and transformers. Diode circuits and the behavior of single-transistor amplifiers using field-effect or bipolar-junction transistors. Analysis and design of digital logic circuits. Principles of operation and interfacing of typical laboratory instruments. Three (3) hours lecture and one

two-hour laboratory per week. Prerequisite: Grade of “C” or better in PHYS/ENGR 305. Offered spring semesters if warranted by sufficient demand.

**PHYS/ENGR 308 Thermodynamics 3 Cr**

A practical introduction to thermodynamics for engineering students. Fundamental state variables are defined (e.g., temperature, pressure, energy, enthalpy, entropy, etc.), and the three laws of thermodynamics are extensively discussed and illustrated. Applications include power systems, gas turbines, and refrigerators. Three (3) hours lecture per week. Prerequisites: Grades of “C” or better in PHYS 205-206 and MA 334. Spring semester.

**PHYS 321 Optics and Electromagnetic Radiation 3 Cr**

A survey of geometrical and physical optics, including the behavior of electromagnetic radiation across the spectrum. Topics include the dual wave/particle nature of radiation, lenses and ray-tracing, analysis of simple optical instruments (microscopes, telescopes), interference and diffraction phenomena, lasers and holography. Two (2) 75-minute periods per week, one of which may be used for laboratory exercises. Prerequisite: PHYS 206. Offered fall semesters if warranted by sufficient demand.

**PHYS 322 Modern Physics 3 Cr**

An introduction to the highlights of twentieth-century physics: quantum mechanics, special and general relativity, and selected topics in atomic and nuclear physics. Students pursuing a Physics minor (but not a Physics for Secondary Education minor) are required to co-enroll in PHYS 322L. Three (3) hours lecture per week. Prerequisite: PHYS 202 or PHYS 206. Offered spring semesters if warranted by sufficient demand.

**PHYS 322L Mathematical Methods of Modern Physics 1 Cr**

A computational laboratory section which meets once per week, required of students pursuing a Physics minor. (Students pursuing a Physics for Secondary Education minor need enroll in PHYS 322 only). This laboratory section explores in more mathematical detail such topics as solutions of Schrodinger’s equation, relativistic transformations, Monte Carlo simulations, and chaotic dynamics. One two-hour laboratory per week. Prerequisites: PHYS 206 and co-enrollment in PHYS 322. Offered spring semesters if warranted by sufficient demand.

## **PO: Courses in Political Science**

### **Department of Political Science**

**PO 100 Justice and the Just Society: Introduction to Politics 3 Cr**

This course introduces students to the basic concepts and realities of political life by exploring the role of politics and the state for the creation of a just society. The age old quest for justice will take us back to early classical and medieval understandings of justice. The course will close with aspects of contemporary legal and social justice and the central importance of the rule of law in making a just society possible. Fall semester.

**PO 104 American National Government 3 Cr**

An introduction to the institutions of American national government. The focus will be on the presidency, congress, courts, and the system of federalism. The class will also probe national elections, political parties, interest groups, and concepts of “checks and balances” and “separation of powers.” This course is required for all political science majors and minors. Fall semester.

**PO 115 International Relations 3 Cr**

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. Spring semester. Fulfills global diversity requirement.

**PO 201 Introduction to the Legal Profession 1 Cr**

An introduction to various aspects of the legal profession. Lectures by attorneys, law clerks, and judges; supplemented by films and field trips. Pass/fail only. Spring semester; even-numbered years.

**PO 206 Modern Political Ideologies 3 Cr**

This course is an introduction to the dominant and challenging political persuasions of the modern world, including liberalism, conservatism, socialism, fascism, and nationalism. The course also considers environmentalism as a developing postmodern ideology. Required of all political science majors and minors. Fall semester.

**PO 210 Introduction to Constitutional Law 3 Cr**

This general survey course is an introduction to some of the key Supreme court decisions in the development of constitutional law in the United States. Through analysis and briefing of cases, students will be able to develop their thinking and writing skills while they learn how constitutional doctrine emerges and changes in areas such as separation of powers, federalism and civil liberties as the ongoing struggle to interpret the meaning of our Constitution continues. Fall semester, odd-numbered years.

**PO 216 American Political Thought 3 Cr**

This introductory course surveys the central issues of American political thought from the founding of the Republic to the present. The focus will be on selected critical periods in American history characterized by heightened conflict over America’s operative ideals, including revolutionary America and the struggle over the Constitution, the Civil War, Depression and New Deal, and the Vietnam era. Spring semester; odd-numbered years.

**PO 222 U.S. Foreign Policy 3 Cr**

An examination of the changing international perspectives, policy instruments, and processes of decision making underlying American foreign policy since 1945. Major objectives of the course include an appreciation of the complexity of interests that shape foreign policy and the development of an analytical capacity to evaluate the ways in which U.S. power has been projected abroad. Fall semester.

**PO 230 Montana State Politics 3 Cr**

An introductory analysis of Montana state politics and political institutions. Emphasis will be placed on Montana politics since the 1972 State Constitutional Convention. Spring semester; odd-numbered years.

**PO 244 World Order and Interdependence 3 Cr**

Examination of various conceptions of world order by focusing on the effects of globalization, both positive and negative, on governments and people around the globe. The quest for a just world order will be an underlying theme of this course. Spring semester; even-numbered years.

**PO 250 Contemporary Issues in American Politics 3 Cr**

An introduction to the major public policy issues in American politics. Course examines the creation and definition of public issues as well as the formulation of public policy solutions. The problems and issues examined will reflect dominant national concerns. Spring semester.

**PO 280 Introduction to Comparative Politics 3 Cr**

This course introduces students to government and politics outside the United States. The workings of different forms of government will be studied in a variety of countries each year. Required of all political science majors and minors. Spring semester.

**PO 306 Data Analysis for Public Policy 3 Cr**

This course is about how we study politics by various methods of gathering information and analyzing it. Course material is designed particularly for students of political science, international relations, and public administration who wish to develop basic research and policy analysis skills. Much of the course will deal with the use of quantitative methods for analyzing political problems. Students should have a background in algebra. Recommended for juniors. Spring semester; even-numbered years.

**PO 307 Contemporary Europe: Politics, Society and Culture since 1945 3 Cr**

An interpretative course which examines various themes in the history of the Continent since the end of the Second World War. The reconstruction of Europe, the trials of war criminals, the Cold War, the protests of the 1960s, European integration and the collapse of Communism are some of the topics that will be examined. Spring semester, even-numbered years.

**PO 311 American Presidency 3 Cr**

An examination of the personal and institutional powers of the American presidency. Special emphasis will be given to exploring presidential elections and the various domestic and foreign policy responsibilities of the office. Spring semester, even-numbered years.

**PO 312 Elections, Political Parties, and Public Opinion 3 Cr**

An exploration of U.S. elections, political parties, and public opinion and their contribution to the democratic process. The course will specifically examine the origins of individual political opinions. Spring semester, odd-numbered years.

**PO 314 Public Administration and Politics 3 Cr**

This course will explore the political behavior and the influence of public bureaucracies. We will examine public organizations as political institutions capable of affecting the course of public policy. Fall semester; odd-numbered years.

**PO 316 U.S. Congress 3 Cr**

An examination of the structure and powers of the U.S. Senate and House of Representatives. Attention will be given to exploring congressional elections and voting behavior, as well as legislative powers and congressional-executive relations. Spring semester; odd-numbered years.

**PO 319 Urban Politics 3 Cr**

A study of urban problems and municipal government in the U.S. The class will involve historical analysis of cities and a contemporary examination of urban politics and the urban problems of race and economic development. Fall semester; even-numbered years.

**PO 324 Western European Politics 3 Cr**

A comparative study of cabinet formation, electoral systems, and political economy among European parliamentary democracies, particularly Britain, France, Germany, and Italy. Includes analysis of the changing political and military context in post-Cold War Europe, the process of democratization in Central and Eastern Europe since 1989, and the pressures for expansion of the European Union. Fall semester.

**PO 328 The Developing World 3 Cr**

A critical examination of social, political, and economic problems associated with development in the Global South. Students will analyze various ideas and trends in the field and assess the strengths and weaknesses of competing models of development. Fall semester; even-numbered years. Fulfills global diversity requirement.

**PO 330 Topics in Political Theory 3 Cr**

This upper-division discussion seminar focuses on perennial, basic concepts in political theory, such as justice, democracy, liberty, or community as examined through the writings of selected ancient, modern, and contemporary theorists. The seminar has also been organized thematically (e.g., utopian political thought, ecological thought in America, modernity and postmodernity). Previous lower division study of political ideas is helpful but not required. Fall semester.

**PO 342 War and Peace 3 Cr**

Presents a critical examination of contending conceptions of international security, the policy making process as it relates to the formulation of national security priorities, and the role of weapons and force in foreign policy. In short, we will examine age-old questions pertaining to war and peace in the contemporary world. Spring semester; odd-numbered years.

**PO 348 International Negotiation Simulation 3 Cr**

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. Fall semester, odd-numbered years. Fulfills global diversity requirement.

**PO 411 Political Internship Program Cr Arranged**

Students participate as interns at various levels of state and local government. They develop work and study details of this internship experience by close and continual consultation with their political science advisor. Prerequisites: PO 230; junior or senior standing; consent of the Department. This course may be taken more than once.

**PO 417 Legal Internship Program 3 Cr**

Practical work experience in a professional legal environment. Students keep a daily journal of their experiences and arrange further study and paper requirements with the pre-law advisor. Prerequisite: PO 201 and junior or senior standing. This course may be taken more than once.

**PO 495 Senior Seminar 3 Cr**

An informal seminar course with selected readings and student research and presentations. Required of all political science majors and minors. Spring semester. Prerequisite: senior standing.

**PSY: Courses in Psychology****Department of Psychology****PSY 105 General Psychology 3 Cr**

An introduction to the principles of behavior through an analysis of the explanatory concepts, research methodologies, and contemporary issues in psychology. This is a survey course and is team-taught, thus exposing students to all areas of expertise within the Department. Each semester.

- PSY 203 Developmental Psychology 3 Cr**  
An examination of the human life cycle with a focus on the behavioral processes and major influences unique to each stage of development. Prerequisite: PSY 105. Each semester.
- PSY/SO 216 Social Psychology 3 Cr**  
An introduction to and an analysis of social interaction, including the social aspects of personality, social attitudes, group behavior, and the influences of social institutions on individual behavior. Prerequisite: PSY 105 or SO 101. Fall semester. May fulfill national diversity requirement.
- PSY 222 History and Systems in Psychology 3 Cr**  
A study of the major influences of philosophy and physiology on the development of modern psychology. The purpose of this course is to provide students with an education in the roots of psychology and an appreciation for the contributions of the great schools of thought. Prerequisite: PSY 105. Spring semester.
- PSY 227 Child Psychology 3 Cr**  
A developmental approach to the cognitive, physical, and psychosocial aspects of school-aged children. Each semester.
- PSY 228 Adolescent Psychology 3 Cr**  
A developmental approach to the cognitive, physical, and psychosocial aspects of adolescence. Each semester.
- PSY/ED 229 Educational Psychology 3 Cr**  
A study of the psychological theories and principles that affect teaching and learning in educational environments. The focus of this course is on the theories and methods associated with the process of learning as well as the application of this knowledge in a variety of classroom environments. Twenty (20) hours of exploratory in a public school classroom will be required unless twenty (20) hours of school exploratory was accomplished in ED 102. Secondary students will observe at the fifth or sixth grade level. Prerequisite: PSY 105 or PSY 227 or PSY 228. Each semester.
- PSY 304 Theories and Practice in Counseling Psychology 3 Cr**  
This course is designed to introduce students to the theoretical models, research findings, and practical techniques of counseling and psychotherapy. Intended for students who plan to become counselors. Prerequisite: PSY 105 and junior status. Spring semester.
- PSY 305 Junior Seminar 1 Cr**  
This course meets once per week to discuss issues of importance to those pursuing a career in psychology or related discipline. Topics will include career exploration, preparations for the GRE, APA writing style, graduate studies and schools, thesis projects, internships, and more. Psychology students are required to attend and participate. Fall semester.
- PSY 306 Abnormal Psychology 3 Cr**  
An empirically oriented analysis of contemporary as well as historical approaches to defining, explaining, and changing maladaptive human behavior. This course focuses on those behavior patterns that impede people from leading happy, meaningful, and productive lives. Prerequisite: PSY 105. Spring semester.
- PSY 307 Learning and Cognition 3 Cr**  
The course thoroughly covers principles and theories involved in the complex learning process. Practical information for improving both teaching and learning also are covered. The course exposes students to both behaviorists and cognitive theorists. All students conduct learning experiments during class and provide interpretation of results. Fall semester.
- PSY 308 Health Psychology 3 Cr**  
This course will provide an overview of the emerging field of health psychology and its contributions to our health care systems. Biopsychological approaches to health also will be examined. Course content will emphasize human behaviors that contribute to illness and those that facilitate health and well-being. Excellent elective course for those majoring in nursing or studies in pre-medicine. Spring semester.
- PSY 309 Research Methods I 4 Cr**  
This course provides skill training in descriptive research methodology. Students apply descriptive statistical analyses to interesting problems in the domains of cognitive, behavioral, personality, and neuropsychology. Statistical analyses include measures of central tendency, variability, correlation, linear regression and prediction systems. Particular emphasis is placed on developing skills in the interpretation of diagnostic data. used in applied psychology. In addition to developing research skills students are required to write a research paper according to APA style. Prerequisites: MA 207; junior status; psychology major or consent of professor. Fall semester. May fulfill writing intensive requirement.
- PSY 310 Research Methods II 4 Cr**  
This course provides skill training in experimental methodology focusing on hypothesis testing and the use of inferential statistics. Experimental designs include two-group designs for exploratory research and complex designs for analytical research using analysis of variance. Students conduct and present their own research project according to APA style. Prerequisites: PSY 309; MA 207; Junior status; Psychology major or consent of professor. Spring semester. May fulfill writing intensive requirement.
- PSY 311 Theories of Personality 3 Cr**  
This course explores the major theories of personality in terms of philosophy, science, and application. Students will become acquainted with a wide variety of theoretical approaches from the well known to the less well known. Prerequisite: PSY 105. Fall semester.
- PSY 320 Clinical Issues with Children and Adolescents 3 Cr**  
This course is designed to expose students to the fundamental issues encountered in the treatment of behavior problems and mental illness in children and adolescents. The course will emphasize methods for facilitating healthy change and will include relevant theory and research in the field. Lecture will cover topics ranging from child protective services interface to the use of psychotropic medications. Spring semester. Prerequisites: PSY 203, PSY 227, PSY 228.
- PSY 414 Physiological Psychology 4 Cr**  
This course is the first half of a year-long course in biopsychology. The course is concerned with the history of the field; structure and function of neurons, neural communication, neuroanatomy; and research methods. A laboratory section includes films, computer simulations, and sheep brain dissection. Prerequisite: BI 102 and senior status; psychology major or consent of instructor. Fall semester.
- PSY 416 Brain and Behavior 4 Cr**  
Building on information learned in PSY 414, students study the physiological basis of reproductive, emotional, stress, communicative, and ingestive behavior. Students also examine the biological aspects of mental disorders, such as anxiety, schizophrenia, autism, and addiction. This course is excellent preparation for graduate studies in psychology, medicine, or allied health fields. The labora-



tory section includes short projects in stress, films, field trips, and computer-guided learning tasks. Prerequisite: PSY 414. Spring semester.

**PSY 417-418 Psychology Practicum 1-3 Cr**

A program that provides upper-division psychology students with professionally supervised practical experience in the application of psychological principles and techniques in the areas of counseling, teaching, research, and community health. Prerequisites: Junior or senior status and consent of the Psychology Department. Both semesters.

**PSY 486 Readings, Research or Teaching 1-3 Cr**

This is an individualized instruction course through which the student engages in library and actual research on a topic designed in conjunction with a psychology faculty member. The student must engage in weekly conferences with the supervising faculty member and submit a written document describing readings and research conducted. It may also include working as a tutor for the general psychology course.

## SA: Courses in Study Abroad

### Interdepartmental

**SA 275 Study Abroad 3-6 Cr**

Recognizing the value of a global diversity experience, and in the spirit of cross-cultural inquiry, Study Abroad offers students the genuine opportunity to interact within the cultural milieu of another country, or countries, through a variety of scheduled Study Abroad journeys. Coordinated by the Study Abroad Director, faculty for Study Abroad courses are selected according to academic area of expertise, or through demonstrated significant personal/professional knowledge and experience within the country, or countries, to be visited. Faculty or qualified staff may also be selected for specialized opportunities, as approved by the Study Abroad Director, the Academic Dean and the President. Specific academic requirements for credit within an approved Study Abroad experience generally include pre-trip readings and meetings with faculty involved, a journal chronicling the experience, and a final academic paper and conference with faculty involved. Individual academic departments offering course credit for Study Abroad experiences shall specify additional requirements and protocols. Course may be repeated for credit with approval of departments involved. May fulfill global diversity requirement.

## SO: Courses in Sociology

### Department of Sociology & Anthropology

**SO 101 Introduction to Sociology 3 Cr**

Survey of the basic concepts and methods with an emphasis on sociology as a mode of analysis. Introduces the student to a sociological way of thinking to better understand one's self and others. This study of behavior utilizes materials drawn from contemporary American society. Each semester.

**SO 102 Introductory Field Service in Sociology 1 Cr**

Practicum of supervised work and observation in approved social agencies rendering direct service to clients or client systems. Agencies include those dealing with hunger, suicide prevention, etc. The course also offers readings related to major issues. Strongly recommended for those considering a career in the human services. Prerequisite: Concurrent enrollment in SO 101.

**SO 200 Social Problems 3 Cr**

An in-depth examination and discussion of selected American social problems, including poverty, sexism, racism, family violence, and health issues. Recommendations for alleviation of the problems with a particularly Christian viewpoint. Prerequisite: SO 101. Spring semester, even-numbered years. Fulfills national diversity requirement.

**SO 202 The Culture and Justice System of Ireland 3 or 6 Cr**

A sociological, inter-cultural, first-hand study of the Irish culture and criminal justice system. Particular emphasis is given to the manner in which the culture and history of Ireland have influenced the Irish justice system. Similarities and differences of Irish and American culture are highlighted. Students study by way of readings and tour the manner in which these aspects have effected the criminal justice systems of both cultures. Students will visit Irish courts, prisons, gaols and garda stations, as well as culture highlights of Dublin, Cork, Galway, Dingle, Beara, Wexford and Waterford. Prerequisites: SO 101 and SO 309 or a tour of a U.S. prison and permission of instructor. Limited enrollment selected by the instructor according to background of students, class standing, other courses taken in preparation as well as ability to function within a small group in an intimate setting within the Irish culture. Course will ordinarily be offered during even-numbered summers as part of session I. Fulfills global diversity requirement.

**SO/AN 204 Cultural Anthropology 3 Cr**

An analysis of the nature of culture and society and a survey of the range of cultural phenomena with emphasis placed on social structures and the dynamic interrelationship existing between the various social institutions. Fall semester. Fulfills global diversity requirement.

**SO/AN 208 The Family 3 Cr**

Anthropological and sociological investigation of the marriage and family institutions in various cultures and their influences upon both individuals and social organizations. Analysis of family communications; one's choices in relationships; parenting; life transitions; and roles of gender, property, power, and love in marriage and family. Prerequisite: SO 101 or consent of instructor. Fall semester.

**SO 215 Contemporary Issues in Rural and Urban Sociology 3 Cr**

This course examines sociological processes in the urbanization of societies. Problems concerning both rural and urban life will be covered, as well as efforts to build community from the local level to that of the "global village". The conflicting interests that farmers, ranchers, environmentalists, developers, urban planners, business, government and other groups have in these issues are presented and analyzed. Prerequisite: SO 101. Offered every third semester (Spring 2007). Course may be repeated.

**SO/PSY 216 Social Psychology 3 Cr**

An introduction to and an analysis of social interaction, including the social aspects of personality, social attitudes, group behavior, and the influences of social institutions on individual behavior. Prerequisite: PSY 105 or SO 101. Fall semester.

**SO/AN 218 Introduction to Native American Studies 3 Cr**

An overview of American Indian histories, cultures, religions, and philosophies. The course examines the continuity between traditional and contemporary ways of life, Native American education, and American Indians in Montana. Every semester. Fulfills national diversity requirement.

**SO 220 Sociology of Sport 3 Cr**

This course examines sports in American society. It helps the student to understand the reciprocal influences between sports and our culture, including social values, education, socialization, deviance, minority and female athletes, and the mass media and money. Sports is placed within the context of social institutions including the family, politics, economics, religion, etc. The course is designed to be a part of the student's development of a healthy, analytic view of sports and leisure that will facilitate longevity and good health. Field experiences and observations will be included. Summer session as scheduled.

**SO 262 Alcoholism, Drug Abuse, and Dependent Behavior 3 Cr**

A holistic approach with a particularly sociological emphasis regarding the use and abuse of alcohol, other psychoactive drugs, and dependency behaviors, e.g. gambling and sexual addiction. Upon completion of the course, students will understand problems of addiction, methods of prevention and control, theories of causation, and the disease concept. They will know various treatment methods. Prerequisite: SO 101. Spring semester.

**SO 291 Social Gerontology 3 Cr**

This course presents the many (physical, social, family, emotional, public policy, and other) dimensions of aging within the context of current sociological, gerontological, and other social theories. Empirical facts on aging include a background on social science research methods used to gain such knowledge. This course includes guest lectures by community professionals working in gerontological fields, as well as elderly individuals. Prerequisite: SO 101. Offered every third semester (Fall 2006).

**SO 309 Crime and Criminology 3 Cr**

A survey of findings, myths, and perspectives on crime. A wide variety of types of crime are studied, including violent, white collar, sex, corporate, and organized crime. Theories regarding crime and proposed solutions to crime are examined. Recommend concurrent enrollment in SO 310. Prerequisite: SO 101. Offered every third semester (Fall 2006). Fulfills national diversity requirement.

**SO 310 Field Service in Sociology of Crime 1 Cr**

Practicum of supervised work and observation in approved social agencies rendering direct service to clients or client systems involved with crime including prevention and/or rehabilitation; related readings. Strongly recommended for those considering a career in law, law enforcement, corrections, social work, or counseling. Corequisite: CO 309.

**SO 312 Juvenile Delinquency and Deviant Behavior 3 Cr**

Course emphasizes juvenile delinquency and the juvenile justice system; includes theories on juvenile delinquency, mental illness, drug abuse, and sexual deviance; and examines the role of institutions and various treatment methods. Strongly recommended for those interested in careers in law, probation, parole, human services, or social work. Prerequisite: SO 101 or consent of instructor. Corequisite: SO 313 is recommended. Offered every third semester (Spring 2006). Fulfills national diversity requirement.

**SO 313 Field Service in Sociology of Juvenile Delinquency 1 Cr**

Practicum of supervised work and observation in approved social agencies rendering direct service to clients or client systems involved with crime including prevention and/or rehabilitation; related readings. Strongly recommended for those considering a career

in law, law enforcement, corrections, social work, or counseling. Corequisite: SO 312. May fulfill national diversity requirement.

**SO 314 Sociology of Law 3 Cr**

Examination of social processes involved in enacting legislation, law enforcement, and judicial decisions along with the roles of lawyers, judges, and others in both civil and criminal systems. Recommended for those interested in law, law enforcement, or areas related to the legal system. Prerequisite: SO 101 or consent of instructor. Offered every third semester (Fall 2005). Fulfills global diversity requirement.

**SO/AN 317 Ethnic and Racial Relations 3 Cr**

An anthropological and sociological examination of ethnic and racial relations within and between different socio-cultural groups, including an analysis of ethnic differences and the various patterns of individual, social, social psychological, and cultural relationships. Prerequisite: SO 101. Offered every third semester. (Fall 2007).

**SO/AN 318 American Indians 3 Cr**

An in-depth examination of selected Native American groups, cultural areas, and contemporary issues, such as Tribal Law, Federal and State legal issues as they pertain to American Indian Treaty issues including water, hunting, and fishing rights, or Native American Spirituality. Prerequisite: SO/AN 204 or SO/AN 218. Spring semester. Fulfills global diversity requirement.

**SO/SW 331 Social Science Research Methods 3 Cr**

An overview of the principles, methods, and practice of research in the social sciences. The course will assist students in research design, case studies, conducting field research, analyzing and evaluating their research data, conducting needs assessment, program evaluation, and practice effectiveness. Prerequisites: SO 101; MA 207; Junior status. Spring semester.

**SO 351 Medical Sociology 3 Cr**

Course develops an appreciation of the role of sociology and social sciences in the study of health and medical care. Treatment of patients, functioning of health care systems, and many of the problems confronting modern medical care which relate to sociology and the social sciences. Recommended for those considering a career in medicine, health care delivery, or social work. Prerequisite: SO 101 or consent of instructor. Fall semester. Fulfills national diversity requirement. Fulfills global diversity requirement.

**SO 352 Field Service in Medical Sociology 1 Cr**

This course is a practicum consisting of supervised work and observation in approved health care agencies which render direct service to clients or client systems. Agencies include hospitals, clinics, and other agencies that provide opportunities for student interaction with patients and health care professionals. Some readings along with course material from SO 351 will be utilized in order that the student may relate the practical experience to theoretical and other course material. Corequisite: SO 351. Fall semester.

**SO 392 Modern Social Theory 3 Cr**

This course introduces students to important theoretical tools that will enable them to see the world as sociologists do and, in the process, assist them in constructing new theories as social contexts continually change. In addition to highlighting the contributions of some of the discipline's founding theorists (e.g., Marx, Weber, Durkheim and Mead), the course will focus on five of the most significant theoretical perspectives in sociology; conflict theory, functionalism, symbolic interactionism, phenomenological sociology and feminist theory. Prerequisite: SO 101, Junior Standing. Fall semester. Proposed writing intensive.

**SO 425 Sociology Internship 3-6 Cr**

This course is an internship consisting of supervised work experience and an intern observation in approved social service and governmental agencies which render direct service to clients or client systems. Students are placed in agencies which correspond to their major area of study. Agencies include those dealing with the juvenile and criminal justice system, those serving the needy, those engaged in health care delivery, and governmental agencies. Readings will be assigned and periodic individual meetings with each student's sociology advisor will be held. No more than six (6) credits of SO 425 may apply to a student's total major requirements. Prerequisites: Senior standing; consent of instructor.

**SO 495 Senior Seminar 3 Cr**

A comprehensive review and professionalization for seniors graduating in sociology, including an analysis of the sociology profession, a survey of literature, and direction in the formulation of a semester project. Satisfies the comprehensive examination requirement. Prerequisite: SO 392. Fall semester. Proposed writing intensive.

**SP: Courses in Spanish****Department of Languages and Literature**

A student with high school Spanish should consult with the instructor for placement in courses, and see index for page number for Language Placement Guidelines.

**SP 101-102 Acquisition of Spanish I and II 6 Cr**

Participants in these introductory seminars read, write, listen, and discuss current events as well as cultural, political, economic, and psychological topics. Learners acquire vocabulary in authentic communicative contexts and build the structural foundations of the language necessary to understand and communicate progressively and adequately in Spanish. Offered annually. Prerequisites: None for SP 101; SP 101 or equivalent for SP 102. Fulfills global diversity requirement.

**SP 150/250/350 Intensive Spanish Immersion Abroad 6 Cr**

This program consists of three levels of proficiency: SP 150 for students with no prior knowledge or experience with Spanish, SP 250 for students who have successfully completed SP 102 or have the equivalent knowledge or experience with Spanish, and SP 350 for students who have successfully completed SP 204 or have the equivalent knowledge or experience with Spanish. The program offers the student the opportunity to become immersed in the Spanish language while experiencing the cultural and societal conditions of the country where the program takes place. The methods used in this program are intended to foster the acquisition of Spanish both in and out of the classroom. The acquisition will take place through students' and teachers' active interaction with the language and daily life in the host country. Students will read, write, and speak Spanish on a daily basis and will be required to analyze social, political, and cultural aspects of their surroundings. Through this process, students also will have the opportunity to develop new perspectives with regard to peoples of other cultures and a point of comparison upon which to base questions of human existence.

**SP 203-204 Acquisition of Spanish III and IV 6 Cr**

While continuing to pursue topics from the introductory seminars, participants begin to read Hispanic short stories and texts examining contemporary and historical issues in Latin America and Spain. Students also examine language issues they have encountered in their discussions and compositions. Offered annually. Prerequisites: SP 102 or its equivalent for SP 203; SP 203 or its equivalent for SP 204. Fulfills global diversity requirement.

**SP 205-206 Spanish Conversation 3 Cr**

This course fosters and improves the student's spoken facility with Spanish through perceptual encounters with the language and through each student's actions to understand and be understood in a variety of contexts. Instruction involves participants in extensive and intensive conversation, listening, and reading through active, open, and authentic dialogue. Prerequisite: SP 204 or consent of instructor. Spring semester. Fulfills global diversity requirement.

**SP 301-302 The Hispanic Short Story I and II 6 Cr**

Participants in this course become critically conscious of major cultural, political, economic, and psychological themes as conveyed in short stories. Through thoughtful discussion and composition, students deepen their knowledge and appreciation of Hispanic literature while developing facility in reading, speaking, and writing. Prerequisite: SP 305. Offered at the discretion of the Department. Satisfies CORE literature. SP 301 fulfills global diversity requirement.

**SP 304 Spanish Phonetics and Phonology 3 Cr**

This course is an introduction to the science of language. Students will examine the linguistic features of speech synchronically, diachronically, and dialectically; study different varieties and registers of spoken Spanish; focus on articulatory phonetics; learn how to transcribe speech and written texts to the International Phonetic Alphabet (IPA); and consider how to analyze, describe, and explain linguistic data, including sound changes. Prerequisite: SP 204. Fall semester.

**SP 305 Reading and Writing in Spanish 3 Cr**

This course will facilitate the transition from early Spanish acquisition courses to upper-level courses in which more precision is required with respect to both receptive and productive aspects of the language. Prerequisite: SP 204 or the consent of the instructor. Fall semester. Fulfills global diversity requirement.

**SP 306 Spanish Morphology and Syntax 3 Cr**

Students develop their Spanish grammar by examining texts and their own essays in Spanish to resolve grammatical problems. In addition, students are introduced to the study of syntax, morphology, and sociolinguistics as the field pertains to grammatical varieties and changes. Prerequisite: SP 204. Spring semester.

**SP 401-402 Culture and Literature of Spain I and II 6 Cr**

This course is a survey of the history, civilization and literature of Spain from ancient to modern times. The course covers the arts, literature, economics, education, and geography, as well as important events that have shaped the psychology of the Spanish people. Prerequisite: SP 305. Offered at the discretion of the Department. Satisfies CORE literature. Fulfills global diversity requirement.

**SP 403-404 Culture and Literature of Latin America I-II 6 Cr**

This course is a survey of the history, civilization, and literature of Latin America from the pre-conquest to modern times. The course covers the arts, literature, economics, politics, customs, and geography, as well as important events that have shaped the psychology of the Latin American people, including the issue of underdevelopment of the different countries. Prerequisite: SP 305. Offered at the discretion of the Department. Fulfills global diversity requirement.

## SPED: Courses in Special Education

Department of Education: Health, Physical and Teacher

### SPED 300 Introduction to Exceptional Children 3 Cr

The purpose of this course is to provide a broad overview of special education and the characteristics and needs of children and youth with disabilities. Historical perspectives, legal aspects, the full range of educational exceptionalities, and teaching strategies are surveyed. Prerequisite: ED/PSY 229. Each semester.

### SPED 301 Characteristics of Learning Disabilities 3 Cr

Study of the meaning and concepts associated with the field of learning disabilities and the varying characteristics of individuals with these disabilities. Topics include the nature, causes, assessment, and treatment of learning disabilities. Prerequisite: SPED 300. Spring semester.

### SPED 302 Characteristics of Mental Retardation 3 Cr

Study of the meaning and concepts associated with the field of mental retardation and the characteristics of individuals with this disability. Topics include the nature, causes, assessment, and treatment of mental retardation. Prerequisite: SPED 300. Spring semester.

### SPED 303 Characteristics of Emotional Disturbance/Behavior Disorders 3 Cr

Study of the meaning and concepts associated with the field of emotional disturbance and the characteristics of individuals with this disability. Topics include the nature, causes, assessment, and treatment of emotional disturbance. Prerequisite: SPED 300. Fall semester.

### SPED 323 Assessment and Evaluation in Special Education 3 Cr

The assessment and evaluation of learning and behavior problems of students with learning disabilities, mental retardation, and emotional disturbance/behavior disorders at the preschool through secondary levels. Emphases are on students' use and evaluation of current assessments in special education and their use in the development of individualized educational programs. Prerequisites: SPED 300; SPED 301 or SPED 302 or SPED 303; or consent of instructor. Fall semester.

### SPED 408 Methods for Teaching Students with Mild Disabilities 3 Cr

Students will develop, implement, and evaluate curricula for students with mild disabilities (learning disabilities, mental retardation, and emotional disturbance/behavior disorders) at the preschool through secondary levels. Individualized education program planning, research-based teaching strategies and materials appropriate for students with mild disabilities are emphasized. A thirty-five (35) hour practicum experience in a classroom with students with disabilities is required of all students. Prerequisites: SPED 300; SPED 301 or SPED 302 or SPED 303; or consent of instructor. Spring semester.

### SPED 413 Speech, Language and Hearing Disorders 3 Cr

This course will examine the impact of speech disorders, language disorders, and hearing loss on the educational process of students with these specific challenges. The course will address the regular and special educator's roles in working with these students and in collaborating with other specialized professionals who work with these students. Prerequisite: SPED 300. Fall semester.

## TESOL: Courses in Teaching English to Speakers of Other Languages

Department of Education: Health, Physical and Teacher

### TESL 391 TESOL Methods and Applications: Listening and Speaking 3 Cr

The course provides students with analysis and applications of TESOL methods. Students will develop their own methods in preparation for teaching both listening and speaking skills. Students' methods will be integrated within the framework of a syllabus that includes instructional activities examined in class. Fall semester; odd-numbered years.

### TESL 392 TESOL Methods and Applications: Reading and Writing 3 Cr

The course will provide students with a comprehensive understanding of TESOL methods and techniques. Students develop their own methods and materials for teaching TESOL techniques to cross-cultural students. Spring semester.

### TESL 430 TESOL Practicum 4-6 Cr

A practical learning experience designed to meet the learning goals of each student. Objectives in each student's area must be defined in cooperation with the program director. Students develop their TESOL methods by teaching cross-cultural students in monitored situations. The practicum should be completed during the senior year. Prerequisite: ED 309 and either TESL 391 or TESL 392. Each semester.

## TH: Courses in Theology

Department of Theology

### TH 101 Theological Foundations 3 Cr

An introduction to the study of theology in the Roman Catholic tradition. Core aspects of theological inquiry—the Bible, the Creed, moral theology—enable students and faculty to jointly explore the nature of Christian faith and the embodiment of Christian faith in concrete historical contexts. This course is a prerequisite for all theology courses. Each semester.

### TH 201 Church and Worship 3 Cr

An analysis of the Church as a community of believers and a social institution; a study of church liturgy and sacraments. Spring semester.

### TH 202 Christian Spirituality 3 Cr

An exploration of the Christian spiritual tradition, with a focus on Catholic approaches to spiritual experience and practices. Spring semester.

### TH 205 Moral Theology 3 Cr

An introduction to moral decision making and moral action in light of biblical principles and changing contexts. Each semester.

### TH 206 Comparative Religion 3 Cr

A study of the origins and beliefs of major world religions in historical contexts. Fall semester.

### TH 207 Introduction to the Old Testament 3 Cr

An overview of the origins, themes, and continuing relevance of the books of the Hebrew Scriptures. Fall semester.

**TH 208 Introduction to the New Testament 3 Cr**  
An overview of the origins, themes, and continuing relevance of the books of the Christian Scriptures, with an emphasis on the four Gospels. Spring semester.

**TH 209 Christian Social Teachings 3 Cr**  
An analysis of Christian social thought from biblical times to the present, including a study of the papal encyclicals and American Catholic social ethics. Fall semester, even-numbered years.

**TH 210 Catholicism: An Exploration of Catholic Identity from Vatican I to the Present 3 Cr**  
This course explores, through ecclesial texts and some Catholic fiction and film, distinctive themes and issues that mark Catholic identity in the 20<sup>th</sup> century, including sacramentality, tradition, the faith and reason relationship, and Catholic understandings of authority and community. All interested students are welcome. Spring semester.

**TH 211 The Christian Mystery in Film and Fiction 3 Cr**  
An exploration of Christian symbols of revelation as presented in short fiction and contemporary film. This course will build on the theological, scriptural, and moral content taught in TH 101. Spring semester, odd-numbered years.

**TH 212 Christian Spirituality: Women Mystics 3 Cr**  
This course explores the historical contexts, writings, and spiritual legacy of eight women mystics including Perpetua (3<sup>rd</sup> century); Hildegard of Bingen (12<sup>th</sup> century); Mechtild of Magdeburg (13<sup>th</sup> century); Julian of Norwich (14<sup>th</sup> century); Teresa of Avila (16<sup>th</sup> century); Therese of Lisieux (20<sup>th</sup> century). Summer term. Open to all interested students.

**TH 220-229 Ethical Studies 3 Cr**  
Ethical studies courses will explore specific ethical issues that have confronted Christians.

**TH 230-239 Scripture Studies 3 Cr**  
Courses within this category will explore biblical writings and themes.

**TH 255 Theology of the Land 3 Cr**  
A study of the relationship of people and the earth, with a focus on issues of land stewardship as understood in the Bible, in the religious traditions of native peoples, and in the U.S. sociopolitical tradition. Summer session.

**TH 303-304 History of Christian Thought 6 Cr**  
A study of major Christian doctrinal developments in their historical contexts, from the New Testament era to the present. Fall semester, odd-numbered years, spring semester, even-numbered years.

**TH 320-329 Theological Studies 3 Cr**  
This course concerns studies which focus on specific theological issues that have arisen through the ages.

**TH 321 Christology 3 Cr**  
An analysis of interpretations of Jesus Christ's humanity and divinity, from biblical statements to contemporary explorations. Prerequisite: TH 208. Spring semester, even-numbered years.

**TH 327 Sin and Grace in Theology and Literature 3 Cr**  
An exploration of the theological questions of sin and grace as raised in the works of important 20<sup>th</sup> century novelists. Fall semester, even-numbered years.

**TH 330-339 Historical Studies 3 Cr**  
Courses within this category will explore particular historical eras and social settings in the development of theological thought.

**TH 333 Church and State in Latin America 3 Cr**  
A study of the historical development of the religious, political, and economic realities of contemporary Latin America and an analysis of U.S. relationships to those realities in the 20<sup>th</sup> century. Fall semester, odd-numbered years.

**TH 355 Spirit, Science, and Nature 3 Cr**  
An exploration of perceptions of the environment in the history of Western ideas, in religious traditions, in ethical thought, and in scientific theory, with a particular focus on the theme of care for nature from both scientific and religious perspectives. Spring semester, odd-numbered years.

**TH 377 Cosmos as Creation 3 Cr**  
An exploratory journey into religious and scientific perspectives on cosmology and evolution and an analysis of the conflicts between and complementarity of religion and science. Prerequisite: TH 101. Fall semester.

**TH 495 Theology Seminar 3 Cr**  
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. Spring semester.

**TH 496 Theology Research Paper or Theology Research Project 3 Cr**  
Theology majors must develop and present for the Department of Theology a theology research paper or a theology research project. The paper or project should provide evidence of scholarship in biblical studies, moral theology, church history, doctrine, and in another field of study as appropriate.

## THT: Courses in Theatre Arts

### Department of Fine Arts

**THT 104-108 Theatre Practicum 1-2 Cr**  
Students can earn one to two (2) credits each semester by participating in theatre productions as actors, directors, or technical personnel under the guidance of qualified theatre artists. A minimum of thirty (30) hours of participation is required for each hour of credit; enrollment and grading will be arranged at the end of each semester by the staff. Each semester.

**THT 111 Elements of Acting 3 Cr**  
This is an introduction to stage acting. This course is designed to free the beginning actor from tension and self-consciousness by becoming involved in exercises designed to develop concentration and imagination as well as interpersonal communication skills appropriate for stage performance. As a prerequisite to other acting classes, the course provides basic terminology and technique. Each semester.

**THT 118 Introduction to the Theatre 3 Cr**  
A course that aims to develop discerning audience skills through study of theatre in its different forms such as educational, community, and professional, as well as related performing media such as dance, vaudeville and comedy, and live popular musical performance. Emphasis is placed on learning the aesthetic basics

of acting, design, interpretation, and performing arts theory. This course also requires attendance from a menu of performance opportunities in Helena. Fall semester.

**THT 121 Stagecraft I 3 Cr**

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. Fall semester.

**THT 212 Acting: Characterization 3 Cr**

This is the study of roles and scenes with particular emphasis upon character analysis and development. Prerequisite: THT 111. Spring semester.

**THT 221 Stagecraft II 3 Cr**

A course in more advanced stagecraft techniques. Areas of focus will be stage machinery, rigging systems, sound and lighting systems. Skills will include welding and steel construction techniques, lighting and electrical safety, and construction management skills. Participation in current productions is arranged. Spring semester.

**THT 223 Costuming 3 Cr**

This is a practical course in the theory, art, and practice of costuming. Besides studying the evolution of clothing styles throughout the ages, each student, after learning how to read and follow a pattern, will build an article of clothing. Spring semester; odd-numbered years.

**THT 224 Stage Make-Up 3 Cr**

By completing a series of make-up projects, the student will learn the principles and techniques of applying make-up: realistic and non-realistic; two-dimensional and three-dimensional. In addition, the student will study facial anatomy, the aging process, and the principles of light and shadow as they apply to stage make-up. Fall semester; even-numbered years.

**THT 304 Theatre Internship 1-3 Cr**

An intensive "hands-on" learning experience designed to fit the individual student's vocational and avocational goals. Each student will be given major responsibilities in the areas of technical theatre, stage management, directing, house management, promotion and publicity, box office, etc., under the tutelage of the professional staff at Helena's area theatres. Consent of instructor is required. Offered fall, spring, or summer term under special arrangement. A written report is due upon completion of the internship. The grade will be assigned by the professional at the area theatre.

**THT 311 Play Directing 3 Cr**

A practical course in the principles and techniques of bringing a play from the page to the stage. The course provides step-by-step practice in how to approach the play, how to find its dramatic values, and how to direct the production with these aims in mind. Prerequisite: THT 111; THT 212; consent of instructor. Fall semester.

**THT 314 Acting: Styles 3 Cr**

The study of roles and scenes with particular emphasis upon styles of production. Areas of study include Greek, Elizabethan, and Restoration theatre as well as Theatre of the Absurd. Prerequisite: THT 111 and THT 212. Fall semester.

**THT 318 History of Theatre I 3 Cr**

The story of the theatre beginning with its origins in the rituals of primitive man through the cultural explosion of the Renaissance. In addition to the text, several plays representative of the major

theatrical ages will be read for insights into how the physical stage, the styles of acting and production, and theatrical convention influenced the dramatic literature of the various periods. Fall semester; even-numbered years.

**THT 319 History of Theatre II 3 Cr**

A continuance of the story of the theatre, from the English Restoration and through its objective imitation of nature at the end of the 19th century, to its return to subjective reality and ritual in modern times. In addition to the text, several plays representative of the major theatrical ages will be read for insights into the physical stage, the styles of acting and production, and theatrical convention influenced the dramatic literature of the period as well as the modern theatre. Spring semester; odd-numbered years.

**THT 322 Scene Design 3 Cr**

This is a practical study of the scenic design process. The course focuses on drafting skills, theatrical design formats, research for scenic design and model building. Prerequisite: THT 121 or consent of instructor. Fall semester.

**THT 323 Stage Lighting 3 Cr**

This is a practical study of the lighting design process. The course leads the student step-by-step from script analysis through plotting a finished design. Individual areas of exploration include light and color theory, electricity, and lighting instrumentation and control systems. Prerequisite: THT 121 and THT 322. Spring semester.

**THT 348 History of Film 3 Cr**

An overview of the history of film from its beginnings in the late 19th century through its exciting growth into the most popular performing art of this century, including a study of film's social impact, stars, directors, business management history, and recent video revolution. The course will also offer weekly viewing selections of many of the great films of cinematic literature. Spring semester; each year.

**THT 403-404 Theatre Projects 1-3 Cr**

An opportunity for qualified theatre students to participate in Carroll College theatre productions as primary designers. Under the guidance of the instructor, the student may direct or design the set, costumes, or lighting for a full-length play. Prerequisite: Consent of the instructor. Offered each semester by arrangement.

**THT 422 Advanced Design Practices 3 Cr**

A senior-level course that will build upon the foundation skills learned in THT 322 Scene Design and THT 323 Stage Lighting. The intent of this course is to move students to a working knowledge of the professional design skills and methods. Activities include advanced perspective drafting, model making, computer design/drafting, and portfolio presentation. Students will be polishing their skills in preparation for opportunities beyond graduation.

**THT 426 Survey of Drama 3 Cr**

For advanced students, this course will confront issues in world theatre. Areas to be covered include dramaturgy, criticism; play writing, dramatic theory, and the avant-garde. Contemporary and historical writers will be covered. Additionally students will study the parallel development of art and physics. Spring; even-numbered years.









## Carroll MONTANA Tuition, Fees and Payment

All charges listed in the financial section are those that are current at the time of the printing of this catalog. These charges are subject to change without notice by the College.

Student tuition, room and board, and applicable course fees are due prior to the first day of classes each semester. Students unable to meet these obligations may apply for financial assistance. Arrangements for financial assistance must be completed with the Financial Aid Office prior to the first day of classes.

Full-time tuition entitles the student to take ten (10) to nineteen (19) semester credits. Additional charges for each semester credit over nineteen (19) are made at part-time tuition rates. Auditor's tuition entitles a student to attend class lectures without grades or credit.

**Application Fee** **\$35**  
(non-refundable)

This one-time fee is submitted with the initial application and is applied as a matriculation fee in the semester for which application is made.

### Tuition and Fees

Tuition and fees are adjusted on an annual basis. The following fee schedules are in effect for the 2005-2006 academic year

**Full-time Tuition:** per semester **\$8,389**  
Students registered for ten (10) through nineteen (19) semester credits.

**Part-time Tuition:** per semester credit **\$558**  
Students registered for nine (9) semester credits or fewer and more than nineteen (19) credits.

**Auditors' Tuition:** per semester credit **\$125**  
Students enrolled without credit.

**Senior Citizens' Tuition:** per semester  
1-3 audit credits **\$50**  
4-6 audit credits **\$100**  
7-9 audit credits **\$150**

Students 60 years and over, enrolled for audit only.

**Post-Baccalaureate Tuition:** per semester credit **\$307**  
Carroll graduates may take a maximum of 18 credits per semester at the post baccalaureate rate.

Non-Carroll graduates may take a maximum of 6 credits per semester at the post baccalaureate rate.

**Advanced College Enrollment Tuition:** **\$95**  
High school student—per semester credit—maximum of 6 credits per semester

**Summer Term Tuition and Fees:**  
Refer to the current summer term bulletin.

**Technology & Student Activities Fee** **\$150**

**Enrollment Reservation** (advance deposit) **\$300**  
Candidates who receive offers of admission must indicate their intention to enroll by making a non-refundable advance deposit

of \$300, \$100 will be credited to tuition in the first semester of enrollment. The remaining \$200 will be refunded upon graduation or termination of studies if the student account is clear of all charges.

### Room and Board Requirement for Living on Campus

As part of Carroll College's commitment to being a uniquely engaged residential learning community, students will be expected to live in campus housing as part of their education. All students residing at the college must be on a meal plan. 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 and in and out of the classroom. The value of living in a community and the relationships developed from a residential experience have a lifelong impact on the student. Carroll College does not make exceptions on their requirements for housing and participation in a meal plan unless the student is married, has dependent children, has a medical condition the college is unable to accommodate or has experienced a financial catastrophe.

1. Room and board rates include the non-transferable right to occupy the room assigned and to participate on 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 granted exceptions to the board requirements. Students who have special diets prescribed by a physician should consult the Sodexo Food Service director.
2. Carroll does not assume responsibility for loss or damage to any student's personal property. Students are encouraged to obtain renter's insurance for their personal property or consult their parent's homeowner's insurance policy for coverage.
3. Personal effects of returning students may be left in the room during the regular term vacations. However, all personal effects must be removed from the college residence halls at the end of the academic year or upon withdrawal from the college.
4. Occupancy of the student room or boarding on campus is not permitted after a student withdraws from the college.

### Meal Plans

The Carroll College Dining Services is operated for the college by Sodexo Campus Services. The dining hall is open for

Breakfast: 7:00-9:30, Monday through Friday  
Brunch: 11:30-1:00, Saturday & Sunday  
Lunch: 11:00-1:15, Monday through Friday  
Dinner: 5:00-7:00, Monday through Thursday; 5:00-6:30, Friday; 4:30-6:00, Saturday & Sunday  
Late Meal: 9:00-10:30 Sunday through Thursday.

It offers an appealing variety of entrees, salads, beverages, fruit, and snacks. The Espresso Thysself coffee shop offers coffee

drinks, smoothies, food to go, and basic groceries and supplies. It is open 7:45 a.m. to 8:00 p.m. Monday through Friday. The Java Hideaway located in Simperman Hall is open 7:45 a.m. to 3:00 p.m. Monday through Thursday, and 7:45 a.m. to 2:00 p.m. Friday, offering students a variety of beverages and snacks between classes. The college offers a variety of meal plans, which include flex dollars. Flex dollars may be used at the Espresso Thysel, the Java Hideaway, and at neighborhood partners and may also be used to bring guests to the dining hall.

Since much of our learning takes place among and between students, in and out of the classroom, all students are encouraged to participate in a meal plan. All students living on campus are required to participate in a meal plan. Please contact the Dining Services Director for help with medical or other accommodations.

All first semester freshman residents will be enrolled in the Three Meals-A-Day plan with \$150 flex. Freshmen also have the option of taking the Four Meals-A-Day plan with \$100 flex. After first semester, freshmen may opt to be on the Two Meals-A-Day plan with \$200 flex. Any sophomore, junior, or senior may choose the Two, Three, or Four Meals-A-Day plans. Juniors and seniors have the option of choosing the 110 Meals-Per-Semester plan with \$210 flex. Residents of South Hall and off campus students may choose from any of the above meal plans or the Limited plan, which includes 64 meals and \$115 Flex.

Students are offered the opportunity to change their meal plan selection through the first week of school each semester. Students must show their ID/meal card to enter the dining hall and to use their flex dollars. Meal plans are for the academic year and are non-transferable. Unused meals and/or flex dollars do not carry over to subsequent semesters.

**Room and Board Charges (2005-2006):**

Note: Charges listed are subject to change without notice.

Meal Plan	Room
Four Meals-A-Day \$1,680 per semester	Double Room \$1,523 per semester
Three Meals-A-Day \$1,600 per semester	Single Room \$1,801 per semester
Two Meals-A-Day \$1,445 per semester	Double Suite-South Hall \$1,940 per semester
110 Meals-Per-Semester \$945 per semester	Single Suite-South Hall \$2,079 per semester
64 Meal-Per-Semester \$568 per semester	Super Single Suite-South Hall \$2,415 per semester

**Incidental Fees**

Incidental fees do not apply to all students, but rather apply to particular courses or special circumstances, as indicated below.

**New Student Orientation Fee:** **\$100**  
Required of all entering new, full-time students, including transfers.

**Student Liability Insurance Fee:** **\$15**  
Applies to students in clinical Nursing students.

**Student Health Insurance (Per Year–Estimated)** **\$1200**  
It is a requirement of the College that all full-time students have health insurance. For those students not already covered by a policy, health insurance must be purchased at the beginning of Fall semester.

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.

**Laboratory, Course, and Workshop Fees**

The College levies laboratory, course, and workshop fees for courses involving specialized equipment, software, or other supplies. In addition, some courses may require the student to purchase materials or equipment for their own use.

A list of the courses requiring such fees or purchases is published each semester and is available in the Registrar Office and the Business Office.

**Other Fees**  
**Late Fee Payment, Validation, Registration** **\$50**

This fee is charged to all students who do not register, pay the required fees, and/or validate their enrollment prior to the first day of school. It applies regardless of cause, due to additional work involved when a student's payment, validation, or registration is late.

**Commencement Fee: (Senior Activity Fee)** **\$125**  
This fee covers the graduation costs and is charge to all graduates in their senior year whether or not they attend the commencement exercises (non-refundable).

**Transcript Fee:** per copy **\$5**  
One official transcript is furnished free. This charge is made for each copy thereafter (non-refundable).

**Credential Services Fee:** **\$15**  
This fee covers the first ten (10) sets of credentials issued; \$15 fee per five (5) copies thereafter.

**Change of Grade Fee:** **\$5**  
Each change of grade resulting from the student's request will be charged. Changes made at the request of faculty will not be charged.

**Study Abroad/CCIS Program Administrative Fee:** **\$250**

**Parking Permit:**  
Per academic year, per vehicle (non-refundable)  
Proximity Parking-Lots A **\$150**  
Perimeter Parking-Lots B **\$75**

All students who use campus parking facilities must register their automobile with the Business 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.

**Payment Information**

**Payment Policy**

All registration charges are due at the beginning of each semester or summer session. Payment of these charges must be completed prior to the first day of classes. Students who do not complete this payment procedure have not completed their registration and may not attend classes, laboratories or placements until satisfactory arrangements have been completed with the Business Office. The College accepts cash, checks or MasterCard, VISA, and Discover credit cards.

In completing the semester payment, the amount of financial assistance received for the semester may be deducted. 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.

Payment options are available for students who choose to pay their fees by installments. A non-refundable set-up fee will be charged for each installment agreement. Payments are due on the first day of the month and delinquent if not received by the 20<sup>th</sup> day. Delinquent accounts are subject to a \$25 late fee.

The Early Pay Ten Month plan is available to full time students. Installments begin July 1 and continue through April 1. Enrollment opportunity ends July 15<sup>th</sup> and late enrollment is not offered. The set-up fee is \$50 for this interest-free plan.

The Semester Installment Plan is available to full-time, part-time and post baccalaureate students. Fall semester installments extend August through December. Spring semester installments extend January through May. The semester set-up fee is \$30 with interest, at a rate of 1% per month, charged and included in the installment amount

Incidental fees are due when billed.

Students on class wait lists are expected to pay course fees and additional tuition upon claiming space in the class.

**Return of Credit Balances**

Students who receive loans, grants, or scholarships that are greater than the cost of tuition, fees, and room and board automatically receive a refund after the funds are applied and a credit balance over \$100 results. Students who choose to have a credit balance remain on their account must sign a request form in the Business Office.

**Finance Charge**

All balances in accounts receivable that have not been paid by the end of the month are charged a finance charge of 1 percent per month (12% ANNUAL) on the unpaid month-end balance; each payment is first applied to the interest. All accounts must be cleared by the end of each semester.

**Refund Policy**

Should a student withdraw from the College, the following policies apply in computing the refund due the student or the balance due the College. The official withdrawal date is determined by the date the student begins the withdrawal process or officially notifies Carroll of his/her intent to withdraw. Carroll College follows Federal policy when processing withdrawals.

**Refund of Tuition and Fees:**

Full-Semester Courses

In instances where a student withdraws from Carroll College, tuition and course fees will be charged based on a percentage of the period that the student remained enrolled.

Minimum Charge for Registration	\$25
Weeks of Instruction	Percent Refunded
First Week of Classes:	100%
Second-Eighth Week of Classes:	% not enrolled
Ninth Week of Classes:	0%

In instances where a student withdraws 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).

**Refund of Room**

All rooms are contracted and assigned on the assumption that the student will occupy the room for the fall and spring semesters. When a student withdraws from the College, room charges are prorated. Students who leave the residence halls for other reasons will not receive a refund.

**Refund of Board**

When a student withdraws from the College, board charges are prorated.

**Refund of Scholarships and Grants**

Students who receive scholarships are expected to satisfy program requirements. College scholarships and grants (non-federal) are prorated on the same percentage basis as the charge for tuition and fees.

**Withdrawal Appeals**

The Finance Committee of Carroll College will review written appeals from students or parents who feel that individual circumstances warrant exceptions to published policy. Such appeals should be directed to the Vice President for Finance, Administration and Facilities; Carroll College; Helena, MT 59625-0002.

**Return of Federal Funds Policy**

Federal regulations provide that a portion of Title IV grant or loan funds must be returned to the Title IV program upon withdrawal from school of a Title IV recipient. A copy of the requirements is available in the Financial Aid Office.

**General Financial Information**

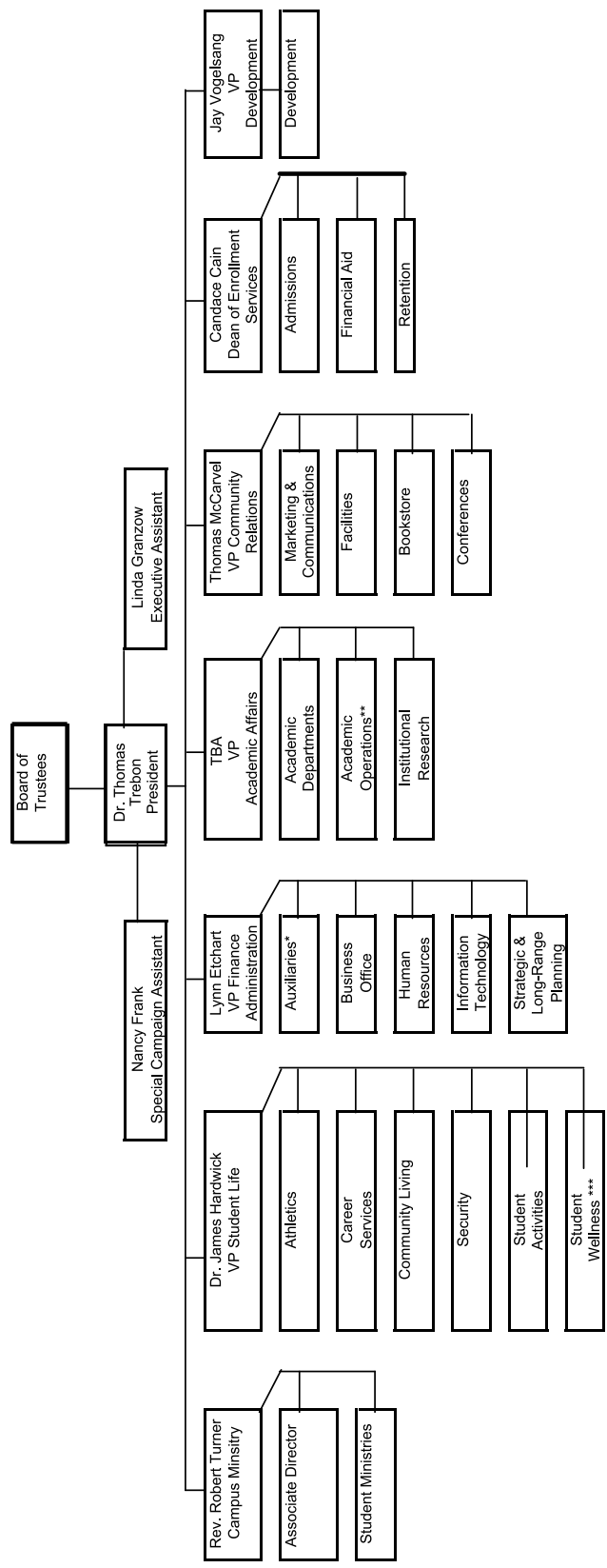
- Due to the constant upward pressure on costs, the College reserves the right to increase its charges if this becomes necessary.
- A student may not register for a subsequent semester unless all charges for the preceding semester have been paid. The College reserves the right to deny the issuance of transcripts if a student's financial account is not paid or payment plan arrangements have not been followed.
- Tuition and fees become final at the last day to change course enrollment as indicated in the semester schedule.
- The College does not assume responsibility for loss or damage to the personal property of a student.
- Communications concerning student accounts should be addressed to Carroll College Business Office, 1601 N. Benton Ave., Helena, Montana 59625-0002.

**Dishonored Check Policy**

A charge of \$20 will be assessed each time that a check is returned by a bank; this amount will be charged to the student's account. After notification, if the check is not cleared in five (5) days, a second notice will be sent, and a "hold" may be placed on all the student's records.

Any check received in payment of tuition, fees, and/or room and board which is subsequently returned by the bank will result in automatic postponement of the student's registration for the semester.

# Administrative Structure



\* Auxiliaries includes Copy Center, Mail Room, Faculty Staff Wellness Program

\*\* Academic Operations includes Registrar, Library, Academic Resources, International Programs and Assessment

\*\*\* Student Wellness includes Counseling Center and Student Health Center



## The Board of Trustees

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### Campus Food Service

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Laurie Rodriguez	Assistant Director of Admission
Jessica Savage	Admission Counselor
Cynthia Thornquist	Director of Admission and Enrollment Operations
David Thorvilson	Admission Counselor

### Office of the President

Dr. Thomas Trebon	President of Carroll College
-------------------	------------------------------

### Office of Student Life

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Brian Coble	Athletic Trainer
Dr. Jennifer Elison	Counselor
Luke Fortune	Director of Community Living
Dr. K. Mike Franklin	Director of Counseling Services
Martha Gonzalez	Assistant Director of Community Living
Patrick Harris	Director of Student Activities and Leadership
Mark Hiemenz	Head Coach, Women's Soccer
Steve Jones	Facility Coordinator, PE Center
Bill Lannan	Head Coach, Men's and Women's Golf
Michelle McNiven	Assistant Director of Community Living
Shawn Nelson	Head Coach, Women's Basketball
Bruce Parker	Athletic Director
Kathleen Joyce Trudnowski	Director of Wellness Center
Gary Turcott	Head Coach, Men's Basketball
Mike VanDiest	Head Coach, Football
Renee Wall	Associate Director of Athletics
Rosie Walsh	Director of Career Services

## Carroll College Faculty

### PRESIDENT

DR. THOMAS TREBON (2001)
Professor
B.A., 1965, Seattle University
M.A., 1970, University of Denver
Ph.D., 1980, University of Denver

### VICE PRESIDENT FOR ACADEMIC AFFAIRS

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Professor of Mathematics
A.B., 1957, Carroll College
M.A.T., 1969, University of Montana
Ed.D., 1992, University of Montana
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Ph.D., 1977, University of Michigan
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M.A., 1989, US International University, San Diego
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Associate Professor of English
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Ph.D., University of Wisconsin-Madison
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Ph.D., 2000, University of Washington
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Ph.D., 1974, University of Missouri-Columbia
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M.S., 2000, University of Colorado
Ph.D., 2003, University of Colorado at Boulder
CHARLES D. DRISCOLL (1993)
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M.F.A., 1994, University of Washington
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B.A., 1983, Whitman College
M.Ed., 1988, College of William and Mary
Ed.D., 1992, College of William and Mary

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Professor of Accounting, Business, and Economics  
B.S., 1974, Colorado State University  
B.S., 1975, Colorado State University  
M.A., 1978, Western State College  
Ed.D., 1990, Montana State University  
C.M.A.
- RALPH L. ESPOSITO (1978)  
Professor of Fine Arts: Visual Arts  
B.F.A., 1973, University of Connecticut  
M.F.A., 1977, University of Puget Sound
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Associate Professor of Education and Physical Education  
B.S., 1979, University of Colorado, Boulder  
M.S., 1985, Montana State University  
Ed.D., 1993, University of Northern Colorado
- BARRY J. FERST (1980)  
Professor of Philosophy  
A.B. (L.A.S.), 1968, University of Illinois  
M.A., 1969, Kansas State University  
Ph.D., 1976, Tulane University
- LOIS A. FITZPATRICK (1976)  
Professor and Library Director  
B.S., 1973, Mercy College  
M.L.S., 1975, Pratt Institute
- GORDON FLANDERS (2004)  
Assistant Professor of Business Administration  
B.A., 1996, Augsburg College  
M.B.A., 1999, University of Minnesota
- JOHN MURPHY FOX (1997)  
Assistant Professor of Sociology and Languages and Literature  
B.A., 1975, California State College  
M.A., 1977, University of Utah
- EUGENE C. FRANKS (1968)  
Professor of Accounting, Business, and Economics  
B.S., 1964, Montana State University  
M.S., 1968, Montana State University
- CHRISTOPHER FULLER (2004)  
Assistant Professor of Theology  
B.A., 1988, UCLA  
M.A., 1994, Graduate Theological Union  
Ph.D., 2004, Graduate Theological Union
- KIM GARRISON (1996)  
Assistant Professor of Nursing  
A.D., 1978, Northern Montana College  
B.S.N., 1980, Montana State University  
M.N., 1984, University of Washington
- JUDITH GEDROSE (1995)  
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Diploma in Nursing, 1967, Columbus Hospital  
B.S.N., 1976, Montana State University  
M.A.N., 1978, Montana State University
- JENNIFER GEIGER (2003)  
Assistant Professor of Biology  
B.S., 1997, Boise State University  
Ph.D., 2003, University of Colorado
- LOREN GRAHAM (2001)  
Associate Professor of English  
B.M., 1980, Oklahoma Baptist  
B.A., 1981, Oklahoma Baptist  
M.A., 1986, Baylor University  
M.F.A., 1988, University of Virginia
- TOMAS L. GRAMAN (1988)  
Professor of Spanish  
B.A., 1973, University of Illinois  
M.A., 1979, University of Utah  
Ph.D., 1984, University of New Mexico
- DONNA GREENWOOD (1981, 1986)  
Associate Professor of Nursing  
B.S., 1973, Montana State University  
M.S.N., 1981, University of Portland
- CYNTHIA GUSTAFSON (1997)  
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B.A., 1977, Gustavus Adolphus College  
M.S., 1983, University of Minnesota  
Ph.D., 1998, University of Michigan
- THOMAS W. HAMILTON (1972)  
Associate Professor of Psychology  
B.A., 1968, Seattle University  
M.S., 1971, Portland State University
- R. STEPHEN HARPER (1988)  
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B.A., 1973, Rocky Mountain College  
M.S., 1988, University of Denver
- D. GRANT HOKIT (1996)  
Professor of Biology  
B.S., 1986, Colorado State University  
Ph.D., 1994, Oregon State University
- JOY HOLLOWAY (2003)  
Assistant Professor of Psychology  
B.A., 1969, Chapman University  
M.A., 1981, Columbia Pacific University  
Ph.D., 1981, Columbia Pacific University
- CHARLOTTE M. JONES (1993)  
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M.A., 1988, San Diego State University  
Ph.D., 1994, University of Texas-Austin
- MARY E. KEEFE (1997)  
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B.S., 1984, University of Notre Dame  
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Ph. D., 1994, Cornell University
- RICHARD T. LAMBERT (1970)  
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B.A., 1965, St. Bernard's College  
Ph.D., 1971, University of Notre Dame
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- DAVID MESSENGER (2001)  
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M.A., 1994 University of Toronto  
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M.A., 1998, Metropolitan State College-Denver
- JEFFREY B. MORRIS (1994)  
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- TERENCE J. MULLEN (1983)  
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B.A., 1980, Carroll College  
M.S., 1982, Columbia University  
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B.Mus., 1962, University of Montana  
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- KEVIN D. NIELSEN (2000)  
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B.S., 1983, Utah State University  
M.S., 1986, Utah State University  
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M.A., 1976, University of Missouri-Columbia
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GUIDO BUGNI, Natural Sciences  
HANK BURGESS, Languages and Literature  
DR. JOHN CHRISTENSON, Biology  
REV. WILLIAM GREYTAK, History  
MSGR. JOSEPH HARRINGTON, Natural Sciences  
DR. JOHN E. SEMMENS, Languages and Literature  
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