



Carroll
MONTANA



Carroll College
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Helena, MT 59625
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www.carroll.edu

2011-2012 Catalog



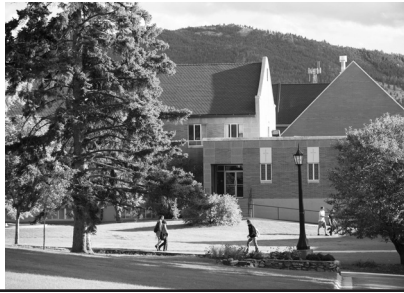
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History of Carroll College

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 Northwest Commission on Colleges and Universities, an institutional accreditation body recognized by the Council for Higher Education Accreditation and/or the Secretary of the U.S. Department of Education. The Northwest Commission on Colleges and Universities is located at: 8060 165th Avenue NE, Suite 100, Redmond, Washington 98052-3981.

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

Carroll's nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the Montana State Board of Nursing.

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." 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 admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Carroll College is also committed to compliance with state and federal anti-discrimination laws applicable to educational institutions. Carroll College will not exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student or an individual enrolled as a student in the terms, conditions, or privileges of Carroll College because of race, creed, religion, sex, sexual orientation, gender identity, marital status, color, age, physical or mental disability, or national or ethnic origin, unless based on reasonable grounds. Carroll College will also not discriminate against a qualified individual with a handicap on the basis of the individual's handicap in admissions, recruitment, academic programs, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education aid, benefits, or services to which section 504 of the Rehabilitation Act of 1973 applies.

In addition, Carroll College complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of

sex in any educational programs or activities by recipients of federal financial assistance, including Carroll College. This prohibition extends to employment, admission, and the administration of any of its educational programs and activities. Carroll College's policies prohibit discrimination on the basis of sex in accordance with Title IX. Inquiries concerning Title IX or Carroll's policies prohibiting discrimination on the basis of sex may be directed to the Title IX Coordinator(s) or to the U.S. Department of Education, Office of Civil Rights. For non-athletic issues, Carroll College's Title IX Coordinator is the Director of Human Resources, Renee McMahon, 213 O'Connell Hall, 406.447.5501. For athletic Title IX issues, Carroll College's Title IX Coordinator is the Director of Athletics, Bruce Parker, PE Center, 406.447.5479.

Carroll College is also an equal opportunity employer, committed to compliance with state and federal anti-discrimination laws. Carroll College will not refuse employment to a person, bar a person from employment, or discriminate against a person in compensation or in a term, condition, or privilege of employment because of race, color, or national origin or because of age, physical or mental disability, marital status, gender identity, sexual orientation, creed, religion, or sex, except when the reasonable demands of the position require an age, physical or mental disability, marital status, gender identity, sexual orientation, creed, religion, or sex distinction. In the case of religion and creed, such distinctions may be appropriate under state and federal constitutional provisions due to the religious character and Catholic identity of Carroll College and the nature of the particular employment position at issue.

Catalog Disclaimer

This Carroll College Catalog is a document of record issued in 2011 for one year. This catalog contains current information regarding admission, degree requirements, academic policies, course offerings, and fees. It is not intended to be and should not be relied upon as a statement for the College's contractual undertakings. Carroll College reserves the right to modify academic policies, course content, degree requirements, or fees whenever it is deemed necessary or desirable; in any such case, notice thereof will be given as is reasonably practical under the circumstances.



Athletics

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

Given the academic rigor of the college, Carroll student-athletes are expected to achieve academic excellence and academic integrity. A student-athlete is first and foremost a student. As such, the student-athlete must have the character necessary to meet or exceed expectations for classroom performance in addition to expectations for their athletic performance. Student-athletes should be academic role models for their peers and diligent to uphold academic standards that do not tolerate substandard or plagiarized work. Student-athletes are also required to meet all academic standards as maintained by the college, Frontier Conference, and the NAIA. Carroll Athletics takes great pride in the academic success of our student-athletes and recognizes student-athletes with Academic All-Conference and Academic All-American honors at the college's annual Honors Convocation.

Student-athletes are expected to meet the same general standards of conduct as any other Carroll College student. As a result, student-athletes are subject to the Carroll College Code of Student Conduct. Student-athletes are also expected to read, understand and sign the

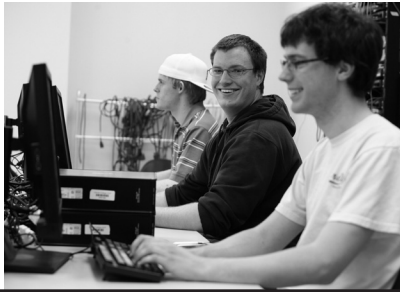
Carroll College Commitment to Excellence regarding expectations for student-athlete behaviors on an annual basis.

Integration of student-athletes into the Carroll College student body is a goal of Carroll Athletics. Also, Carroll Athletics promotes community outreach as a method of promoting social responsibility and personal growth for its student-athletes.

To be eligible to participate in intercollegiate athletic contests, a student must:

1. Be of approved physical condition as evidenced by certification from a physician.
2. Meet academic requirements for classification as a full-time student in good standing.
3. Meet the athletic, attitude and team-minded expectations of the head coach.
4. Comply with the rules, policies and approved practices of the College, the Frontier Conference and the NAIA.
5. Sign, honor and abide by the expectations for student-athletes outlined in the Commitment to Excellence.

As an NAIA school, Carroll College is allowed to provide scholarship assistance to student-athletes within the limits of the Frontier Conference, the college's financial aid budget and the operating budget of each sport. The amount of financial assistance provided to each student-athlete is determined by the student's high school grade point average at enrollment and by the determination of the head coach relative to available scholarship dollars. In addition, the College provides student-athletes with accident and hospitalization insurance.



Information Technology

Campus Computing and Information Technology (CCIT), located in room 113 O'Connell Hall, manages and supports all campus computing and telecommunication systems. Technology 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 contact a Resident Technical Assistant (RTA) or can receive help in the Simperman Hall computer labs during open lab hours. You will find the latest information regarding our computing services online at www.carroll.edu/offices/ccit.

All Carroll College students, faculty and staff are provided with a single-signon computer account giving them access to the local area network, the Learning Management System (Moodle,) and the campus portal (myCarroll.) Network access includes shared software, network storage space, printing, e-mail, and Internet. All residence halls have both wired and wireless connections available. Wireless access is also available in other buildings campuswide. All students, faculty and staff must follow Carroll's Acceptable Use Policy (AUP) when using any of the college's computing resources. The AUP is available in the student handbook or online at www.carroll.edu/offices/ccit.

Students have access to a web-based Student Information System for online registration as well as course and billing information. Students are encouraged to update their contact/emergency information through this online system. Inquiries concerning the information tracked on the Student Information System should be made by contacting the office responsible for the information; e.g., the Registrar for grades, transcripts, or schedules; the Admission Office for applicant data; the Business Office for account charges, etc. Telephones are available for a fee, upon request, in Resident Hall rooms. The area code for the college is (406) and the prefix is 447-XXXX. You will need a PIN number to make long distance calls. You may sign up for a PIN (personal identification number) at the CCIT Office, 113 O'Connell Hall.

Academic Computing

Carroll offers over 100 networked lab computers for student use on campus. General-use labs are located in Simperman Hall, the Fortin Science Center, the Corette Library, and each residence hall in addition to some smaller departmental labs in Music, and Engineering. Lab computers are primarily Windows based systems, although some Macintosh systems are available as well. All lab computers have Microsoft Office available as well as specialized software for coursework. Talk to your professor to learn which labs contain the software needed for your course. Classroom computer labs are generally open from 8 a.m. until 12 midnight while residence hall labs are open 24 hours/day. Network printers are available in each lab. Details about each lab location, hours, and type of equipment available may be found online at www.carroll.edu/offices/ccit. Classrooms are equipped with multimedia technology, including a computer, projector, VCR, DVD and speakers.

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 Technology at (406) 447-4357.



Carroll Admission

MONTANA

Admission

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

Degree Candidates

Degree candidates are those who have made application, through the Office of Admission, for a course of study leading to the Bachelor of Arts or Associate of Arts degree. Degree candidates may be enrolled on a full-time or part-time basis.

General Requirements

Admitted candidates are those who, in the view of the Admission committee, are likely to succeed in and contribute to the Carroll College community. The Committee conducts a comprehensive review when evaluating and determining the admissibility of candidates. In all cases, the underlying principle of comprehensive review for admission consideration is the assessment of preparedness, potential and purpose. The process is one that weighs heavily the candidate's past academic performance with the greatest emphasis placed upon the candidate's grades and the quality of academic preparation (curriculum). Admitted candidates will demonstrate a strong academic background. Carroll does not have established quotas or standardized admission requirements. Decisions are based on a student's work during high school, verbal and quantitative reasoning skills, secondary school report/letter of recommendation, demonstrated commitment to intellectual achievement, and performance on standardized college entrance examinations. In the case of transfer applicants, the college work already completed is considered.

All candidates must submit the following materials:

1. Completed application form (available from the Office of Admission, online at www.carroll.edu or www.commonapp.org)
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 non-refundable \$35 application fee or an ACT or College Board Fee Waiver form.

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 Subject Tests) and/or other documentation about his/her educational program.

Freshman Admission

A complete admission file includes:

1. Completed application form, including personal essay.

2. Official transcripts from high school, any college (s) concurrently attended during high school, or GED 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 non-refundable \$35 application fee or an ACT or College Board Fee Waiver form

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:

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

The offer of admission is contingent upon the successful completion of the senior year of high school and graduation requirements. To receive full consideration for maximum scholarships and financial aid opportunities, applicants must have a complete admission file by the priority admission deadline.

Freshman applicants are strongly encouraged to follow a college-preparatory curriculum. While such a curriculum is recommended, it is not required in order for a student to be considered for admission to Carroll College. The following is a recommended curriculum schedule for four years of high school:

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

Early College Program

High school students with demonstrated superior academic ability will, upon written request, be considered for admission to a degree-seeking program after completing a minimum of three years of high school. The following additional documents are required for admission consideration:

1. Two letters of recommendation from an instructor, counselor and/or high school principal supporting the student's decision to seek early admission.
2. Personal statement addressing the circumstances and decision that led the student to seek early admission to college.
3. Interviews may be required of some candidates.

Advanced Placement

High schools students who receive scores of 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. Reports on examinations must be sent to the Registrar directly from the College Entrance Examination Board.

Home School Applicants

Carroll College welcomes students who have been educated through home-school curricula. Students applying for admission to Carroll College that have participated in a home-school program must submit the following:

1. Completed application form (available from the Office of Admission online at www.carroll.edu or www.commonapp.org)
2. High school transcript and/or syllabus of all course work completed and any colleges concurrently attended during high school, or GED (if applicable).
3. Results of a standardized test (ACT, SAT, or ASSET/COM-PASS)
4. Letter of recommendation, by someone other than a parent, addressing academic potential and accomplishments
5. A non-refundable \$35 application fee or an ACT or College Board Fee Waiver form.

Please note: Although not required for admission consideration, home-schooled candidates are encouraged to submit their state's equivalency of high school completion.

Transfer Admission

Carroll welcomes applications from students whose educational interest will be served by transferring from two-year or four-year colleges. Students are considered transfer candidates if they have completed one or more terms from a regionally accredited college or university.

Admitted candidates are those who, in the view of the Admission Committee, are likely to become successful members of the Carroll community and demonstrate a strong academic background. For that reason, a 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 30 semester credits of college level work was attempted
3. ACT or SAT test scores if fewer than 30 semester credits of college level work was attempted. The ASSET is used for applicants who have been out of high school for more than three years
4. Letter of recommendation
5. A non-refundable \$35 application fee or an ACT or College Board Fee Waiver form

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.

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

Transfer of Credit

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

1. The course in question must be from a regionally accredited college or university;
2. The student must have received a "C" or better in the course; The only credits transferred for courses taken on a pass/fail basis will be those with a grade of "P" (pass);
3. A maximum of 60 lower-level credits (100-200 level) may be transferred into Carroll College;
4. At least one-half of the credits required in the major and minor, must be taken at Carroll College;
5. Of the final 40 semester credits earned toward the degree, a minimum of 30 semester credits must be earned at Carroll College. See requirements for graduation as described in this catalog (page 33);
6. Two semesters or the equivalent in physical education activity courses are transferable;
7. Courses taken on a pass/fail basis will not be accepted into the major. No more than 4 such courses will be allowed toward graduation, whether they are taken at another institution or at Carroll;
8. Grades earned at other institutions are not calculated into the Carroll College grade point average;
9. Students are responsible for sending an original translated copy of their foreign transcripts directly to the Registrar's Office;
10. The course cannot be graduate work.

International Student Admission

Carroll welcomes students from all nations and faiths. 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. Apply online at www.carroll.edu.
2. All applicants must submit certified copies of all transcripts, diplomas, certificates, and degrees received, as well as certified copies of all subjects for which the applicant was enrolled or is presently enrolled. If records are not in English, the applicant must submit an official certified translation. All credentials must bear the official school seal and signature and be sent directly to the Office of International Programs no later than May 1 for fall semester and November 1 for spring semester. Transcripts marked "issued to student" are unacceptable.
3. Regardless of citizenship, applicants whose native language is not English are required to submit proof of English language proficiency. Carroll College accepts official results for the Test of English as a Foreign Language (TOEFL) exam or the IELTS exam.

TOEFL: The minimum score accepted is 550 (paper) 213 computer and 80 (iBT). The Carroll College school code is 4041. Information concerning this test may be obtained from: www.ets.org/toefl/ or from the nearest U.S. Consulate.

IELTS: A score of 6.5 or higher is required. (IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations).

Applicants from English speaking Canada, the United Kingdom, Ireland, Australia, New Zealand, the Commonwealth Caribbean, Guyana, Ghana, Kenya, South Africa, Zambia and Zimbabwe need not supply proof of English language proficiency. Others who have studied in English in secondary school or in university could be exempt from this requirement, but this is determined on a case-by-case basis.

4. All applicants must submit a certified financial statement demonstrating who will accept responsibility for the student's financial obligations. This statement must certify that the applicant will have funds available to meet all costs required to attend Carroll College each year the applicant is in the United States.
5. All international students are required to purchase the student health insurance plan at Carroll College before attending classes, or submit the insurance waiver form with a comparable plan offering coverage to international students residing in the US.
6. Applicants using the paper application must submit an application fee of \$35 (non-refundable).

Admissions Deadlines and Notifications

All offers of admission are contingent upon the successful completion of high school or collegiate course work in progress. Files that are incomplete or do not provide clear evidence of an ability to pursue college level work will be held until further evidence is requested and received.

Fall Semester

Freshman Applicants	Deadline	Notification Period
Early Action—Round I	November 1	December 1
Early Action—Round II	December 1	January 5
Regular Decision	February 15	Rolling Notification
Rolling Consideration	May 1*	Rolling Notification

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

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

*After June 15 transfer applicants are considered on a space available basis.

Spring Semester

Freshmen & Transfer	Deadline	Notification Period
Regular Decision	November 1	Rolling Notification
Late Consideration	December 15*	Rolling Notification

*After December 15 applicants are considered on a space available basis.

Provisional Admission

Students may enter Carroll on a provisional status based upon their previous academic record. Provisionally admitted students are limited to no more than 14 credits during their first semester. Provisionally admitted students are held to the same academic standards required of all students to achieve and maintain good standing. Students who achieve satisfactory academic progress have their provisional status removed at the completion of the student's first semester.

Admission into a Major Program of Study

Admission into the College by the Office of Admission does not guarantee acceptance into a major program of study. Acceptance into the Teacher Education and Nursing Programs require submission of an additional application and supporting credentials. Criteria for admission into a particular program can be obtained by referring to the appropriate department section of this catalog.

Enrollment Reservation (Advance Deposit)

Upon receiving notification of admission, students must submit an enrollment reservation fee of \$300 and a completed enrollment

reservation form to confirm their intent to enroll at the College. Students admitted for the Fall semester must submit the enrollment reservation fee and form by May 1 or within 30 days of admission, thereafter, to confirm their intent to enroll at the College. Students admitted after May 1 are required to submit their enrollment reservation fee and form within 15 days of admission. The fee is non-refundable after May 1. The priority for need-based aid will be given to those students who have made their enrollment deposit by May 1st. 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.

Readmission

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

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. Applicants who were enrolled in high school within the last two academic years are required to submit an official high school transcript and a personal statement indicating why they are seeking admission as a non-degree student. Once these supporting documents are received the Admission Committee will render its decision. Students must meet the requirements for good standing at Carroll in order to enroll for subsequent courses.

Non-degree students may complete 18 credits of coursework after which time the student must apply for admission as a degree-seeking student or re-apply to continue his or her status as a non-degree student.

Enrollment Procedure

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

1. Complete the Non-Degree Student Application Form;
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 admission into a degree program of the College by reason of having taken courses at Carroll;
2. The non-degree student is obligated to fulfill the graduation requirements set forth in the college bulletin for the year of admission as a degree candidate; and
3. Non-degree students who are admitted as degree candidates must abide by all academic policies as outlined in the appropriate bulletin.

Auditors

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

Advanced College Experience Program (ACE Program)

The ACE program is designed to give Helena area high school juniors and seniors the opportunity to complete college course work (freshman and sophomore level) at Carroll. Students in the program are charged a reduced tuition cost per credit for up to 10 credits per semester. 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 Office of Admission at (406) 447-4384 for more information.

Campus Visit

Carroll invites high school juniors, seniors and college transfers interested in attending the College to visit the campus. Students may visit classes and meet with faculty and staff during their visit when the college is in session. Please contact the Office of Admission two weeks 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



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.
- Most scholarships administered by the College are divided evenly between fall and spring semesters.
- Scholarships are not awarded during the summer session.
- Recipients of selected awards must inform the donor and/or financial aid office of their acceptance.

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

The Board of Trustees approves the cost of attendance in February of each year for the following academic year. The costs for a full-time, resident student for 2011 is as follows:

Tuition	\$24,648
Room and Board Allowance	\$ 7,750
Fixed Fees	\$ 550
Personal Expense* Allowance	\$ 4,200
Total Cost of Attendance	\$37,148

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

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

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

The calculation is as follows:

Financial Aid Cost of Attendance	\$37,148
Less: Calculated EFC (assume \$5,000)	\$ 5,000
Calculated Financial Need	\$32,148

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 March 1st.
- Does not possess a baccalaureate degree.

- Enroll and be accepted to Carroll College as a degree seeking full-time student.

Note: Full-time is 12 or more credit hours per semester. For some Federal financial assistance programs students must be enrolled in at least 6 credit hours per semester.

Eligibility Requirements for Federal Aid

- 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 1st. After May 1st need-based aid will be given in the order that the deposit is received if funds are available.

Approximately 30% of all FAFSA applicants are selected for a process called verification by the Department of Education. In this process, Carroll College will be comparing information from the FAFSA with signed copies of the verification work sheet, 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.

Financial aid is not available for audit courses.

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 submitting to Carroll College your financial aid notification and other required paperwork by May 1.
- 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

Freshmen students entering in academic year 2011-12

Presidential Scholarship	\$13,000 per year
Trustee Scholarship	\$12,000 per year
All Saints Award	\$11,000 per year
Founders Award	\$7,000 per year

All full-time students who have applied and been accepted to Carroll in the 2011-2012 academic year are automatically considered for the above guaranteed minimum scholarships and awards are based on official recalculated high school transcripts and test scores. Students must maintain a 2.0 or higher Carroll cumulative grade point average to retain the merit awards and all other Carroll scholarships and/or grants. Additional gift aid may be available for full-time students who submit a FAFSA and are determined to have financial need. New students must deposit by May 1st to be eligible for additional need-based Carroll gift aid.

Carroll institutional grants/scholarships will not exceed:

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

Carroll College institutional aid is not refunded to a student but will be used to pay institutional costs incurred during the academic year awarded. If a student receives outside aid that specifically covers tuition and/or room and board charges, Carroll aid may be reduced.

Examples include Veterans benefits, vocational rehabilitation, Bair scholarships, ROTC, etc.

If students choose to live off-campus or have been granted permission to live off-campus, institutional need-based aid may be reduced. The financial aid package is based on full-time attendance and a student's housing status at Carroll.

Other Carroll Scholarships and Grants

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 and are due by March 1 each year.
2. **Activity Scholarships and Grants** Activity scholarships and grants are offered to students involved in forensics, theatre, cheerleading, student government, choir, band, jazz/combo, 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/Choir/Pep Band:

Contact the Chair of the Fine Arts Department, Mr. Chuck Driscoll

Men's Basketball:

Contact the Men's Head Basketball Coach, Mr. Brandon Veltri

Women's Basketball:

Contact the Women's Head Basketball Coach, Ms. Rachele Sayers

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. David Thorvilson

Men & Women's Golf:

Contact the Head Golf Coach, Mr. Bennett MacIntyre

Men & Women's Cross Country:

Contact the Head Coach, Mr. Bill Ballinger

Men & Women's Track & Field:

Contact the Head Coach, Mr. Matt Morris

ROTC:

Contact the ROTC office, Maj. Mark McGinley

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 \$500 scholarship or on the Carroll College website and are due by March 1 from the parish. This award is a first year only scholarship.
4. **Endowed Scholarships and Grants:** Carroll College endowed scholarships and grants result from gifts to Carroll by individuals and institutions interested in helping Carroll students succeed. Donor restrictions apply in most instances and most are need-based, which require the results of a FAFSA. Applications for endowed scholarships are not required for endowed scholarships as funds are allocated in accordance with donor restrictions and/or specifications and Financial Aid Office policies.
5. **Diversity Scholarship:** Awarded to outstanding new students with significant ethnic and/or cross-cultural experiences. The scholarship ranges from \$1000 to \$3000 and is renewed up to four years 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.

6. **Employer Matching Grant:** Students who enroll at Carroll for at least three and no more than nine credits and whose employer contributes at least one-third of tuition costs are eligible for this Matching Grant Program. Students do not need to be degree candidates at Carroll, but they must enroll for credits (no audits). Applications are available in the Financial Aid office and the Carroll College website and are due by the semester payment due date.

Carroll Scholarships and Awards for Transfer Students

Students entering in academic year 2011-2012:

Presidential Scholarship	\$9,000
Trustee Scholarship	\$7,000
All Saints Award	\$4,000

All full-time transfer students who have applied and been accepted to Carroll in the 2011-2012 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 and be enrolled full-time.

Phi Theta Kappa Scholarship for Transfer Students:

Transfer students selected to Phi Theta Kappa National Honor Society, which recognizes outstanding academic achievement by students who attended community colleges are eligible. Students must indicate membership on the application for admission for this \$1,000/yr renewable scholarship. Students must maintain a 2.00 or better Carroll cumulative grade point average to retain merit awards and all other Carroll scholarships and/or grants.

Federal Financial Aid

Complete the FAFSA after 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). Students (and parents, if applicable) must have a Personal Identification Number (PIN) to sign FAFSA electronically (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. Priority deadline for Carroll College is March 1.

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. Teacher Education Assistance for College and Higher Education (TEACH) - \$4,000 per year non-need Federal grant awarded to U.S. citizens majoring in education who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students must be formally accepted into the Carroll College Education Program. In exchange for receiving a TEACH Grant, students must teach for at least four academic years within eight calendar years of completing the program of study. Failure to complete the four year teaching requirement will result in TEACH Grant funds being converted to a Federal Direct Unsubsidized Stafford Loan. Students must score above the 75th percentile on a college admission test or maintain a cumulative GPA of 3.25 or higher to be eligible.

3. Montana Tuition Assistance Program (MTAP) and Montana Higher Education Grants (MHEG) are state-sponsored and federally funded grants which are available to Montana residents only and are available to students who demonstrate exceptional financial need. MTAP/MHEG funds are limited.
4. Work-study employment opportunities are available through the need-based Federal Work-Study (FWS) Program. Limited funds are awarded on a first-come, first-served basis, in accordance with College policy. Awards are for 10 hours per week. For most jobs, the hourly pay rate is minimum wage.
5. 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 neediest students. Funds are limited and are awarded based on the college packaging policy.
 - 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. 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. American Opportunity Credit provides a maximum \$2,500 per year tax credit (non-refundable) for each eligible student for up to four years. Qualifying expenses include tuition, fees and required course materials. The credit modifies the Hope credit for tax years 2009 and 2010.
2. The Hope Credit generally applies to 2008 and earlier tax years or students attending school in a Midwestern disaster area. It provides a maximum \$2,400 per year tax credit (non-refundable) for each eligible student for 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. Tuition and Fees Deduction. For 2009, 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. These standards represent minimum performance requirements based on federal statute and regulation and do not necessarily coincide with academic program requirements. In addition to meeting these standards a student must fulfill all other requirements to receive financial aid.

Indicators of Progress

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

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

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

Students Subject to SAP Measurement

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

New students, to include transfer students, while subject to SAP, are not measured for satisfactory progress until grades have been posted for the first 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

Students must pass 67% of the cumulative credits attempted at Carroll College in their degree level. Attempted credits will be based on a student's credit load at the end of the add/drop period for each term.

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 receive any earned credits from registering for the classes. Withdrawal from classes has a negative impact on SAP measurement.

Duration of Eligibility

You are expected to earn a degree in a specific amount of time, measured by the credits attempted. Credits earned at prior post-secondary institutions and accepted toward your Carroll College degree will be included with your Carroll College credits in determining the credits you have attempted. The number of attempted credits allowed is 1.5 times the number of credits required to earn your degree. For example, if your degree requires 122 credits, you are eligible for financial aid until you have attempted 183 credits or have earned the credits required for your degree, whichever comes first. Post Baccalaureate students are limited to 243 cumulative credits attempted.

Student Notification of SAP Decisions

The Financial Aid Office will, in most instances, measure SAP after developing a financial aid package for a student. In this case, the student will be notified in writing 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 Academic Dean's office must grant academic reinstatement to students on academic suspension before the Office of Financial Aid will consider an appeal for financial aid eligibility reinstatement.

Appeal Requirements

The student must 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, why Carroll should grant an exception to its established SAP policy. As a minimum, the response must include the following:

1. A personal statement, plus supporting documentation, as appropriate, explaining the circumstances that have led to failure to meet established SAP standards
2. The nature and timing of the circumstances (e.g., Injury or illness, death of a loved one). A student with a maximum credit hour violation must address the circumstances that prevented their graduation within the applicable credit limit.
3. How the circumstances affected the students ability to meet the standards. If more than one enrollment period was affected, each enrollment period and the relevant circumstances must be specifically addressed.
4. How the circumstances have been resolved or managed to permit the student to meet the standards
5. The statement should also include an academic plan outlining how the student expects to meet the SAP standards, as well as the time frame in which the student expects to be back in compliance with such standards.

Appeal Deadlines and Processing

Appeals for financial aid eligibility reinstatement must be received in the Office of Financial Aid no later than November 15 for fall semester, no later than March 31 for spring semester and no later than June 1 for

summer session. Appeals will be reviewed by the Satisfactory Progress Appeals Committee on a case-by-case basis as soon as possible, and may take two weeks or more for an answer depending on the appeal volume at the time submitted.

The Financial Aid Director and Satisfactory Progress Appeals Committee will review the student's response and will make a decision on the appeal. Two actions may result on the appeal:

1. The Financial Aid Director may deny the appeal. The Financial Aid Director is the final authority regarding SAP decisions. The student will be notified, in writing, of action on the appeal in a timely manner.
2. The Financial Aid Director may approve the appeal. If such is the case, the student will receive written notice of the approval along with conditions to be met in the future, if appropriate. A student may be approved in one of two statuses:
 - a. Probation: Carroll determines that the student should be able to make satisfactory academic progress during the subsequent payment period and meet the college's satisfactory academic progress standards at the end of that payment period.
 - b. Academic Plan: The Satisfactory Progress Appeals Committee develops an academic plan for the student that, if followed, will ensure that the student is able to meet the institution's satisfactory academic progress standards by a specific point in time.

Students approved on an Academic Plan will complete and sign the plan with the Director of Academic Advising. The plan will be recorded in the Financial Aid Office and will be monitored by the Satisfactory Progress Appeals Committee every term. If a student is not academically progressing as planned, financial aid will be cancelled.

Requalification for Federal Student Financial Assistance and Carroll Need-Based Assistance Programs After Failing to Meet SAP Standards.

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

Return of Federal Title IV Funds Policy

Purpose

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

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

The Process—General

1. Student notifies the Registrar that he/she is withdrawing from the college. The Registrar provides the student with a withdrawal form.

2. The student follows the instructions on the form to obtain the necessary signatures indicating compliance with requirements, and returns the form to the Registrar.
3. The Registrar gives a copy of the completed withdrawal form to the Financial Aid Office immediately upon receipt from the student.
4. The Financial Aid Office calculates the amount of funds to be returned.
5. The Financial Aid Office notifies the student and the Business Office of funds that the College must return, and the amount that the student must return.
6. The Financial Aid Office returns its share of unearned Federal Title IV funds within 45 days after it determines that the student withdrawal process is complete. The student must repay his/her share either by (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 academically related 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. Charges are not adjusted for unofficial withdrawals; therefore, institutional aid is not adjusted. Federal aid is adjusted based on Federal Title IV return of funds calculations.

The Details

Earned aid - During the first 60% of the period, a student "earns" Federal Title IV funds in direct proportion to the length of time he/she remains enrolled. That is, the percentage of time during the period that the student remained enrolled is the percentage of 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 45 days after it determines that the student withdrew.

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

Late disbursements - A student who earned more aid than was disbursed prior to withdrawal is owed a late disbursement. 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.

Suspension/Withdrawal - If a student is withdrawn based on a school initiated suspension during a period of enrollment the date used for the withdrawal date is as follows:

- If the student is given the option to appeal the suspension and does not appeal within the time frame allowed then the date of the initial suspension letter is used in the calculation.
- If the student does not appeal and can attend classes during the appeal process (regardless of whether they attend or not) then the official date on the appeal denial letter from the college will be used for calculations rather than the initial suspension letter date.

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.



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 professional trained in hall administration, community development and staff supervision, supports each residence hall.

Career and Testing Services

Career Services staff assists students in developing, evaluating and implementing career and life planning. These services support a process of self-assessment to clarify personal and career-related goals, values and interests. Students learn how to obtain occupational information, to explore the full range of employment opportunities or graduate study and to present themselves effectively as candidates for employment.

Career development programs are offered in individual and group sessions using career assessment instruments in workshops and in-class presentations. Freshmen and sophomore students unclear about their plans can take a one-credit career decision-making course to assist them in creating an effective career plan. Juniors and seniors can take a one-credit job search preparation course to prepare themselves for entering the job market. Career Services also offers a Career Resource Library which contains a collection of online and print resources, including occupational and job market information, internship information, and graduate school materials. Career Services maintains an extensive web page that covers all aspect of career development and job search. Career Services staff assists students in preparing for and locating appropriate internships. Credential services are offered through Interfolio to Education seniors and alumni to assist in processing employment applications. Career Services sponsors an annual Graduate School Fair, and assists with an annual career fair sponsored by the Helena Independent Record that features local and regional employers. Most major examinations required for admittance into graduate schools and selected professional certification examinations are administered through Career and Testing Services. Applications and information about national exam programs are available. CLEP (College Level Entrance Program) and DSSST exams are administered by Career and Testing Services, as well as a variety of correspondence and internet-based exams. Career and Testing Services proctors exams both for Carroll students as well as the general public for a nominal fee.

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 assists students in providing direct services to support their health and wellness, and in educating students on personal health care. Students learn about their health from the two Registered Nurses on staff, and from the Nurse Practitioner who has weekly clinic hours at the Health Center. Immunizations, flu shots, consultations or referrals, simple laboratory procedures and regular clinic hours for non-emergency care are provided through the Carroll College Health Center. All records are confidential unless a waiver form is signed by the student to release information to others. Health services also include the loan of crutches, vaporizers and ice bags, etc.

Fees for supplies, labs and procedures are nominal. Helena Medical Laboratory provides lab services for the Carroll College Health Center at a reduced fee for students. Payment or billing arrangements are required at the time of service for all immunizations and services. The Health Center does not submit to insurance for payment, however students/parents can submit for reimbursement from their insurance companies.

Each student is required to have a completed health form and validated immunization record on file in the Health Center. We strongly encourage students to receive the required immunizations prior to coming to Carroll. However, we can administer needed immunizations here if necessary.

Student Activities and Leadership

Student Activities and Leadership staff offer students a wide range of programs and activities that reflect the social, cultural, intellectual, recreational and self-governance needs of students within the context of the mission and vision statement of Carroll College. Carroll provides a full range of opportunities through organizations, student government, outdoor recreation, clubs, and volunteer programs. Through participating in these activities students learn valuable social and leadership skills which will positively impact their lives now and in to the future.

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

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

Athletics

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

To be eligible to participate in intercollegiate athletics, a student must: be of approved physical condition as evidenced by certification from a physician; meet requirements for classification as a full-time student in good standing; and be eligible to play the designated game according to the rules, policies and approved practices of Carroll College, the Frontier Conference and the National Association for Intercollegiate

Athletics. Carroll provides scholarship assistance to student 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.

Campus Ministry

The mission of Campus Ministry is the development of the spiritual life of all the members of the campus community in order to serve Christ in all walks of life and to live in communion as the Body of Christ. The academic life of campus seeks an understanding of the world and each person's responsibility to work for justice. Campus Ministry at Carroll College encourages all members of the campus community to integrate in their decisions a personal discernment of God's will for their life. At the heart of our programs and events is the discernment of how God is calling each person to live their own life in union with Christ's gift of his life and share in both ministry and service. Especially through the celebration of the Eucharist, our campus community seeks to know God's will and live according to God's will.

Carroll's campus ministry team includes the Chaplain/Director of Campus Ministry, the Director of Campus Ministry Programs, Campus Minister and Lay Minister interns, 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 that 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 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 that will be parked on college property is to be registered with the Student Life Office at Carroll College and is required to bear the current permit. Each student is responsible for becoming familiar with the current campus vehicle regulations as stated in the Student Handbook.

Student's Right to Know

Carroll College is required by law to compile and disclose information about campus safety policies and procedures as well as to provide data concerning certain criminal offenses in order to be in compliance with Title IV of the Higher Education Act of 1965. This report must include statements about campus law enforcement policies, campus security education and prevention programs, alcohol and drug policies, sexual assault education and the means for reporting and procedures for handling reports of sexual assault.

The Student Right-To-Know Act, which was renamed The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in 1998, further mandates that institutions of higher education publish an annual report which is made available to both current and prospective students and employees of the occurrences of specific crimes on the campus. In addition, the institution must report the number of arrests for liquor law violations, drug use/abuse violations and weapon violations.

These campus safety policies, procedures, reports and other important information can be found in the Student Handbook which is available through the Student Services Office or on the website at: http://www.carroll.edu/forms/students/STU_Carroll_Student_Handbook.pdf



Academic Integrity Policy

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

As contributing members of the Carroll learning community, students at Carroll College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments, falsifies college records, or fails to give requested academic information on official documents is subject to dismissal or other appropriate disciplinary action by the College. All students of the college are expected to understand and follow the standard outlined in Article V: Expectations for Student Conduct of the Carroll Code of Student Conduct which states:

“Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article VI (B):

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any College official, faculty member, or office.
 - c. Forgery, alteration, or misuse of any College document, record or instrument of identification.”

(Carroll College Student Handbook)

Ignorance of the code is not a valid reason for committing an act of academic dishonesty. Students should realize that their actions may affect other students. In general, students may not obstruct or interfere with other students’ academic work or otherwise undertake an activity with the purpose of creating or obtaining an unfair academic advantage over other students. Each of the following behaviors violates the high standards of academic integrity and is thus prohibited.

1. Plagiarism

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. (Carroll College Student Handbook {Calendar 2009 - 2010}, page 99) Plagiarism may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, web sites, speeches, or the writings of other students. Honesty requires

that any work or materials taken from another source for either written or oral use must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism. Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Examples of plagiarism include, but are not limited to:

- Direct quotation of any source material whether published or unpublished without giving proper credit through the use of quotation marks, footnotes and other customary means of identifying sources.
- Paraphrasing another person’s ideas, opinions, or theories from books, articles, web sites, etc., without identifying and crediting sources.
- Borrowing facts, statistics, graphs, diagrams, photographs, or other illustrative or visual materials that are not clearly common knowledge without identifying and crediting sources.
- Copying another student’s essay test answers or submitting papers written by another person or persons. This includes copying, or allowing another student to copy, a computer file that contains another student’s assignment and submitting it, in part or in its entirety, as one’s own.
- Buying or selling, or exchanging term papers, examinations, or other written assignments, or any part of them.
- Offering false, fabricated, or fictitious sources for papers, reports, or other assignments.

2. Cheating

The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or additional written documentation. (Carroll College 2011/2012 Student Handbook, page 97)

3. Duplicate Submission of the Same Work

Submitting the same work, or parts of the same work, on more than one occasion for academic credit without full citation and prior permission from the instructor(s).

4. False Information and Lying

This includes consciously furnishing false information to other students, faculty members, advisors, staff and administrators of the college offices with the intent to mislead. Instances would include but are not limited to misrepresenting activity outside of the classroom (reports on field work, internships, etc.) or improperly seeking special consideration or privilege (e.g., for postponement of an examination or assignment deadline, etc.).

5. Falsifying Academic Documentation and Forgery

This includes any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, drop/add forms, withdrawal forms, and medical certification of absence) or to falsify other writing

in academic matters (e.g., any documentation provided to instructors) concerning oneself or others.

6. Theft, Abuse and Destruction of Academic Property

This comprises unauthorized removal, retention, mutilation or destruction of common property of the college that deprives others of equal access to these materials. Such property includes but is not limited to library materials, laboratory materials, computers and computer software, etc. The theft, mutilation or destruction of another student's academic work, including books, notes, computer programs, papers, reports, laboratory experiments, etc. also falls under this type of violation. This also includes making copies of another student's files without that student's permission, even if the original files are not destroyed in the process.

7. Unauthorized Use of Technology

The unauthorized use of computers or the college's computer network (e.g., the unauthorized use of software, access codes, computing accounts, electronic mail and files) or other electronic devices (cell phones, calculators, personal digital assistants, pagers, etc.) when completing course assignments or examinations is prohibited.

8. Aiding and Abetting Academic Dishonesty

This includes intentionally: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used to commit any of the proscribed acts noted above; or (b) providing false information in connection with any inquiry regarding academic integrity.

Procedures for Adjudicating Violations of the Code of Academic Integrity

A. Initial Procedure

The course instructor meets with the student to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The instructor decides whether the student has violated the Code of Academic Integrity and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided **written notification** of the instructor's decision and sanction by the Registrar, normally within five (5) school days after the "Notification of Academic Dishonesty Form" has been received in the Office of the Registrar. Possible sanctions include but are not limited to:

- Warning: a notice in writing to the student that the student has been found responsible for violating the Code of Academic Integrity.
- Grade reduction or course failure.
- Other Sanctions: additional work assignments, community service, participation or completion of college service or educational program, service to the college and/or other related discretionary assignments.
- One or more semesters of academic disciplinary probation with the a transcript notation of "Probation: Academic Integrity Violation"
- A semester of suspension from the college with the a transcript notation of "Suspension: Academic Integrity Violation"
- Dismissal from the college with the a transcript notation of "Dismissal: Academic Integrity Violation"

If a sanction is imposed the course instructor is expected to file a "Notification of Academic Dishonesty" form with the Registrar. Forms are

available in the Registrar office and the Public Folders in Outlook. The form, the sanction and supporting documentation become part of the Academic Misconduct file.

The Academic Misconduct file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case by case basis and will become part of the student's academic file only in those instances when subsequent offences are serious enough to warrant inclusion.

A course instructor who suspects academic dishonesty may ask the Registrar about the student's prior record in this area. The sanctions imposed for violations of the Code after the first offense shall become increasingly serious with each offense. If the faculty member becomes aware of two or more violations at the same time (e.g. notices that two papers turned in on different dates were both plagiarized) these shall not be treated as a first offense, but as two separate offenses, both a first offense and a second offense, and sanctions will be imposed accordingly. Ignorance of the Code shall have no effect on the sanctions imposed for any violation.

B. Appeal

The student may request a review by the Department Chair or a designee of the Associate Academic Dean if the faculty member is the Department Chair. The Chair/Dean designee must meet with the student and faculty member within five (5) school days after the student has presented the request for a review to the Chair/Dean designee. The Chair/Dean designee must give a resolution in writing to both parties within five (5) school days of the meeting. The decision of the Chair/Dean designee shall contain the reasons for his/her decision. The Chair/Dean designee may uphold the original decision of the faculty member or replace the sanction with another that may be more severe, less severe, or otherwise different. The decision of the Chair/Dean designee must be filed with the Registrar in the Academic Misconduct file.

C. Formal Grievance Procedure

If the appeal is not resolved to either the student's or the faculty member's satisfaction, he/she can proceed to Step 1 of a formal appeal procedure. The appealing party must present the appeal in writing to the Associate Academic Dean within five (5) school days from the appealing party's receipt of the response given in the review by the Department Chair/Dean designee.

Step 1:

Within five (5) school days of receipt of the written appeal, the Associate Academic Dean shall render a written decision. Prior to rendering the decision, the Associate Academic Dean may convene a meeting of all parties involved and shall attempt to facilitate a resolution of the matter. After the meeting has taken place the Associate Academic Dean shall then render a written decision within five (5) school days from the date of the meeting. The decision of the Associate Academic Dean shall contain the reasons for his/her decision. In either instance, the written decision shall be furnished to the parties involved either electronically, by mail or in person. If the decision is mailed, it will be deemed to have been received on the third calendar day (excluding Sunday or Federal holidays) after being mailed. NOTE: the student is responsible for making sure that Registrar's office has their most current local address and phone number.

Step 2:

If either the student or the involved faculty member is dissatisfied with the decision made by the Associate Academic Dean, they may appeal the Associate Academic Dean's decision to an academic grievance committee by filing an appeal, in writing, with the

Associate Academic Dean, stating the reasons for the appealing party's disagreement with the decision issued by the Associate Academic Dean. The appeal must be presented to the Associate Academic Dean within five (5) school days from the receipt of the Associate Academic Dean's decision.

Within five (5) school days of receipt of the appeal, the Associate Academic Dean will initiate the process for selecting an academic grievance committee. This will include inviting a written response to the appeal from any non-appealing parties.

The academic grievance committee shall consist of five (5) members. Committee members shall not act as advocates for any party to the grievance. The members of the committee shall be selected as follows:

- One tenured faculty member shall be selected by the Associate Academic Dean.
- One tenured faculty member shall be selected by the Associate Academic Dean from a list of the names of three tenured faculty members submitted by the complainant, after consultation with the respondent.
- One tenured faculty member shall be selected by the Associate Academic Dean from a list of names of three tenured faculty members submitted by the respondent, after consultation with the complainant.
- One full-time student shall be selected by the Executive Committee of the Associated Students of Carroll College.
- One full-time student shall be selected by the Associate Academic Dean, from a list of the names of three full-time students submitted by the complainant after consultation with the respondent.

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

1. Schedule appropriate times and places for committee meetings and hearings;
2. Inform committee members and the parties to the grievance of the times and places of committee meetings and hearings they are required to attend, and supply them with copies of all documents relating to the grievance and all appeal thereof;
3. Arrange for the recording of the committee's hearing;
4. Maintain committee records; and
5. Inform the Associate Academic Dean of the committee's decision.

The academic grievance committee must meet within five (5) school days after committee members have been appointed. At this meeting, the committee shall review the appeal and the original documentation filed in the Academic Misconduct file. The committee may request the parties to appear in order to answer questions from the committee or additional documentation or information.

Within five (5) school days after completion of the committee's review, the committee shall make its decision and transmit its decision in writing to the Associate Academic Dean. The committee's decision shall be reached by a simple majority vote.

The decision of the committee shall contain the reasons for the committee's decision. The committee's written decision shall be furnished to the parties Involved by the Associate Academic Dean within five (5) school days of receipt by the Associate Academic Dean. The decision of the committee is final. This does not preclude other outside legal action to be taken by either party.

Extensions of time

When agreed upon by all parties, and for good cause shown, the Associate Academic Dean may grant an extension of any deadline contained in this policy. The decision to grant such an extension shall be in writing and shall be provided to the parties involved. The written decision shall become a permanent part of the Academic Misconduct file.

Waivers

Any step of this grievance policy, and the time frames in the procedure, may be waived upon written agreements of all parties. The written agreement shall become a permanent part of the Academic Misconduct file.

Burden of Proof

The determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

Confidentiality

All information and discussion of the case is confidential and must remain within the committee and the parties to the grievance.

Formal Appeal Resolution

An appeal is resolved when:

1. The complainant requests in writing that the appeal be withdrawn, or
2. When both parties sign a statement that a resolution has been achieved, or
3. The student or other party with a right of appeal fails to advance the appeal in the required time frames, or
4. The final step of the formal grievance procedure is completed.

Records

Upon final resolution, all records relating to the appeal shall be forwarded to the Associate Academic Dean, who shall instruct the Registrar to file these maintain these records in the Academic Misconduct file. All Notification of Academic Dishonesty forms and proceedings records shall be maintained confidentially in the Academic Misconduct file until seven years after the responsible student graduates or permanently separates from Carroll College. In cases where notation on the official transcript, suspension, or expulsion is imposed, the file shall be retained as part of the student's permanent academic record.

Portions of this policy were adapted with permission from Canisius College.



Student Academic Services

Academic Advising

Academic advising at Carroll is designed to assist students in exploring their areas of interest while providing them with the advice and knowledge that will allow them to pursue those areas of interest to their fullest extent. This advice is not solely academic but personal and professional as well. Professors serve as academic advisors and pride themselves on being available to students.

Alpha Seminar serves as a critical component to achieving our goals in academic advising. Every first-year student takes this seminar-style course in their first semester at Carroll. In addition to the critical reading, writing and thinking skills they develop in this course, their professor serves as their academic advisor. This teacher/student relationship serves as the backbone of the advisor/advisee relationship.

Once a student has completed one academic year at Carroll he/she has the option to select/confirm a major and select an advisor in the department of the major. The student is encouraged to consult his or her advisor at least twice each academic semester. Students should meet with their advisors any time they have questions about their academic performance or progress. The advisor will help students develop an academic program and direct them to other college resources whenever appropriate.

The Director of Academic Support and Advising will help students with any advising questions or problems.

Academic Resource Center

The Academic Resource Center helps students meet Carroll's academic standards while also offering them advice and encouragement toward achieving their personal educational goals. From 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 number of services, such as academic counseling, workshops, and help with 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, biology, 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 Simperman Hall and is open weekdays 9 a.m. - 4 p.m. Mon. - Thurs. and 8:30 a.m. - noon Fri. Evening tutoring is available 6 - 9 p.m., Sun. - Thurs. Students should check with the director or the ARC webpage 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.

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.

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.

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.

Learning Research Laboratory

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

Library

The Corette Library collection includes proprietary indexes and thousands of full text academic journals in a wide variety of databases; DVDs, ebooks, a print collection of over 90,000 volumes and hundreds of print journal titles, and all Carroll College theses. All electronic information is available to students anytime on/off campus via the Library website. The Library is a member of a consortium of Montana academic libraries. Students may search Corette Library and other consortium member library holdings, and link to full text works, using the consortium's shared catalog. Group and individual, electronically-equipped study areas and a computer lab are provided for student study. The Library is a partial depository for United States government documents. The Archives contains historic documents and images, currently being scanned and made available via the internet, that may be viewed with prior arrangement. The Library cooperates with libraries throughout the state, region, and country to ensure that student research needs are fully supported. Services offered by the Corette Library include, among others, individual and group reference assistance, interlibrary loan, and bibliographic instruction. The Library cooperates closely with Campus Computing and Information Technology. The CCIT Associate Director for Learning Technologies is now located in the Library. Newly constructed podcasting rooms and a "sandbox" classroom will assist students and faculty with a continuity of IT and Library guidance with research and the realization of projects.

Nursing Labs

The fourth floor of Simperman Hall houses the nursing program and its newly renovated lab facilities. There are labs dedicated to the learning and practice of basic nursing skills, assessment, and acute care. These labs feature an array of resources including a state-of-the-art SimMan and SimBaby, as well as a variety of other practice mannequins, providing simulation-based education to challenge and test students' clinical and decision-making skills as they deal with a wide range of real-life illnesses and injuries. The fourth and newest lab is dedicated to the learning and practice of holistic and complementary health therapies, for self-care and enhancing the wellness of others.

Music Lab

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

Physical Education Center

Facilities of the P.E. Center include a multipurpose arena, 25-yard swimming pool, three handball courts, six 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 for students presenting their student ID card.

Academic Policies

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

Enrollment and Registration

1. All students must complete registration according to the dates specified in the semester schedule after consultation with the assigned academic advisor.
2. Students or auditors may not attend and will not receive credit for any class for which registration has not been completed within the specified period.

3. Changes in registration after the completion of the formal registration and add/drop periods require the approval of the faculty advisor and the Registrar.
4. Students registering late are charged the late registration fee.
5. Registration is completed only when fees are paid.

Code of Conduct and Classroom Department

Carroll College expects students to conduct themselves in a manner that is respectful of both the instructor and the other students. Student conduct that disrupts, invades or demonstrates disrespect for the rights of others is prohibited and may be subject to disciplinary action. If a student is disruptive in class, the initial course of action will be a conference between the student and the instructor. If necessary, the disruptive student may be reported by the instructor to the Department Chair and ultimately the Vice President for Academic Affairs who has the option of dismissing the student from the class. A comprehensive listing of regulations governing student conduct and rights is provided in the Student Handbook.

Class Attendance

Students are expected to attend the first and each meeting of a course. If unable to attend the first class, a student should contact his or her instructor before the class meets. **Students who miss the first class of the semester without making prior arrangements may be, at the instructor's discretion, dropped from the course.** It is the responsibility of each student to be aware of instructors' attendance requirements. 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 academic requirements and policies rests with the student. Students are urged to familiarize themselves with the requirements and policies of the College enumerated in the catalog and student handbook.

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 or Science degrees. Non-degree students are those who are enrolled at Carroll College, usually on a part-time basis, and who are not seeking a degree. Non-degree students may complete a maximum of 18 credits, after which time they are required to become a certificate or degree-seeking candidate.

A full-time student is one who is enrolled for a minimum of 12 semester credits of college courses. For purposes of financial aid, athletic eligibility, determination of student standing, and for many scholarships, a full-time student must be enrolled for 12 semester credit hours. A part-time student is one who is enrolled for 11 credit hours or fewer.

Students are classified as:

- Freshmen when they are admitted as degree students and have fewer than 30 completed credits;
- Sophomores when the record shows 30 to 59 completed credits;
- Juniors when the record shows 60 to 89 completed credits;
- Seniors when the record shows a minimum of 90 completed credits.

Study Load

The normal full-time study load is 15 credits per semester. Any study load exceeding 18 credits must have the approval of the Registrar.

Credit and Grade System

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

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

Interpretation of Letter Grades

The grading system in use is an alphabetical system using the letters A, B, C, D, F, I, 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
- 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

A student's cumulative grade point average (GPA) is calculated by using only those grades earned at Carroll. A student's GPA average is determined by dividing the total number of grade points received by the total number of graded attempted credits. In computing this average, the following points are assigned each grade: “A,” 4 grade points per credit; “B,” 3 grade points per credit; “C,” 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. In order to remain in good standing, a student must have a 2.0 grade point average for both the semester and cumulative work.

When semester grade reports indicate that a student has failed to meet the minimum scholastic standards (2.0 grade point average), the student is not in good academic standing.

After a semester of unsatisfactory work, a student enrolled for 12 or more semester hours will be placed on academic probation. Academic

suspension may result upon completion of a second consecutive semester of unsatisfactory work or upon completion of a total of 3 non-consecutive semesters of unsatisfactory work.

A student who has been suspended is not eligible to apply for readmission for at least one academic year.

Suspension may result after one semester of unsatisfactory work should very poor performance warrant such action. The 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 12 or more semester credits. If a total of 12 or more semester credits have been attempted and cumulative grade point average is unsatisfactory (below 2.0), 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, main stage theatre productions or Carroll sponsored education abroad.

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

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

Restoration of Good Standing

Full-time students (6 Carroll credits or more in summer, 12 credits or more in fall or spring) on academic probation are restored to good standing when their semester grade point average is 2.00 or above **and** their cumulative grade point average is 2.00 or above when enrolled as a full-time student. A part-time student on probation must complete at least 9 credits with grades of the quality required to be restored to good standing. A student with satisfactory performance in a semester, but a continued unsatisfactory cumulative grade point average, will remain on probation until the cumulative average is above the minimum.

The Pass/Fail Grade

Selected courses are regularly graded on a pass/fail basis. However, students may undertake other courses on a pass/fail basis under the following conditions: They must have completed 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 or minor; they may enroll in only one course per semester on this basis, with a maximum of 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 specified registration and drop/add period of each semester. After this period, students may not change their registration from regular grade status to pass/fail or from pass/fail to regular grade status.

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

Repeating a Course

Students who receive a grade of “D” or “F” may repeat the course at Carroll. Only grades of “D” or “F” may be repeated. In such cases the most recent grade shall be the one counted in computing the grade point average required for graduation. The credit hours for a course will be counted only once. However, the original course(s) and grade(s) will remain on the transcript. Students cannot attempt to repeat a course under this policy more than 2 times. Courses repeated at other institutions and accepted as transfer credit do not change the Carroll cumulative grade point average.

Course Changes After Registration/Add–Drop

- The last day in a term when students may add a course to their program is indicated in the semester schedule.
- Changes from “credit” to “audit” status or from “audit” to “credit” status and changes from “grade” to “pass/fail” or “pass/fail” to “grade” must be made by the last day indicated in the semester schedule.
- To withdraw from any course after the drop period, a student must obtain approval of the advisor and the instructor of the course. Merely ceasing attendance in any course does not constitute withdrawal. An unauthorized withdrawal results in a failure of the course.

A student may withdraw from a course during the first 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.

Independent Study

Independent study is a unique learning opportunity not offered in the regular curriculum or an existing Carroll course offered to a student in special circumstances. Only junior and senior students may enroll in an independent study. At the time of application, a student must have earned a 3.0 cumulative grade point average. A student may register for no more than three (3) semester hours of independent study in any one term. In all cases, registration for independent study must be approved by the appropriate department chairperson and submitted to the Office of the Registrar.

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 and reasonable, the faculty will work with the individual student in rescheduling a test at another time during finals week so as to remedy this situation.

Grade Reports

Students may view their grades on MyCarroll at mid-semester and the end of fall, spring, and summer semesters. The College does not hold itself responsible for grade report errors unless the Registrar is notified of errors within 6 months after the issue of the report.

Grade Change Policy

Once an instructor has submitted an official grade report to the Registrar’s Office, a grade can only be changed within one year of its issuance and only in the case of fraud, error, or a successful student academic appeal. In extraordinary circumstances, a change of grade may be requested after the one year limit has expired. However, any grade change after a one year period must have the approval of the Registrar.

Withdrawal from the College

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

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

Change of Address and/or Name

It is essential that students notify the Office of the Registrar promptly of any change in residence. All requests for a change of name must be accompanied by appropriate, official documentation.

The Major

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

Students are expected to satisfy the graduation requirements in effect the year of initial enrollment as degree candidates at the College providing they can complete requirements within a continuous six-year period. If graduation requirements change after that date, students have the option of petitioning to satisfying either the requirements in effect at the time of admission or the requirements of a subsequent catalog. If a student interrupts attendance or transfers 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 associate's or bachelor's degrees 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 for a bachelor's degree:

- An approved application form must be filed with the Office of the Registrar no later than three semesters prior to graduation. Usually, this deadline will be the end of the student's fifth semester. Application forms are available at the Office of the Registrar and include a listing of steps to follow in developing a Multi-disciplinary Major.
- The student must be in good academic standing prior to submission of the proposal.
- Coursework requirements:
 - At least 18 semester hours must be taken within the sponsoring discipline.
 - The student may not be required to take more than 24 semester hours within the sponsoring department.
 - At least 12 semester hours must be taken in a second discipline.
 - An MDM must include a minimum of 48 semester hours that include courses from the sponsoring discipline and other courses deemed to be relevant by the students and the MDM committee.
 - The list of required courses must contain a minimum of 24 semester hours at the 300/400 level.
- At least one-half of the credits required in the MDM proposal must be taken at Carroll College.
- The regulations governing the honors thesis and the comprehensive examination of the sponsoring discipline will apply.

Requirements for the Multi-disciplinary Major for an associate's degree:

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

- The student must be in good academic standing prior to submission of the proposal.
- Coursework requirements:
 - At least 12 semester hours must be taken within the sponsoring discipline.
 - The student may not be required to take more than 16 semester hours within the sponsoring department.
 - At least 8 semester hours must be taken in a second discipline.
 - An MDM must include a minimum of 24 semester hours that include courses from the sponsoring discipline and other courses deemed to be relevant by the students and the MDM committee.
- Of the final 40 credit hours earned toward the degree a minimum of 30 credit hours must be earned at Carroll College with at least one-half of the credits required in the MDM major taken at Carroll.

Career Enhancement Certificate

The Career Enhancement Certificate provides students from a variety of backgrounds with the option of designing a tailored program that will add a group of related courses to their professional or academic experience. The certificate program is designed for individuals who wish to gain a specific set of skills and knowledge in a specialized area to enhance employment opportunities. It may not be used to replace or redefine an existing Carroll certificate. As opposed to an academic minor, it does not require the students to earn a major or a degree to accompany it. Each Career Enhancement Certificate requires a minimum of 15 credits of academic work. At least 9 of these credits must be upper (300 or 400) level classes, and all must be earned at Carroll College. To earn the certificate, students must develop a plan and program in consultation with a faculty advisor, and pass the required classes with a grade of C or better. Completed coursework may be applied to degree requirements if the student becomes degree seeking at a later date. The following guidelines must be followed in developing a specific Career Enhancement Certificate:

1. Choose a primary discipline and a principal advisor from the faculty in that discipline.
2. In consultation with the advisor, develop a one page proposal outlining the objectives of the program. The proposal should include a title, the goal of the certificate program, and a rationale for choosing the courses that will make up the program.
3. Complete the certificate planning form.
4. Submit the signed proposal to the Registrar.

Advanced Placement

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. 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 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 1 year of high school study should enroll in FR/GM/SP 101.
- Students with 2 years of high school study should enroll in FR/GM/SP 101 or 102.
- Students with 3 years of high school study should enroll in FR/GM/SP 203.
- Students with 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 Career Services or the Registrar to determine the application of CLEP credits to individual programs of study. Up to 30 semester hours may be earned through CLEP. These credits are registered as pass/fail grades. For a full list of CLEP exams accepted for addition to Carroll transcripts, as well as required scores for passing exams and pricing information, please visit Career Services, or see the Career and Testing Services' webpage.

Credit by Challenge Examination

Upon application to the Registrar and approval by the appropriate faculty member, examinations for credit in courses offered by the College may be taken with the following restrictions:

1. The student must be currently enrolled as a degree candidate at Carroll College;
2. A challenge credit examination may not be taken in a course in which the student has already been registered (for credit or as an auditor), nor may an advanced credit examination be repeated;
3. The maximum number of credits obtainable by challenge examination is 18, not to exceed six (6) credits in any semester; and

4. A fee of \$35 is charged for each examination administered under this program.

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

International Baccalaureate Program

Carroll College recognizes the International Baccalaureate as a challenging program of study and takes this into consideration when reviewing the student's application for admission. Students who present scores of 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.

Transfer of Credit

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

1. The course in question must be from a regionally accredited college or university;
2. The student must have received a "C" or better in the course; The only credits transferred for courses taken on a pass/fail basis will be those with a grade of "P" (pass);
3. A maximum of 60 lower-level credits (100-200 level) may be transferred into Carroll College;
4. At least one-half of the credits required in the major and minor, must be taken at Carroll College;
5. Of the final 40 semester credits earned toward the degree, a minimum of 30 semester credits must be earned at Carroll College. See requirements for graduation as described in this catalog (page 33);
6. Two semesters or the equivalent in physical education activity courses are transferable;
7. Courses taken on a pass/fail basis will not be accepted into the major. No more than 4 such courses will be allowed toward graduation, whether they are taken at another institution or at Carroll;
8. Grades earned at other institutions are not calculated into the Carroll College grade point average;
9. Students are responsible for sending an original translated copy of their foreign transcripts directly to the Registrar's Office;
10. The course cannot be graduate work.

Transcript of Credit and Record

- Carroll College will issue official academic transcripts only upon the signed request of the student whose transcript is being requested.
- A transcript is not considered official unless it bears the seal of the College, the signature of the Registrar, and is transmitted directly from the Registrar to an authorized recipient.
- The College reserves the right to deny the issuance of transcripts if a student's financial account is not paid or payment plan arrangements have not been followed.
- The College does not hold itself responsible for any error on a transcript which is not brought to the attention of the Registrar within 6 months of issue.
- Work completed at other institutions will not be posted to Carroll College transcripts after a student has received a degree from Carroll (unless the student has declared the intention of completing a subsequent major, minor, Associate of Arts degree, etc. through Carroll).

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 the Director of Academic Support Services and Advising and/or the Director of the Academic Resource Center (ARC) 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. While a student may submit an Individualized Education Program (IEP) it is not acceptable for disability documentation. Disability documentation must follow the requirements below:
 1. Be typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis and must include information about license or certification, background and area of specialization.
 2. Include current adult cognitive and achievement measures for students with learning disabilities and ADHD. Testing must have been completed within 3 years of enrollment, unless the assessment was completed after the age of 18 and the documentation clearly reflects current functioning. For psychiatric disabilities, assessment must have been completed within the last 12 months. These time limitations do not apply to students

with physical or sensory disabilities of a permanent or unchanging nature.

3. Include educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested.
4. Clearly state the diagnosed disability and include a DSM IV-TR clinical diagnosis as appropriate. The diagnostic report should use direct language in the diagnosis of processing deficits as well as ADHD and avoid using terms such as "suggests," "is indicative of," or "attention problems."
5. Fully describe functional limitations resulting from the disability.
6. Include test instruments and subtest scores used to document the stated disability. This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature.
7. Include recommendations for academic accommodations and a detailed explanation of why each accommodation is required.
8. State medications prescribed along with any side effects of the medication that may affect college-level study or learning.

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

Honors and Awards

Dean's Honor List

A student enrolled for 12 **graded** semester hours or more, whose average for the semester is 3.50 or higher, is placed on the Dean's Honor List. Courses receiving a grade of "P" are not considered to be a graded credit and they are not included in the GPA calculation. 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 60 semester hours of course work at Carroll College. The required cumulative average will be calculated from all courses completed at Carroll.

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. 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 4 years at Carroll College.

Raymond G. Hunthausen Outstanding Collegiate Citizenship Award

Since 1986 Carroll College has presented the Raymond G. Hunthausen Award for community service to deserving students who make outstanding contributions to the college or a community (Helena or other). The award was named for Archbishop Hunthausen because of his own commitment to peace and justice in his personal life and in his work with the Catholic Church. The award was established to acknowledge students who exhibit a sense of commitment to others for the sole purpose of giving from their own personal sense of unselfish service. The recipients are recognized at the annual Honors Convocation each April.

Michael W. Murphy Award For Outstanding Collegiate Citizenship

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

Honorary Societies

Alpha Kappa Delta

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

Delta Epsilon Sigma

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

Lambda Pi Eta

Carroll College holds the 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 Phi 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 or Science degree or a two-year program leading to the Associate of Arts degree.

Students are expected to satisfy the graduation requirements in effect the year of initial enrollment as degree candidates at the College providing they can complete requirements within a continuous six-year period. If graduation requirements change after that date, students have the option of petitioning to satisfying either the requirements in effect at the time of admission or the requirements of a subsequent catalog. If a student interrupts attendance or transfers from one program to another, 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 40 credit hours earned toward the degree a minimum of 30 credit hours must be earned at Carroll College with at least one-half of the credits required in the major and minor taken at Carroll.

Comprehensive Examinations

Each candidate for the Bachelor of Arts or Science degree must satisfactorily complete the written and/or oral comprehensive examination if required by the major department.

Application for Degree

Application for a degree must be made at the Office of the Registrar within the period indicated in the college calendar. Students should work closely with their academic advisor on course selection to ensure that all requirements for graduation are met. However, each student retains ultimate responsibility for completing all requirements for graduation.

Commencement

Students are expected to be present at graduation exercises. Students who have applied for a degree in December, May or July of an academic year may participate in the May commencement ceremony.





Family Educational Rights and Privacy Act of 1974 as Amended

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

Definitions of Terms

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

Education Records: Includes any record, with certain exceptions, maintained by Carroll College with a student's name, or students' names, on it. This includes files, documents, and materials in whatever medium (electronic, written, print, tapes, disks, film, microfilm, and microfiche) which contain information directly related to students and from which students can be individually identified. Exceptions are:

1. A personal record kept by the maker if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student.
3. Records maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, which are used solely in connection with the provision of treatment of a student and not disclosed to anyone other than individuals providing such treatment.
4. Alumni records which contain information about a student after he or she is no longer in attendance at Carroll College and which do not relate to the person as a student.
5. Law enforcement records.

Procedure to Inspect Education Records

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

Student Right to Know

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

- Number of students receiving aid related to athletics reported by race and gender
- Graduation rate for athletes participating in specific sports reported by race and gender
- Graduation rate for students in general reported by race and gender
- Annual 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

<u>Types</u>	<u>Location</u>	<u>Custodian</u>
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 Borromeo Hall	Career Center Staff
Progress	Academic Advisor Registrar	Advisor Registrar
Disciplinary	Student Life O'Connell Hall	VP for Student Life

Disclosure of Education Records

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

1. To school officials who have a legitimate educational interest in the records. A school official is:
 - A person employed by the College in an administrative, supervisory, academic, or authorized support staff position.
 - A person employed by or under contract to the College to perform a special task, such as the attorney or auditor.
 A school official has a legitimate educational interest if the official is:
 - Performing a task that is specified in his or her position description or by contract agreement.
 - Performing a task related to a student's education.
 - Performing a task related to the discipline of a student.
2. To certain officials of the U.S. Department of Education, Comptroller General, and state and local educational authorities in connection with certain state or federally supported education programs.
3. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
4. If required by state law requiring disclosure that was adopted before November 19, 1974.
5. To organizations conducting certain studies authorized by the College in compliance with FERPA guidelines
6. To accrediting organizations to carry out their functions.
7. To comply with a judicial order or a lawfully issued subpoena.
8. To appropriate parties in a health or safety emergency.
9. To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

Record of Requests for Disclosure

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

Directory Information

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

Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. A student must ask the custodian of the record to amend a record. In so doing, the student should identify the part of the record he or she wants changed and specify why he or she believes it is inaccurate, misleading, or in violation of his or her privacy or other rights.
2. Carroll College may comply with the request or it may decide not to comply. If it decides not to comply, Carroll College will notify the student of the decision and advise him or her of his or her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, Carroll College will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
5. Carroll College will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
6. If Carroll College decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he or she has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Carroll College discloses the contested portion of the record, it must also disclose the statement.
8. If Carroll College decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.



Carroll MONTANA Degree Requirements

Bachelor's Degree

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

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

Residence Requirements

Of the final 40 credit hours earned toward the degree a minimum of 30 credit hours must be earned at Carroll College with at least one-half of the credits required in the major and minor taken at Carroll.

*NOTE: *The only Bachelor of Science degree offered at Carroll College is a Bachelor of Science in Nursing.*

Core Curriculum—Bachelor's Degree

The Carroll College Core Curriculum (the Core) is the cornerstone of the Carroll experience. A liberal education integrates the department major, the Core, and a set of elective courses. While the major enables students to gain in-depth knowledge in their chosen field, the Core provides a foundation for liberal learning by introducing students to a broad array of disciplines and enabling them to develop critical intellectual skills. Thus, the Core reflects the academic objectives for all students that are articulated in the Carroll College Goals and the Carroll College Mission Statement: preparing students to understand the diversity of the contemporary world; helping them to acquire aesthetic, scientific, quantitative, ethical, and religious insights; aiding them in developing a full range of communication skills; and helping them to appreciate the interrelationships among branches of knowledge.

- I. Foundations: 13 credits to be completed within the first three semesters at Carroll College
 - LAS 101 Alpha Seminar..... 3 credits
(required of all first-year students in the fall semester)
 - TH 101 Theological Foundations 3 credits
 - ENWR 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 (ART, DNC, MUS, THT).....	3 credits
History	3 credits
Mathematics.....	3 credits
Literature.....	3 credits
Natural Sciences (AS, BI, CH, EAS, PHYS).....	3-4 credits (lab course is required)
Philosophy.....	6 credits
Social Science (AN, ANZ, EC, GEOG, PO, PSY, SO).....	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. 3 credit class (GD) that meets criteria
 - iii. approved second language course
- B. National Diversity
 - i. 3 credit class (ND) that meets criteria
 - ii. approved experiential learning opportunity
 - iii. approved second language course

Note: Members of the Honor Scholars Program (HSP) have unique course requirements and fulfill 15 of their 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 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 66 semester hours of course work, only 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 three semesters 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
- ENWR 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 (ART, DNC, MUS, THT)..... 3 credits
- History 3 credits
- Mathematics 3 credits
- Literature..... 3 credits

- Natural Sciences (AS, BI, CH, EAS, PHYS)..... 3-4 credits
- Philosophy..... 3 credits
- Social Science (AN, ANZ, EC, GEOG, PO, PSY, SO)..... 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. 3 credit class (GD) that meets criteria
 - iii. approved second language course
- B. National Diversity
 - i. 3 credit class (ND) that meets criteria
 - ii. approved experiential learning opportunity
 - iii. approved second language course

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



See index for page numbers of academic programs.

- Accounting
- Anthropology
- Anthrozoology
- Biochemistry/Molecular Biology
- Biology
- Biology for Secondary Education
- Business Administration
 - concentration in:
 - Economics
 - Management
 - Marketing
 - International Business
- Career Enhancement Certificate
- Chemistry
- Chemistry for Secondary Education
- Civil Engineering
- Civil Engineering: Environmental Emphasis
- Classical Studies
- Communication Studies
- Community Health
- Computer Science
- Computer Science with an emphasis
- CIS—Computer Information Systems
- Economics
- Education: Teacher
 - Elementary Education
 - Secondary Education
- Engineering Mathematics (3-2)¹ (See also Civil Engineering)
 - affiliate schools
 - Columbia University
 - Gonzaga University
 - Montana State University
 - Montana Tech
 - University of Minnesota
 - University of Notre Dame
 - University of Southern California
- Engineering Mechanics
- English Literature
- English Literature for Secondary Education
- English Education—Broadfield
- English Writing
- Environmental Studies
 - concentration in:
 - Biology
 - Chemistry
 - Community Formation
 - Cultural Integration
 - Public Policy and Management
- Ethics and Value Studies
- European Studies
- Finance
- Fine Arts
 - Theatre
 - concentration in:
 - Acting/Directing
 - Design/Stagecraft
- Minors:
 - Arts Management and Administration
 - Combined
 - Music
 - Theatre
- French
- French Education (K-12)
- Gender Studies
- Geographic Information Systems (GIS) Certificate
- Health and Physical Education
 - Health and Physical Education (K-12)
 - Health and Physical Education concentration in Sport Management
- Health Science
- History
- History for Secondary Education
- History/Political Science for Secondary Education
- International Relations
- Latin American Studies
- Mathematics with a Cognate Concentration
- Mathematics for Secondary Education
- Nursing
- Philosophy
- Physics
- Physics for Secondary Education
- Political Science
- Political Science for Secondary Education
- Project Management Certificate
- Psychology
- Psychology for Secondary Education
- Public Relations
 - concentration in:
 - Marketing
 - Print Journalism
 - TV Production
- Reading (K-12)
- Social Studies for Secondary Education
- Sociology
- Spanish
- Spanish Education (K-12)
- Special Education (K-12)
- TESOL (Teaching English to Speakers of Other Languages)
- Theology
 - concentration in:
 - Systematic
 - Contextual
- Web Communications Certificate
- Pre-Professional Programs
 - 3-2 Engineering
 - Dentistry
 - Law
 - Medicine
 - Optometry
 - Pharmacy
 - Physical Therapy
 - Physician's Assistant
 - Veterinary Medicine
- Special Programs & Course Offerings
 - Internship Programs
 - Honors Scholars Program
 - Military Science and Leadership (ROTC)
 - Education Abroad Program

¹Under 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.

ACCOUNTING

BELLE MARIE, M.B.A., CPA, CMA, CIA, CFE
DOUGLAS MACKENZIE, PH.D.
MELVIN MCFETRIDGE, M.A., CPA
JULIA MULL, M.B.A.
ANNETTE RYERSON, D.B.A.
BETHALEE J. WILSON, M.A., M.S.A., M.B.A.

Mission and Goals

The Department of Business offers Bachelor of Arts degrees in Accounting, Finance, or Business Administration. Students selecting majors in Business Administration must choose a concentration in Economics, International Business, Marketing or Management. Minors are available in Accounting, Economics, or Business 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 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.

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

- Be able to describe the various standard setting bodies and the implications of standard changes for the financial markets.
- Demonstrate the ability to become life-long learners by researching accounting, tax, and audit related issues.
- Develop an understanding of accounting related careers such as auditing, tax, management and government accounting.
- Be able to prepare financial statements and discuss the theory underlying the accounting treatment.
- Utilize skills to analyze past performance of an entity and develop future projections from the financial statements.
- Demonstrate preparedness for entry into an accounting related career, continuation of studies in graduate school, or professional exams such as the CPA or CMA exam.

Major in Accounting

I. Major Program Requirements

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

BA 203-204 Principles of Accounting
BA 301-302 Business Law
BA 303-304 Intermediate Financial 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 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 150 semester hours of credit, including those earned toward the baccalaureate degree. The 28 additional hours may be taken at Carroll College or at a graduate degree-granting institution.

The 150 semester hour requirement includes a requirement of 24 upper division accounting hours and 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.

Minor in Accounting

Minor Program Requirements

Twenty-one semester credits of accounting, including:

BA 203 Principles of Accounting I
BA 204 Principles of Accounting II
BA 303 Intermediate Financial Accounting
BA 313 Managerial Finance (optional)
BA 315 Cost Accounting
BA 360 Accounting and Finance Information Systems (optional)

ANTHROPOLOGY

ELIZABETH E. CHUTE, PH.D.
JAMIE M. DOLAN, PH.D

Mission

The sociology department is based on a Liberal Arts curriculum to study and understand ourselves and others. Key to this is the sociological statement posed by Peter Berger that "Things are not what they seem." This understanding includes what C. Wright Mills coined as the "sociological imagination," a research tool that comprises a sense of our place in time, our social class, our various social roles and expectations, and our life influences as well as our cultural values, norms, family, religion, and so on. Sociology attempts to make sense out of the everyday through theory. It is involved with the everyday, thus it is necessary to continuously tie together the theoretical and the practical, as well as the empirical with the experiences of each individual's life.

Goals

In a Christian and Catholic education, we add a special emphasis upon "placing ourselves in the shoes of the others." We work towards understanding and addressing social inequalities.

As the students gain these perspectives and think sociologically, they are prepared to serve occupations and vocations related to human situations. They have the skills to analyze various proposals for solving and/or ameliorating human problems guided by the realities of the facts they have learned.

Objectives:

1. The ability to put ourselves in the place of others and try to understand their situation.
2. The ability to step back and look at the context of human behavior.
3. Ability to analyze the manner in which social problems are often based in the social structure as opposed to individual actions.
4. As a Christian and Catholic school, place the “lens” of the sociological imagination within a social justice context.

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

Note: Anthropology courses taken for the minor cannot be counted toward the requirements for the major in sociology.

Twenty-two 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 of the remaining six 6 credits must be upper division (300 and 400 level) courses:

LL 220	Introduction to Linguistics
PHIL 223	Oriental Philosophy
CO 325	Intercultural Communication
ENLT 412	Native American Authors
SO 314	Sociology of Law
SO 351	Medical Sociology

ANTHROZOOLOGY

ANNE PERKINS, PH.D.
RICHARD TIMMINS, DVM
LESLIE ANGEL, PH.D.

Mission and Goals

Anthrozoology is the scholarly study of human-animal interactions, including the human-animal bond, the role of animals in service and therapy, and evolving human responsibilities.

Completion of this major should enable students to:

Increase their knowledge about the role of animals in human society.

Appreciate the need to improve the quality of life for both humans and animals.

Through a scientific and academically rigorous curriculum, learn a bio-psycho-social approach to understanding animal behavior, cognition, health, and welfare.

Study the partnership between humans and animals that provides essential support for people with special needs.

Carroll College’s unique combination of classroom instruction and practical experience with horses and dogs prepares students for graduate or professional school or immediate entry into an animal-related field and benefits any student interested in animal-assisted therapy, non-profit organizations involving animals, counseling, veterinary

medicine, human health sciences, law, public service, social work, and many other fields.

Major in Anthrozoology

Students must choose between two areas of concentration in the major; Natural Science or Social Science. Students that are pre-vet, pre-physical therapy, or interested in any of the allied health sciences should select the Natural Science track. Students interested in counseling, psychology, law, public service, social work, non-profit organizations, or service animal training should choose the Social Science track.

Social Science Track**I. Major Program Requirements***

Thirty-six semester credits of Anthrozoology classes, including:

ANZ 107	Introduction to Anthrozoology
ANZ 108	Survey of Animals in Service
ANZ 221	Canine Science: Nature of Dogs
ANZ 231	Historical Perspectives: Horses and Humans
ANZ 231L	Basic Equine Skills
ANZ 232	Equine Science: Nature of Horses
ANZ 321	Introduction to Canine Training
*ANZ 321L	Introduction to Canine Training Lab
and ANZ 322L	Advanced Canine: Application & Principals Lab
or ANZ 331	Equine Assisted Activities & Therapies
ANZ 322	Advanced Canine: Application & Principals
ANZ 441	Domestic Animal Behavior
ANZ 442	Science of Animal Welfare

*Students must either raise a dog for an entire year (ANZ 231L and ANZ 332L) or take the Equine Assisted Activities & Therapies class and lab (ANZ 331)

II. Other Program Requirements

Twenty-six semester credits of the following, including:

BA 289**	Introduction to Nonprofit Organizations
or BA 375	Fundamentals of Management
MA 207	Elementary Statistics
PSY 105	General Psychology
PSY 203	Developmental Psychology
or PSY 227	Child Psychology
and PSY 228	Adolescent Psychology
PSY 307	Learning
PSY 309	Research Methods
PSY 414	Physiological Psychology
SPED 300	Introduction to Exceptional Children

**Pending approval

III. Recommended Classes

These classes are recommended but NOT required for the major:

PSY 304	Theories and Practice in Counseling Psychology
PSY 306	Abnormal Psychology
PSY 320	Clinical Issues with Children and Adolescents
PSY 417-418	Psychology Practicum

Natural Science Track**I. Major Program Requirements**

Thirty-six semester credits of Anthrozoology classes, including:

ANZ 107	Introduction to Anthrozoology
ANZ 108	Survey of Animals in Service
ANZ 221	Canine Science: Nature of Dogs
ANZ 231	Historical Perspectives: Horses and Humans
ANZ 231L	Basic Equine Skills

- ANZ 232 Equine Science: Nature of Horses
 ANZ 321 Introduction to Canine Training
 *ANZ 321L Introduction to Canine Training Lab
 and ANZ 322L Advanced Canine: Application & Principals Lab
 or ANZ 331 Equine Assisted Activities & Therapies
 ANZ 322 Advanced Canine: Application & Principals
 ANZ 441 Domestic Animal Behavior
 ANZ 442 Science of Animal Welfare

*Students must either raise a dog for an entire year (ANZ 231L and ANZ 332L) or take the Equine Assisted Activities & Therapies class and lab (ANZ 331)

II. Other Program Requirements

Forty-two semester credits of the following, including:

- BI 171 Biological Principles I
 BI 172 Biological Principles II
 BI 281 Genetics
 CH 101-102 General Chemistry
 CH 301-302 Organic Chemistry
 CH 353 Biochemistry
 MA 207 Elementary Statistics
 PHYS 201 Physics I: Mechanics, Wave Motion, & Sound
 PSY 307 Learning

III. Recommended Classes

These classes are recommended but NOT required for the major:

- MA 121 Differential Calculus
 and MA 122 Integral Calculus
 or MA 131 Calculus of Single Variable Functions
 PSY 105 General Psychology
 PSY 306 Abnormal Psychology

Minor in Anthrozoology

I. Minor Program Requirements

Twelve semester credits of Anthrozoology classes, including:

- ANZ 107 Introduction to Anthrozoology
 ANZ 108 Survey of Animals in Service
 ANZ 441 Domestic Animal Behavior
 ANZ 442 Science of Animal Welfare
 and either all of the classes within the canine track or within the equine track

A. Canine Track

Twelve semester credits, including:

- ANZ 221 Canine Science: Nature of Dogs
 ANZ 321 Introduction to Canine Training
 ANZ 322 Advanced Canine: Application & Principals
 Optional classes (these classes are not required for the minor):
 ANZ 321L Introduction to Canine Training Lab
 ANZ 322L Advanced Canine: Application & Principals Lab

B. Equine Track

Twelve semester credits, including:

- ANZ 231 Historical Perspectives: Horses and Humans
 ANZ 231L Basic Equine Skills
 ANZ 232 Equine Science: Nature of Horses
 ANZ 331 Equine Assisted Activities & Therapies

BIOCHEMISTRY/MOLECULAR BIOLOGY (BMB)

JOHN ADDIS, PH.D.
 SAM ALVEY, PH.D.
 JILL ANNE DILL, M.S.
 JENIFER GEIGER, PH.D.
 DAN GRETCH, PH.D.
 D. GRANT HOKIT, PH.D.
 STEPHANIE OTTO, PH.D.
 JOHN SALZSIEDER, PH.D.
 BRANDON SHEAFOR, PH.D.
 KYLE S. STRODE, PH.D.
 ANTHONY M. SZPILKA, PH.D.
 COLIN THOMAS, PH.D.
 RON L. WILDE, PH.D.

The Biochemistry/Molecular Biology major program is designed to provide students with the knowledge and skills needed to enter graduate or professional school or to gain employment in their field. Students completing the Biochemistry/Molecular Biology major program are expected to have

- an understanding of the basic principles and concepts of the major field;
- the critical thinking skills needed for solving problems in the field;
- the abilities to evaluate and interpret data and to analyze and synthesize information from different sources;
- a working knowledge of fundamental laboratory techniques and the ability to use them to perform experiments in the field;
- the writing and speaking skills needed to communicate effectively in the field.

I. Major Program Requirements

Biology Courses

- BI 171-172 Biological Principles I & II
 BI 281 Genetics
 BI 382 Cell Biology
 BI 4XX Molecular Biology *
 BMB 496 Biochemistry/Molecular Biology Senior Seminar *

Chemistry Courses

- CH 101-102 General Chemistry
 CH 301-302 Organic Chemistry
 CH 353-354 Biochemistry
 CH 391 Physical Chemistry

II. Other Program Requirements

- MA 131 Calculus of Single Variable Functions or MA 121-122 Differential and Integral Calculus
 PHYS 201-202 General Physics I and II

Note:

1. Biochemistry/Molecular Biology majors must earn a grade of "C" or better in all major courses (sections I and II above) and must pass prerequisites with a "C" or better to advance to subsequent courses.
3. All degree students should review requirements for graduation as described in this catalog.

*Pending approval.

BIOLOGY

JOHN ADDIS, PH.D.
 SAM ALVEY, PH.D.
 JILL ANNE DILL, M.S.
 JENNIFER GEIGER, PH.D.
 DAN GRETCH, PH.D.
 D. GRANT HOKIT, PH.D.
 ANANDA MORSE, M.S.
 STEPHANIE OTTO, PH.D.
 BRANDON SHEAFOR, PH.D.
 GERALD SHIELDS, PH.D.

Mission and Goals

The biology major program is designed to provide students with the knowledge and skills needed to enter graduate or professional school or to gain employment in their field. Students completing the major program in biology are expected to have

- an understanding of the basic principles and concepts of the major field;
- the critical thinking skills needed for solving problems in the field;
- the abilities to evaluate and interpret data and to analyze and synthesize information from different sources;
- a working knowledge of fundamental laboratory techniques and the ability to use them to perform experiments in the field;
- the writing and speaking skills needed to communicate effectively in the field.

Major in Biology (minimum of 60 total credits)

I. Foundational Program Requirements (36 credits)

BI 171-172 Biological Principles I & II
 BI 281 Genetics
 BI 496 Senior Seminar
 CH 101-102 General Chemistry
 CH 301 Organic Chemistry I
 PHYS 201 General Physics I
 At least seven MATH credits selected from the following list:
 MA 121-122 Differential and Integral Calculus
 MA 131 Calculus of Single Variable Functions
 MA 207 Elementary Statistics
 MA 341 Probability and Statistics II

II. Other Course Requirements (24 credits)

At least six courses from the following list, four of which must be biology (BI) courses with a minimum of one course in each biology subdivision:

Subdiscipline 1: Cell and Molecular Biology

BI 305 Microbiology
 BI 382 Cell Biology
 BI 350 Developmental Biology

Subdiscipline 2: Organismal Biology

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

Subdiscipline 3: Ecology and Evolution

BI 311 Ecology
 BI 370 Evolutionary Analysis
 BI 4XX Physiological Ecology

Other Science electives:

CH 302 Organic Chemistry II
 CH 353 Biochemistry
 PHYS 202 General Physics II

III. Other Program Requirements

- All biology majors must take the following courses, or their equivalent, in sequence: BI 171, BI 172, BI 281.
- All biology majors must earn a grade of "C" or better in all major courses (sections I and II above) and successfully pass the senior comprehensive examination in biology. Students must pass prerequisite courses with a "C" or better to advance to subsequent courses.
- All degree students should review requirements for graduation as described in this catalog.

IV. Note to Pre-professional students (Pre-med, Pre-Dental, etc.)

- All program requirements (sections I, II and III above) apply to pre-professional students.
- Pre-professional students should consider the following:
 - Many professional programs require a second semester of Organic Chemistry, a second semester of Physics, and a Biochemistry course. You are advised to complete CH 302, PHYS 202 and BI 353 as part of your course requirements in section II.
 - Some professional programs may require calculus. You are advised to discuss this possibility with your pre-professional advisor and possibly complete calculus as your math requirement.

Major In Biology For Secondary Education

I. Major Program Requirements

BI 171-172 Biological Principles I & II
 BI 281 Genetics

Two additional upper division course from the following list:

BI 305 Microbiology
 BI 306 Plant Biology
 BI 307 Animal Physiology
 BI 311 Ecology
 BI 323 Comparative Anatomy
 BI 350 Developmental Biology
 BI 370 Evolutionary Biology
 BI 382 Cell 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 majors must take the following courses, or their equivalent, in sequence—BI 171, BI 172, BI 281.
- 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.
- All biology for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

III. Professional Education Requirements

AN/SO 218 Introduction to Native American Studies
 CS 103 Instructional Media and Technology
 ED 102 Foundations of Education
 ED 205 Classroom Management

- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 318 Content Area Reading and Secondary Methods
- 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.

Minor in Biology

I. Minor Program Requirements

- BI 171-172 Biological Principles I & II
- BI 281 Genetics
- Two additional upper-division course from the following list:
- BI 305 Microbiology
- BI 306 Plant Biology
- BI 307 Animal Physiology
- BI 311 Ecology
- BI 323 Comparative Anatomy
- BI 350 Developmental Biology
- BI 370 Evolutionary Analysis
- BI 382 Cell 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 281 Genetics
- One additional upper-division course from the following list:
- BI 305 Microbiology
- BI 306 Plant Biology
- BI 307 Animal Physiology
- BI 311 Ecology
- BI 323 Comparative Anatomy
- BI 350 Developmental Biology
- BI 370 Evolutionary Biology
- BI 382 Cell Biology
- CH 353 Biochemistry

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

Note:

1. All biology for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.
2. In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as the teaching minor. All degree students should review requirements for graduation as described in this catalog.

III. 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.

BUSINESS ADMINISTRATION

BELLE MARIE, M.B.A., CPA, CMA, CIA, CFE
 DOUGLAS MACKENZIE, PH.D.
 MELVIN MCFETRIDGE, M.A., CPA
 JULIA MULL, M.B.A.
 ANNETTE RYERSON, D.B.A.
 BETHALEE J. WILSON, M.A., M.S.A., M.B.A.

Mission and Goals

The Department of Business offers Bachelor of Arts degrees in Accounting, Finance, or Business Administration. Students selecting majors in Business Administration must choose a concentration in Economics, International Business, Marketing 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 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 Business Administration major prepares students for careers in marketing, management, international business 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

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.

Major in Business Administration with an Area of Concentration

I. Major Program Requirements

(For Each Area of Concentration Below)

Thirty-six 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 Intermediate Microeconomics

EC 316 Intermediate Macroeconomics

And 1 of the following courses:

BA 409 Operations Research

EC 302 Labor Relations and Public Policy

EC 304 Public Finance

EC 406 International Economics

B. Management

Three of the following courses:

BA 408 Human Resource Management

BA 409 Operations Research

BA 413 Organizational Behavior

CO 320 Organizational Communications

EC 302 Labor Relations and Public Policy

C. International Business

Required:

BA 401 International Marketing

EC 406 International Economics

One of the following courses:

BA 393/EC393 Socio-economic Impact of Gender: India

CO 325 Intercultural Communication

Study Abroad Experience (3 credits)

Foreign Language (3 credits)

D. Marketing

BA 320 Marketing Research

And 2 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

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.

Minor in Business Administration

Minor Program Requirements

Twenty-one 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

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 1 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.

Minor in Economics

Minor Program Requirements

Twenty-one semester credits of economics courses, including:

EC 201-202 Principles of Economics

And 5 upper-division economics courses, including:

BA 409 Operations Research

CHEMISTRY

DAN GRETCH, PH.D.
CAROLINE PHARR, PH.D.
JOHN SALZSIEDER, PH.D.
KYLE S. STRODE, PH.D.
COLIN THOMAS, PH.D.
RON L. WILDE, PH.D.

Mission and Goals

The chemistry major program is designed to provide students with the knowledge and skills needed to enter graduate or professional school or to gain employment in their field. Students completing the major program in 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.

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 additional upper-division course from the following list:

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
One additional two-semester course from the following list:
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 205 Classroom Management
ED/PSY 229 Educational Psychology
ED 245 Diversity Field Experience
ED 318 Content Area Reading and Secondary Methods
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:

1. All chemistry for secondary education majors must earn a grade of “C” or better in all major courses (Section I and II above). Students must pass prerequisites with a “C” or better to enroll in chemistry courses.
2. All chemistry for secondary education majors must earn a grade of “C” or better in all Professional Education Requirement courses (section III above) and have a minimum 2.5 cumulative grade point average.

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 Chemistry

I. Minor Program Requirements

CH 101-102 General Chemistry
CH 205 Quantitative Analysis
CH 301-302 Organic Chemistry
Plus 1 additional upper-division chemistry course

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 1 additional 4-credit course in biology or physics.

Note:

1. All chemistry for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of “C” or better.
2. In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as the teaching minor. All degree students should review requirements for graduation as described in this catalog.

III. 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.

CIVIL ENGINEERING

GARY FISCHER, M.S., P.E.
 MARY E. KEEFFE, PH.D.
 TERENCE J. MULLEN, M.S., P.E.
 JOHN L. SCHARF, PH.D.
 ANTHONY M. SZPILKA, PH.D.
 WILLIS WEIGHT, PH.D., P.E.

Mission and Goals

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. The Programs within this Department are designed to blend the unique characteristics of Catholic liberal arts education with preparation for productive and rewarding professional careers. The four professional educational objectives of this department are to produce graduates who have:

- 1) The specialized knowledge and skills necessary for initiation into their chosen profession,
- 2) A broad range of skills necessary for effective communication,
- 3) An appreciation for the interrelationships among the branches of knowledge,
- 4) The ethical, social, and aesthetic perspectives necessary for values-based 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.

The Civil Engineering Program has adopted the philosophy and goals of the department. The four major areas of study with the Program are: structures, environmental, water resources, and transportation.

I. Major Program Requirements

ENGR 104	Engineering Graphics and CAD Applications
ENGR 105	Introduction to Engineering, GPS, and Surveying
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 II: Steel Design
ENGR 405	Water and Wastewater Treatment
ENGR 406	Structures III: Reinforced Concrete Design
ENGR 407	Transportation Engineering
ENGR 411-412	Senior Design Project
ENGR 289	Construction Materials

II. Other Program Requirements

EC 201 or 202	Principles of Economics (EC 202 preferred)
EC 203	Project Management Economics
CH 101	General Chemistry I
BI 102	Human Biology
ENWR 305	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
PHIL 207	Business Ethics
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.

CIVIL ENGINEERING: ENVIRONMENTAL EMPHASIS

GARY FISCHER, M.S., P.E.
 MARY E. KEEFFE, PH.D.
 TERENCE J. MULLEN, M.S., P.E.
 JOHN L. SCHARF, PH.D.
 ANTHONY M. SZPILKA, PH.D.
 WILLIS WEIGHT, PH.D., P.E.

Department Mission and Goals

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. The Programs within this Department

are designed to blend the unique characteristics of Catholic liberal arts education with preparation for productive and rewarding professional careers. The four professional educational objectives of this department are to produce graduates who have:

- 1) The specialized knowledge and skills necessary for initiation into their chosen profession,
- 2) A broad range of skills necessary for effective communication,
- 3) An appreciation for the interrelationships among the branches of knowledge,
- 4) The ethical, social, and aesthetic perspectives necessary for values-based judgment and decision-making.

The Environmental Emphasis Option in Civil Engineering is designed to produce graduates who are prepared for professional, technical and scientific, engineering work in environmental clean-up, restoration, protection, and preservation. The environmental option in civil engineering is designed to meet accreditation criteria specified by the Accreditation Board for Engineering and Technology (ABET). As a result, Carroll graduates with a major in Civil Engineering – Environmental Emphasis will be eligible to take the two Professional Engineering licensure exams and thereby earn a Professional Engineer license. 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.

The Civil Engineering: Environmental Emphasis Program has adopted the philosophy and goals of the department. The four major areas of study with the Program are: structures, environmental, water resources, and transportation.

I. Major Program Requirements

- ENGR 104 Engineering Graphics and CAD Applications
- ENGR 105 Introduction to Engineering, GPS, and Surveying
- ENGR 205 Construction Materials & Testing
- ENGR 302 Engineering Mechanics I: Statics
- ENGR 303 Engineering Mechanics II: Solids
- ENGR 307 Fluid Mechanics
- ENGR 308 Thermodynamics
- ENGR 310 Structures I
- ENGR 313 Hydrology
- ENGR 323 Water Quality
- ENGR 324 Air Quality
- ENGR 325 Hydrogeology
- ENGR 326 Energy & Environment
- ENGR 327 Land and Stream Restoration
- ENGR 401 Hydraulics
- ENGR 405 Water & Wastewater Treatment
- ENGR 407 Transportation Engineering
- ENGR 411-412 Senior Design Project
- ENGR 424 Ground Water Modeling
- HS 329 Public Health and the Environment

II. Other Program Requirements

- EC 201 or 202 Principles of Economics (EC 202 preferred)
- EC 203 Project Management Economics
- CH 101 General Chemistry I
- BI 102 Human Biology
- ENWR 305 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
- PHIL 207 Business Ethics
- 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: environmental emphasis, 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 will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are a prerequisite.

CLASSICAL STUDIES

REV. DANIEL SHEA, PH.D.
DON JACQUES, M.A.

Mission and Goals

The Classical Studies program operates under the aegis of the Department of Languages and Literature. With its particular focus upon the study of the Classical Greek and Latin languages, and ancillary courses offered through other departments, the program is designed to prepare students with a major/minor concentration for advanced study in the Classics and related fields. The program also serves the needs and interests of a range of students from other majors and from the community at large, for whom the study of Greek or Latin satisfies a personal interest or complements their academic pursuits. The knowledge, discipline, critical thinking and problem solving skills developed through the Classical Studies program are widely applicable and adaptable to the exigencies of an ever changing world; they engender habits of mind and heart well appreciated by a broad spectrum of graduate and professional programs and employers, and promote personal satisfaction, life-long learning, and intellectual and spiritual enlightenment.

The Classical Studies program will produce graduates who:

- I. Read, understand, and interpret a classical language
- II. Demonstrate knowledge and understanding of Greco-Roman culture
- III. Connect with other disciplines and expand knowledge
- IV. Develop insight into their own language and culture
- V. Participate in wider communities of language and culture

Major in Classical Studies

I. Major Program Requirements

- Forty-eight semester credits total, including the following 30:
- 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 semester credits from the following:
- ART 110 Art Appreciation
- ENLT 215 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 151	Ancient Philosophy
PHIL 202	Medieval Philosophy
TH 207	Introduction to the Old Testament
TH 208	Introduction to the New Testament
TH 341-342	History of Christian Thought I and II

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.

Minor in Classical Studies

Program Requirements

LA 101 and 102	Introductory Latin
LA 203 and 204	Intermediate Latin
or	
GK 201 and 202	Introductory Greek
GK 301 and 302	Intermediate Greek

The introductory course (two semesters) in the other classical language

12 credits from the courses listed under "Other Program Requirements" for the Classical Studies major.

COMMUNICATION STUDIES

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

Mission and Goals

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 print or broadcast 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

Major in Communication Studies

I. Major Program Requirements

Thirty-six 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/ENWR 306	Writing for the Print Media
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 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.

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 CO 499, Honors Thesis.

Minor in Communication Studies

Minor Program Requirements

Twenty-one semester credits in communication, including:

CO 101	Basic Communication
CO 206	Small Group Communication
CO 225	Professional Communication
CO 280	Gender Communication
CO/ENWR 306	Writing for the Print Media
CO 308	Communication Ethics
CO 340	Interpersonal Communication Theory

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

Minor in TV Production

I. Minor Program Requirements

18 credits, including:

CO 310	Mass Media
CO 165	Fundamentals of TV & Film Production I
CO 166	Fundamentals of TV & Film Production II
CO 265	Basic Single Camera Production

CO 425 Career internship at TV station
 CO/ENWR 306 Writing for the Print Media

Curriculum in Communication Studies for the Associate of Arts Degree

Program Requirements

Twenty-four semester credits in communication studies, including:

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

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

COMMUNITY HEALTH

LAURI FAHLBERG, ED.D.
 JENNIFER LOWELL, PH.D.
 KELLY PARSLEY, M.A.

Mission

The Community Health and Health Science majors are designed for students seeking to enter the health professions. If the United States is to reverse the present trend of deteriorating health of its citizens, and do so within an affordable framework, the next generation of health professionals must be conversant with a new health promotion paradigm. The Community Health and Health Science majors introduce students to this new paradigm through an integrated biological, psychological, and sociological approach to promoting health that encourages a shift from reliance primarily on dollars and technology to informed citizen participation.

The Community Health major is designed for students interested in becoming Health Education Specialists. Health Education Specialists primarily work for organizations in the community that focus on improving health. The Health Science major is designed for students seeking to pursue clinical fields such as physical therapy, physician's assistant, occupational therapy, and pharmacy.

Goals

1. To provide students with the specialized knowledge, skills, and global perspective they need to pursue their chosen health profession.
2. To provide students with practical experience that will supplement their academic work and facilitate their entry into a chosen health career.
3. To guide students in developing and articulating a personal and professional perspective that is relevant to improving the health of citizens locally, nationally, and globally.

Major in Community Health (CHS)

Major Program Requirements:

BI 102 Human Biology
 CHS 330 Introduction to Community Health
 CHS 333 Planning, Implementing & Evaluating Health Programs
 CHS 405 Senior Seminar
 CHS 410 Mgmt of Health Promotion Programs

CHS 415 Internship (3 credits)
 ENWR 303 Grant Writing
 HPE 101 or 102 (1) Activity Courses
 HPE 214 School Health Programs
 HS 198 Exploration of Health/Wellness Issues
 HS 230 Introduction to Epidemiology
 HS 307 Evidence Based Research Methods in Health Science
 HS 335 Health Policy, Management and Issues: National and Global Perspectives
 HS XXX Public Health Nutrition*
 MA 207 Statistics
 PHIL 208 Bioethics
 or PHIL 207 Environmental Ethics
 or TH 222 Health Care Ethics
 PSY 105 General Psychology

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

* Pending approval

Recommended Courses: (depending on interest)

CO 206 Small Group Communication
 CO 325 Intercultural Communication
 CO 360 Communication & Well-Being
 GIS 110 Introduction to Geographic Information Systems
 HS 329 Public Health and the Environment
 PSY 203 Developmental Psychology
 PSY 308 Health Psychology
 Additional Psychology courses depending on interests
 SO 101 Introduction to Sociology
 SO 351 Medical Sociology
 Business, Management courses, HPE courses

Minor in Community Health

Foundation Courses

Three foundation courses (9 credits) from the following:

HS 230 Epidemiology
 CHS 330 Introduction to Community Health
 CHS 333 Planning, Implementing, & Evaluating Health Programs
 or NU 414 Community Health Nursing

Methods Courses

Two methods courses (6 credits) from the following:

CHS 410 Management of Health Promotion Programs
 CO 360 Health Communications
 HS 307 Evidenced Based Research in Health Science

Electives

A minimum of two courses (6/7 credits) from the following approved electives:

ENWR 303 Grant Writing
 BI 102 Human Biology
 CS 189 Intro to GIS
 ES 121 Environmental Science
 HPE 135 Intro to Wellness
 HPE 214 School Health Programs
 HPE 234 Sports Nutrition and Conditioning
 HS 198 Exploration of Health/Wellness Issues
 HS XXX Public Health Nutrition*
 HS 329 Public Health and the Environment

HS 335	Health Policy, Management, & Issues: National & Global Perspectives
PHIL 206	Environmental Ethics
PHIL 208	Bioethics
PSY 308	Health Psychology
SO 291	Social Gerontology
SO 345	Gender, Health, & Medicine
SO 351	Medical Sociology
TH 222	Health Care Ethics

Admission to Community Health and Health Science Internship Program

All Community Health and Health Science majors must apply for admission to the internship program. Applicants must have a minimum of 2.5 GPA and a grade of “C” or better in all requirements for the major. Applications must be submitted to the internship director no later than April 1 of the junior year. Failure to do so may cancel the student’s opportunity to participate in an internship during the fall and/or spring semesters of the following school year. It is the student’s responsibility to seek admission to the internship program. The student’s eligibility will be considered by the Community Health and Health Sciences faculty upon receipt of the appropriate forms and three recommendations from Carroll College faculty and staff.

COMPUTER SCIENCE

R. STEPHEN HARPER, M.S.
 DAVID C. MARSHALL, M.S.
 PHILIP B. ROSE, M.SC.

Statement of Goals:

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.

The Computer Science program provides 3 main tracks to provide a solid foundation for students whose goals span a wide range of disciplines within the rapidly changing field of computer technologies. The basic Computer Science Degree offers opportunities for graduate school at premier institutions or jobs in the field (especially data administration, software development, network administration and security jobs). The Computer Information System Degree (CIS) combines applied Computer Science with Business, offering similar job opportunities to those above and opportunities for a management career and/or MBA degree in the future. Finally the “CS Degree - with an emphasis” is for those wishing to pursue another discipline such as math, science, social sciences or another degree who also want to particularly emphasize analysis and research skills.

Since the tracks listed do not address every student’s desired educational plan, students may design a custom area of concentration that better addresses their focus. This plan must be approved by the computer science faculty and the college registrar.

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

Major in Computer Science

The primary Computer Science degree option, it is recommended for those who intend to pursue graduate studies in Computer Science, or

wish to obtain employment in computer science related fields such as software development, network and security technologies, or as a database administrator. It emphasizes both the theory and practice of Computer Science and can be customized to a student’s interest.

I. CS Program Requirements

CS 110	Introduction to Computer Science & Java Programming
CS 120	Data Structures and Program Design
CS 202	Web Development
CS 230	Software Engineering
CS 289	Introduction to Linux/Unix (1 credit)
CS 309	Computer Architecture
CS 310	Database Design & Implementation I
CS 330	Computer Networking I
CS 410	Operating Systems
CS 430	Senior Project
CS 495	Computer Science Seminar

And any four (4) of the following:

CS 220	Programming in Excel
CS 311	Database Design & Implementation II
CS 331	Networking II
CS/MA 403	Cryptography
CS 421	Computer and Network Security
EC 203	Project Management Economics
	or PMGT 110 Introduction to Project Management
GIS 110	Introduction to Geographic Information Systems
GIS 220	GIS Databases

II. Other Program Requirements

CO 206	Small Group Communications
ENWR 305	Technical Writing
or ENWR 301	Business Writing
or ENWR xxx	Web Writing*
MA 131	Calculus of Single Variable Functions
or MA 121-122	Differential and Integral Calculus
MA 328	Discrete Mathematics I
Recommended: PSY 200 Emotional Intelligence & Personal/Professional Success	

*Pending Approval

Major in Computer Science with an emphasis (in science, math, engineering, social sciences or other discipline)

This option is recommended primarily for students interested in combining computer science with another discipline. Increasing use of technology for research, data analysis and new developments is common in almost all disciplines. This multidisciplinary option prepares students for new technologies, analysis techniques and research for the purposes of going to graduate school and/or pursuing a career in technology driven areas of their chosen discipline. The mathematics track shown below is an example and emphasizes theory and modeling in addition to traditional software and systems classes. Please see your advisor for options for other disciplines.

I. CS Program Requirements

CS110	Introduction to Computer Science & Java Programming
CS 120	Data Structures and Program Design
CS 202	Web Development
CS 230	Software Engineering
CS 289	Introduction to Linux/Unix (1 credit)
CS 309	Computer Architecture

- CS 310 Database Design & Implementation I
- CS 410 Operating Systems
- CS 430 Senior Project
- CS 495 Computer Science Seminar

II. Other Program Requirements

- CO 206 Small Group Communications
- GIS 110 Introduction to GIS (Graphical Information Systems)

For Science and Engineering:

- MA 131 Calculus of Single Variable Functions
- or MA 121-122 Differential and Integral Calculus
- MA 328 Discrete Mathematics I

For all other Majors:

- MA 207 Statistics
- BA 409 Operations Research
- or CS 220 Programming in Excel
- Recommended: PSY 200 Emotional Intelligence & Personal/Professional Success

III. Advanced Mathematics Requirements

(In lieu of the advanced mathematics requirements, a student may focus on a science, engineering, social science or other discipline.)

- MA 232 Differential Equations & Linear Algebra I
- MA 233 Multivariable Calculus
- MA 334 Differential Equations & Linear Algebra II
- MA 336 Probability and Statistics I
- MA 342 Numerical Computing
- MA 403 Cryptography
- or MA 421 Advanced Applications & Optimization

Minors:

I. Minor in Computer Science

- 24 credits in Computer Science (not including CS 101) including:
- CS 110 Introduction to Computer Science and Java Programming
- CS 310 Database Design & Implementation I
- CS 330 Computer Networking I
- or CS 410 Operating Systems

Curriculum in Computer Science for the Associate of Arts Degree

Computer Science Course Requirements: Completion of the requirements for the minor in Computer Science.

Major in Computer Information Systems

CIS is a combination of computer science courses and business courses preparing a student to enter the workforce in any number of technical management and IT positions. It combines business classes with applied, hands-on computing classes to develop skills that are more immediately applicable to the job world.

I. CIS Program Requirements

- CS 110 Introduction to Computer Science & Java Programming
- CS 120 Data Structures and Program Design
- CS 202 Web Development
- CS 220 Programming with Excel
- CS 230 Software Engineering
- CS 289 Introduction to Linux/Inix (1 credit)

- CS 310 Database Design & Implementation I
- CS 330 Networking I
- CS 410 Operating Systems
- CS 421 Network Security
- CS 487 Internship (1 credit)

And any two (2) of the following:

- CS 201 Web Design
- CS 213 Computer Apps in Business
- CS 311 Database Design & Implementation II
- CS 331 Networking II
- Any GIS class
- Any PGMT class

II. Business Requirements

- BA 203 Accounting I
- BA 301 Business Law
- or BA 302 Business Law II
- BA 375 Fundamentals of Mgmt
- or any PGMT class
- EC 203 Project Management Economics
- or PMGT 110 Introduction to Project Management

III. Other Program Requirements

- CO 206 Small Group Communications
- ENWR 305 Technical Writing
- or ENWR 301 Business Writing
- or ENWR xxx Web Writing*
- MA 207 Probability and Statistics

Minor in Computer Information Systems

22 credits in Computer Information Systems including:

- CS 110 Introduction to Computer Science and Java Programming
- CS 202 Web Development
- CS 310 Database Design & Implementation I
- CS 330 Networking I

Plus additional classes from the CIS major (section I or II) or any GIS class.

*Pending Approval

EDUCATION: TEACHER

GLORIA J. LAMBERTZ, ED.D.
 JONATHAN C. MATTHEWS, PH.D.
 ROBERT J. STANSBERRY, ED.D.
 LYNETTE E. ZUROFF, ED.D.

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 Carroll College's teacher education program is to assist students in developing teaching competencies in their chosen fields and help them become educational leaders capable of responding to their students' individual needs. Teacher education graduates will demonstrate competence in the 10 INTASC standards, as well as three additional Montana standards. The following dispositions, skills, and knowledge are to be viewed in conjunction with specific goals and objectives established for the college and for each required professional education course.

DISPOSITIONS

1. Demonstrate an attitude of professionalism through
 - a. his/her behavior as a role model to students;
 - b. continuing self-development;
 - c. ethical behavior;
 - d. peer support;
 - e. contributions to the growth of the profession.
2. Maintain healthy student/teacher relationships.
3. Exhibit continued enthusiasm for teaching profession.
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. Appreciate the whole person by recognizing the uniqueness of each individual student.

SKILLS

1. Classroom management and coping
2. Classroom motivation and interaction
3. Planning and lesson design
4. Teaching strategies
5. Instructional decision making
6. Problem-solving inquiry
7. Student diagnosis
8. Media and technology resource
9. Effective peer group interaction
10. Effective listening, speaking, reading, writing, thinking, and viewing.

KNOWLEDGE

1. Content (subject matter)
2. Law and ethics
3. Referral systems
4. Instruction of the special child
5. Child development, sociology, learning theory, self-concepts, philosophies of education.
6. Comprehension, analysis, and evaluation of print and non-print information and messages.
7. Standard conventions of writing and speaking
8. Analysis of literature and fine arts.
9. Mathematics
10. Science
11. Social studies
12. Connecting learning with workforce and fulfillment of living

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
	or PSY 105 General Psychology
	and PSY 203 Developmental Psychology
	One semester of earth science (EAS 201, ES 121 or AS 102). 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 103). 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. Courses in economics, anthropology, and American national government are highly recommended.
3. All elementary education students must have a minimum 2.5 cumulative grade point average. All Major, Professional Education Requirements and Other Program Requirements must be completed with a grade of "C" or better.

III. Acceptance Into Teacher Education Program

All students in programs that lead to teacher licensure (elementary or secondary education) should review requirements for acceptance into this program. See page 47.

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: 40 or more semester credits:

- English Education
- History and Political Science
- History/Political Science/Social Studies
- Mathematics
- Social Studies

B. Secondary Education Majors: 30 or more semester credits:

- Biology
- Chemistry
- English Literature
- Health and Physical Education (K-12)
- History
- Political Science
- Spanish (K-12)

C. Secondary Education Minors: 20 or more semester credits:

- Biology
- Chemistry
- French (K-12)
- History
- Health and Physical Education (K-12)
- Physics
- Psychology*
- Reading (K-12)
- Spanish (K-12)
- Special Education (K-12)

*Students pursuing a psychology endorsement may be required to student teach outside of the Helena area.

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

II. Professional Education Requirements For Secondary Education

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED 205 Classroom Management
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 318 Content Area Reading and Secondary Methods
- 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 104 American National Government
- PO 216 American Political Thought

B. World Cultures:

- AN/SO 204 Cultural Anthropology
- AN/SO 317 Ethnic and Racial Relations
- CO 325 Intercultural Communication
- EC 406 International Economics
- FR/GM/SP A modern foreign language
- GEOG 202 World Regional Geography
- HI 205 The Long Nineteenth Century
- HI 271 History of Modern Latin America
- HI 291 Modern African History
- HI 307 Contemporary Europe: Politics, Society and Cultures since 1945
- LL 400 Theories and Methods of Learning and Teaching Language
- PHIL 223 Oriental Philosophy
- PHIL 304 Contemporary Philosophy
- PO 250 Contemporary Issues in American Politics
- PO 324 Topics in Comparative Politics of Industrialized Countries
- PO 328 The Developing World
- PO 342 War and Peace
- 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

Note:

All secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

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 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 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;
3. grade of "C" or better in ENWR 102; and
4. 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
8. portfolio (See *Teacher Development Portfolio* below), 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. Students who have been accepted into the teacher education program, but have not been enrolled in Carroll College for one semester or more, must seek readmission into the program. Transfer students at the junior level are accepted to the program conditionally for one semester. One month prior to the close of that semester, junior transfer students must submit an application for acceptance into the teacher education program. Transfer candidates will be reviewed in the same manner as sophomore students.

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

Teacher Development Portfolio

All 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 cumulative 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.

Student Teacher Placement Options

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

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

Helena School District #1

East Helena School District #9
Montana City School District #27

Option 2: Out-of-area (within Montana; may require additional costs/fees.)

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

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

For any out-of-area request to be approved, the faculty members of the Department of Education must judge that there is a very low probability that the student will require intervention of department faculty members during his/her student teaching experience.

All out-of-area student teaching placements must be approved by the faculty members of the Department of Education prior to student teaching assignments. A student seeking an out of area student teaching placement must submit a written request to the Education Department Chair explaining in detail the rationale for his/her request. Appropriate documentation supporting the request should also be attached.

If the requested teaching site is within the state of Montana, but outside Option 1 areas defined above, the Director of Student Teaching will determine the best possible supervision model, either with Carroll College supervisors, with contracted supervision by another college/university, or with another qualified individual. If the student's request is approved, all 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.

Option 3: Out of state (outside of Montana; will likely require additional costs/fees.)

Students may request to do their student teaching out-of-state in accordance with the guidelines and approval process outlined above in Option 2 Out of area. All out of state student teaching placements must be approved by the faculty members of the Department of Education prior to student teaching assignments. A student seeking an out-of-state student teaching placement must submit a written request to the Education Department Chair explaining in detail the rationale for his/her request (based upon 3 criteria listed in Option 2 above). Appropriate and complete documentation in support of the request should also be attached. The Director of Student Teaching will determine contracted supervision by another college/university or with another qualified individual. 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.

Content Knowledge Requirement

In order to be recommended for a Montana teaching license, a student seeking a K-8 license must receive a score of at least "8" on the Content Knowledge Worksheet. This worksheet is based on three indicators of knowledge: 1) student's grade point average of 11 specified content area courses, 2) content knowledge as demonstrated during student

teaching, and 3) the score obtained on the PRAXIS II Elementary Content Knowledge test.

The Content Knowledge Worksheet may be obtained in 120 O'Connell Hall. Students seeking a 5-12 license or a K-12 license without a K-8 license in a minor area of study will be required to demonstrate content knowledge by receiving a specific score on a PRAXIS II test, if OPI (Office of Public Instruction) has named the test to be used.

Note: A course taken for Pass/Fail at Carroll College is equivalent to a "D" or 1 point. See the Education Department Chair for the handling of Advanced Placement courses.

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 as needed to discuss and document ideas. The Board consists of 36 members who represent diverse geographic areas and interest groups.

Transportation

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

ENGINEERING (3-2)

GARRY FISCHER, M.S., P.E.
MARY E. KEEFFE, PH.D.
TERENCE J. MULLEN, M.A., P.E.
JOHN L. SCHARF, PH.D.
ANTHONY M. SZPILKA, PH.D.
WILLIS WEIGHT, PH.D., P.E.

See also Civil Engineering.

Mission and Goals

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. The Programs within this Department are designed to blend the unique characteristics of Catholic liberal arts education with preparation for productive and rewarding professional careers. The four professional educational objectives of this department are to produce graduates who have:

- 1) The specialized knowledge and skills necessary for initiation into their chosen profession,
- 2) A broad range of skills necessary for effective communication,
- 3) An appreciation for the interrelationships among the branches of knowledge,
- 4) The ethical, social, and aesthetic perspectives necessary for values-based judgment and decision-making.

3-2 Engineering: Major in Engineering Mathematics

A student who completes the requirements for the 3-2 Engineering Major in Engineering Mathematics earns two degrees:

1. A Bachelor of Arts degree with a major in Engineering Mathematics from Carroll College, and
2. A Bachelor of Science degree with a major in a selected field of engineering (e.g., mechanical engineering) from one of the following affiliated engineering schools:

Columbia University, New York, NY
 The University of Notre Dame, South Bend, IN
 The University of Southern California, Los Angeles, CA
 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 engineering mathematics from Carroll College and a Bachelor of Science degree with a selected engineering major from the engineering school.

Carroll College continually reviews its curriculum with the 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 105 Introduction to Engineering, GPS, and Surveying
 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 110 Programming (Category I)
 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
 ENWR 305 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. However, since these requirements must be completed within 3 years, a total of only nine credits of philosophy and theology instead of twelve, six credits of one and three credits of the other. In addition, a student must earn a grade of "C" or better in all of the courses listed under "Major Program Requirements" and "Other Program Requirements." A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are prerequisite.

IV. Additional Requirements

1. The requirements for the Bachelor of Arts degree with a major in engineering mathematics under the 3-2 program differ from those for the four-year mathematics majors. Students in the 3-2 engineering major are not required to fulfill the requirements for the four-year mathematics major.
2. The requirements listed in sections I, II, and III above must be completed before transferring to an affiliated engineering school and cannot be satisfied by credits earned at the engineering school after the student has transferred.
3. Students transferring to Carroll College and entering the 3-2 program must complete at least two full-time semesters at Carroll College before they will be considered for a recommendation to transfer to an affiliated school. In addition, these students must complete a minimum of eighteen credits in the Department of Mathematics, Engineering and Computer Science at Carroll College. Credits transferred to Carroll do not satisfy this requirement.
4. A Student who transfers to a non-affiliated engineering school and completes an engineering degree in an ABET accredited program is eligible to receive the Bachelor of Arts degree with a major in engineering mathematics from Carroll College. The Carroll degree is awarded provided that the student has completed all requirements for the degree listed in sections I, II, III, and IV.
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.

ENGINEERING MECHANICS

GARY FISCHER, M.S., P.E.
MARY E. KEEFFE, PH.D.
TERENCE J. MULLEN, M.A., P.E.
JOHN L. SCHARF, PH.D.
ANTHONY M. SZPILKA, PH.D.
WILLIS WEIGHT, PH.D., P.E.

Department Mission and Goals

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. The programs within this department are designed to blend the unique characteristics of Catholic liberal arts education with preparation for productive and rewarding professional careers. The four professional educational objectives of this department are to produce graduates who have:

- 1) The specialized knowledge and skills necessary for initiation into their chosen profession,
- 2) A broad range of skills necessary for effective communication,
- 3) An appreciation for the interrelationships among the branches of knowledge,
- 4) The ethical, social, and aesthetic perspectives necessary for values-based judgment and decision-making.

The major in Engineering Mechanics is a broad-based, general engineering major designed to prepare graduates who can go directly into graduate programs in engineering mechanics, structural engineering, mechanical engineering, aerospace engineering, environmental engineering, applied mathematics, or applied physics. In addition, this major is designed to meet accreditation criteria specified by the Accreditation Board for Engineering and Technology (ABET). As a result, Carroll graduates with a major in Engineering Mechanics will be eligible to take the two Professional Engineering licensure exams and thereby earn a Professional Engineer license. 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.

The Engineering Mechanics Program has adopted the philosophy and goals of the department. The four major areas of study with the Program are: structures, environmental, water resources, and transportation.

I. Major Program Requirements

ENGR 105 & ENGR 106 GIS/Surveying/CAD I and II *
ENGR 202 Water Distribution Systems
ENGR 302 Engineering Mechanics I: Statics
ENGR 303 Engineering Mechanics II: Solids
ENGR 304 Dynamics
ENGR 305 Electrical Circuits and Electronics I
ENGR 306 Electrical Circuits and Electronics II
ENGR 307 Fluid Mechanics
ENGR 308 Thermodynamics
ENGR 310 Structures I
ENGR 313 Hydrology
ENGR 401 Hydraulics
ENGR 411-412 Senior Design Project
ENGR/MA 4XX Numerical Computing II*

II. Other Program Requirements

CS 110 Java Programming
CS 220 Programming in Excel
EC 201 or 202 Principles of Economics (EC 202 preferred)
EC 203 Project Management Economics
ENWR 305 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
MA 342 Numerical Computing
MA 421 Optimization
PHIL 207 Business Ethics
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 engineering mechanics, 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 engineering mechanics will be granted. In addition, lesser

grades in any of these courses preclude taking subsequent courses for which the deficient courses are a prerequisite.

*Pending Approval.

ENGLISH

DEBRA BERNARDI, PH.D.
JOHN MURPHY FOX, M.A.
LOREN GRAHAM, M.F.A.
MICHELLE LEWIS, M.A. (TESOL)
JEFFREY B. MORRIS, PH.D.
KAY A. SATRE, PH.D.
KEVIN STEWART, M.F.A.
RON STOTTLEMYER, PH.D.

Mission and Goals

The English program is designed to provide students with the special knowledge, skills, and pedagogy needed to enter graduate or professional schools or to gain employment in their field. Consequently, students completing this major program 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.

The major programs of study offer sound preparation for graduate study in literature, languages, or writing. In addition, it is possible for a student to design a program to prepare for studying law or for entering a career in journalism, public relations, public information, or communications. An option is available in the senior year to intern in the local community for practical experience under EN/FR/GK/GM/LA/SP 451 Career Internship.

Major in English Literature

I. Major Program Requirements

ENLE 200 Literary Studies
ENWR 264 Introduction to Creative Writing
ENWR 498 Capstone Seminar

II. Literature Requirements

Seven upper division literature courses (ENLT 300 or 400):

1. Two courses from these periods of American Literature:
Early American Literature
19th Century American Literature
20th Century American Literature
2. Three courses from these periods of British Literature:
Medieval
Renaissance
Restoration and 18th Century British
19th Century British
20th Century British
3. One course in world literature OR a single marginalized group (ENLT 334, 410, 411, 412, 416; FR 301, 302, 304, 404; SP 301, 302)

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

4. One elective

III. Language and Criticism Requirement

Three ENLE courses beyond ENLE 200. Substitutions in this area may include PHIL 261 and /or PHIL 315.

IV. Foreign Language Requirement

A modern or classical second language through the intermediate level.

Minimum 39 credits, 13 courses, plus foreign language

Major in English Literature for Secondary Education

I. Major Program Requirements

ENLE 200 Literary Studies
ENWR 264 Introduction to Creative Writing
ENWR 498 Capstone Seminar

II. Literature Requirements

Seven upper division literature courses (ENLT 300 or 400):

1. Two courses from these periods of American Literature:
Early American Literature
19th Century American Literature
20th Century American Literature
2. Three courses from these periods of British Literature:
Medieval
Renaissance
Restoration and 18th Century British
19th Century British
20th Century British
3. Native American Authors (ENLT 412)
(The department strongly encourages majors to take one literature course in a language other than English.)
4. One elective

III. English Language Requirements

ENLE 333 Introduction to the English Language
ENLE 321 Young Adult Literature
ENLE 411 Teaching English on the Secondary Level

IV. Foreign Language Requirements

One year of foreign language study.

V. Minor

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. Consult the Education Department's requirements for further details.

Minimum 39 credits, 13 courses, plus foreign language and professional education requirements (see section VII, below). The department strongly encourages majors to take one of their literature courses in a language other than English.

VI. Acceptance into the Teacher Education 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.

VII. 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 205 Classroom Management
ED/PSY 229 Educational Psychology
ED 245 Diversity Field Experience

ED 318	Content Area Reading and Secondary Methods
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
ENLE 411	Teaching English on the Secondary Level
United States and contemporary world cultures course(s)—see index for page number.	

Note:

- All English literature for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of “C” or better.

Major in English Education—Broadfield

I. Major Program Requirements

ENLE 200	Literary Studies
ENWR 264	Introduction to Creative Writing
ENWR 498	Capstone Seminar

II. Literature Requirements

Seven upper division literature courses (ENLT 300 or 400):

- Two courses from these periods of American Literature:
 - Early American Literature
 - 19th Century American Literature
 - 20th Century American Literature
- Three courses from these periods of British Literature:
 - Medieval
 - Renaissance
 - Restoration and 18th Century British
 - 19th Century British
 - 20th Century British
- Native American Authors (ENLT 412)
(The department strongly encourages majors to take one literature course in a language other than English.)
- One elective

III. English Language Requirements

ENLE 333	Introduction to the English Language
ENLE 365	Young Adult Literature
ENLE 411	Teaching English on the Secondary Level

IV. Foreign Language Requirements

One year of foreign language study.

V. Three additional courses in writing (ENWR) beyond ENWR 102

Minimum 48 credits, 16 courses, plus foreign language and professional education requirements (see section VII, below). The department strongly encourages majors to take one of their literature courses in a language other than English.

VI. Acceptance into the Teacher Education 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.

VII. 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 205	Classroom Management
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
ED 318	Content Area Reading and Secondary Methods
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
ENLE 411	Teaching English on the Secondary Level
United States and contemporary world cultures course(s)—see index for page number.	

Note:

- All English literature for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of “C” or better.

Major in English Writing

I. Major Program Requirements

ENLE 200	Literary Studies
ENWR 264	Introduction to Creative Writing
ENWR 498	Capstone Seminar

II. Writing Requirements

One additional 200- or 300-level writing course: ENWR 203, 305, 306, 337, or 347

One additional 400-level writing course
ENWR 451 or 461

Three writing electives:

Any ENWR 300- or 400-level

Courses in the writing requirements must include:

Two creative writing courses:

ENWR 337, 347, or 461

Two professional writing courses:

ENWR 203, 305, or 306

III. Literature Requirements

Six upper division literature courses (ENLE 300 or 400):

- Two courses from these periods of American Literature:
 - Early American Literature
 - 19th Century American Literature
 - 20th Century American Literature
- Three courses from these periods of British Literature:
 - Medieval
 - Renaissance
 - Restoration and 18th Century British
 - 19th Century British
 - 20th Century British
- One course in world literature OR a single marginalized group (ENLT 334, 410, 411, 412, 416; FR 301, 302, 304, 404; SP 301, 302)

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

IV. Language and Criticism Requirement

Two ENLE courses beyond ENLE 200. Substitutions in this area may include PHIL 261 and /or PHIL 315.

V. Foreign Language Requirement

A modern or classical second language through the intermediate level.

Minimum 48 credits, 16 courses, plus foreign language

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

Minor in English

Program Requirements

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

ENLE 200 Literary Studies

ENLE 341 Introduction to the English Language

Minor in English Writing

Program Requirements

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

ENLE 200 Literary Studies

ENLE 341 Introduction to the English Language

Any four upper division (300-400) courses in ENWR (ENWR 203 also satisfies this requirement)

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

Curriculum in English for the Associate of Arts Degree

Program Requirements

1. Eighteen semester credits of English beyond ENWR 102, including:
2. Twelve semester credits in literature courses;
3. Six semester credits in writing courses.

Curriculum in English Writing for the Associate of Arts Degree

Program Requirements

1. Eighteen semester credits of English beyond ENWR 102, including:
2. Twelve semester credits in writing courses;
3. Six semester credits in literature courses.

ENVIRONMENTAL STUDIES (Interdepartmental)

D. GRANT HOKIT, PH.D.

WILLIS WEIGHT, PH.D., P.E.

Major For The Bachelor of Arts Degree

Environmental Studies with areas of concentration in:

BIOLOGY

CHEMISTRY

COMMUNITY FORMATION

CULTURAL INTEGRATION

PUBLIC POLICY & MANAGEMENT

Mission:

To prepare leaders with an enlightened understanding of our biosphere, with an appreciation for the relationship between humans and the environment, and with the skills needed for vocational opportunities in the fields of environmental policy and science.

Goals:

1. Because an understanding of the biosphere requires scientific analysis of biological and physical processes, graduates will demonstrate:
 - An understanding of the basic principles of biology, chemistry and the earth sciences.

An ability to evaluate and interpret scientific data.

A working knowledge of fundamental laboratory techniques.

2. Because sustainable human activities require an integration of scientific, economic, and social information, graduates will demonstrate:

An understanding of basic political processes at the local, national and global levels.

An evolving knowledge of sustainable economic practices.

An ability to integrate and communicate science and social science data with integrity and reason.

3. Because solutions to environmental challenges must incorporate human values and a deep respect for social equity, graduates will be able to articulate common rights and the dignity shared by all humanity.
4. Because environmental challenges do not acknowledge political or cultural boundaries, graduates will be able to recognize the major physical and cultural gradients around the globe.
5. Because the sustainability of biodiversity, natural resources, and environmental quality will ultimately depend on collaboration between all components of society, graduates will be able to describe local and global examples of cooperation leading to effective solutions.

Major in Environmental Studies

Program Requirements:

ES 101	Human Ecology
ES 121	Environmental Science
GIS 110	Introduction to GIS
EC 201	Principles of Economics
AN/SO 218	Introduction to Native American Studies
PHIL 206	Environmental Ethics
EAS 201	Earth Science
PO 330	Topics: Green Political Thought
TH 355	Spirit, Science, and Nature
ES 495	Environmental Studies Seminar

Environmental Studies students are strongly encouraged to engage one or more of the following applied experiences:

ES 201	Environmental Studies Practicum
ES 496	Internship
ES 498	Environmental Studies Research/Project

Environmental Studies Students are required to select an academic concentration to direct their studies in an area of dedicated interest:

BIOLOGY
CHEMISTRY
COMMUNITY FORMATION
CULTURAL INTEGRATION
PUBLIC POLICY & MANAGEMENT

Biology

BI 171-172	Biological Principles
BI 306	Plant Biology
BI 311	Ecology
CH 101-102	General Chemistry
EAS 302	Advanced Earth Science
ES 220	Conservation Biology/Wildlife Management
ES 3xx	Soil Science

Strongly Recommended Courses:

BI 281	Genetics
BI 370	Evolutionary Analysis
CH 301	Organic Chemistry

ENWR 305 Technical Writing
 GIS 210 GIS Databases
 GIS 310 Advanced GIS
 GIS 311 Raster GIS and Remote Sensing

Chemistry

CH 101 General Chemistry I
 CH 102 General Chemistry II
 CH 205 Quantitative Analysis
 CH 301 Organic Chemistry
 CH 3XX Environmental Chemistry
 MA 121-122 or MA 131

Plus seven additional credits from the following:

CH 306 Instrumental Methods
 EAS 302 Advanced Earth Science
 ENGR 202 Water Dist. Systems
 ENGR 313 Hydrology
 ENGR 402 Env. Engineering
 ES 3XX Soil Science

Strongly Recommended Course:

ENWR 305 Technical Writing

Community Formation

CH 111 Essentials of Chemistry – General
 CO 206 Small Group Communication
 CO 215 /216 Introduction to Public Relations
 CO 280 Gender Communications
 CO 308 Communication Ethics
 EC 202 Principles of Economics
 PO 314 Public Administration and Politics
 SO 215 Rural and Urban Sociology
 PAD 205 Introduction to Public Administration

Strongly Recommended Courses:

AN 318 American Indians
 GIS 210 GIS Databases
 MA 207 Elementary Statistics

Cultural Integration

AN/SO 318 American Indians
 CO 325 Intercultural Communication
 ENWR 337 Nature Writing
 ENLT 411 Native American Authors
 HI 231 Montana and the West
 HI 424 History of the Trans-Mississippi West
 PHIL 255 Philosophy of Art and Beauty
 PHIL 252 Philosophy & History of Science
 PO 250 Contemporary Issues in American Politics
 TH 209 Christian Social Teachings

Strongly Recommended Course:

MA 207 Elementary Statistics

Public Policy & Management

AN 318 American Indians
 BA 375 Fundamentals of Management
 CH 111 Essentials of Chemistry - General
 EC 202 Principles of Economics
 EC 309 Financial Markets and Institutions
 GIS 210 GIS Databases
 MA 117 Difference Equations and Linear Algebra
 PAD 205 Introduction to Public Administration

PO 306 Data Analysis for Public Policy
 PO 314 Public Administration and Politics

Strongly Recommended Courses:

MA 207 Elementary Statistics
 GIS 2X GIS Remote Sensing and Data Acquisition
 GIS 4XX GIS Geospatial Data Analysis
 ENWR 305 Technical Writing

Minor in Environmental Studies

Program Requirements:

AN/SO 218 Introduction to Native American Studies
 EAS 201 Earth Science
 ES 101 Human Ecology
 ES 121 Environmental Science
 ES 495 Environmental Studies Seminar
 PHIL 206 Environmental Ethics
 PO 330 Topics: Green Political Thought
 TH 355 Spirit, Science, and Nature

Environmental Studies minors are strongly encouraged to engage one or more of the following applied experiences:

ES 201 Environmental Studies Practicum
 ES 496 Internship
 ES 498 Environmental Studies Research/Project

ETHICS & VALUE STUDIES

BARRY J. FERST, PH.D.
 WILLIAM MARK SMILLIE, PH.D.
 ELVIRA RONCALLI, PH.D.

Mission and Goals

The major in Ethics and Values Studies acknowledges three goals for its program of study:

1. Develop student ethical decision-making and strengthen personal responsibility for the application of ethics and values to personal and social contexts
2. Improve student understanding of moral reasoning and ethical obligations
3. Prepare majors and minors for work and/or graduate study in professional fields of ethics, or to better incorporate ethical values in other professions

Major in Ethics and Value Studies

Thirty-three credit hours, including the following:

PHIL 107 Ethics
 PHIL 324 Ethical Theory
 PHIL 496 Ethical Issues in Contemporary Media

Two of the following courses:

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

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. A modern or classical language through the intermediate level
2. Successful completion of 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 an oral discussion of the written answers.
3. Students who choose to graduate with honors prepare an honors thesis. At least the director or one reader must be from the philosophy department. The comprehensive requirement is waived upon successful completion of the thesis.

Minor in Ethics and Value Studies

Minor Program Requirements

Eighteen semester credits including:

PHIL 107	Ethics
PHIL 324	Ethical Theory
PHIL 496	Ethical Issues in Contemporary Media

Two of the following courses:

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

One of the following courses:

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

EUROPEAN STUDIES

JOHN MURPHY FOX, M.A.
 JEANETTE FREGULIA, PH.D.
 CHRISTOPHER FULLER, PH.D.
 GILLIAN GLAES, PH.D.
 MICHELLE LEWIS, M.A.
 JOHN RIES, PH.D.
 ELVIRA RONCALLI, PH.D.

Mission

A European Studies minor is interdisciplinary program reflecting a growing emphasis at Carroll College on integrative learning and globally-related issues. The required and elective courses are selected from a cross-section of academic disciplines. Carroll College in its mission statement identifies itself as a liberal arts institution with a goal of providing “for the expansion of the intellectual, imaginative, and social awareness of its students.” This minor has been designed with a decidedly liberal arts focus by requiring students to take at least one class in the fields of literature, philosophy, history, and theology as well as to possess secondary proficiency in a non-English European language. The required courses reinforce the liberal arts and humanities character of Carroll College and allow students to focus on Europe—a critical region of the world with a population of over 728 million people, a globally competitive economy, and a diverse ethnic and religious landscape from contemporary and historical perspectives.

Minor in European Studies

21 credits—18 from required courses and 3 from an approved elective)

I. Required courses

One approved course from each of the following disciplines:

Literature

ENLT 423	Shakespeare
FR 302	French Literature through the 18th Century
FR 401 or 402	French Literature of the 19th & 20th Centuries
GM 405	Neuigkeiten in Deutschland
SP 401 or 402	Culture and Literature of Spain I & II

Philosophy

PHIL 202	Medieval
PHIL 256	Social & Political
PHIL 289	Continental
PHIL 303	Modern Philosophy

History

HI 205	The Long Nineteenth Century
HI 303	Renaissance
HI 304	Reformation & Exploration
HI 307	Contemporary Europe

Theology

TH 244	Christian Spirituality: Women Mystics
TH 251	The God Question
TH 342	History of Christian Thought: Middle Ages
TH 343	History of Christian Thought: Modernity to Post-Modernity

Courses taken during an approved study abroad to Europe may qualify for one of the four disciplinary courses with prior approval by the student's academic advisor and the director of the minor.

- II. Intermediate level proficiency up through the 204 course level in a European foreign language (Spanish, French, German, Greek, or Latin)

- III. One approved elective from one of the following disciplines: Literature, History, Philosophy, Theology, Political Science, Music, Study Abroad (Siena, Caen, Galway)

FINANCE

BELLE MARIE, M.B.A., CPA, CMA, CIA, CFE
DOUGLAS MACKENZIE, PH.D.
MELVIN MCFETRIDGE, M.A., CPA
JULIA MULL, M.B.A.
ANNETTE RYERSON, D.B.A.
BETHALEE J. WILSON, M.A., M.S.A., M.B.A.

Goals

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.

Major in Finance

I. Major Program Requirements

Thirty three core Business semester credits:

EC 201	Principles of Microeconomics
EC 202	Principles of Macroeconomics
BA 301	Business Law I
BA 302	Business Law II
BA 306	Principles Of Marketing
BA 313	Managerial Finance
BA 365	Advanced Spreadsheet Analysis
BA 375	Principles Of Management
BA 377	Small Business Administration

Eighteen Finance semester credits:

BA 303	Intermediate Accounting
BA 318	Personal Finance
BA 351	Principles Of Banking
BA 411	Investment Management (Portfolio Management)
BA 451	Advanced Financial Analysis (Capstone Course)
EC 309	Financial Markets And Institutions

II. Other Program Requirements

MA 121	Differential Calculus
MA 207	Elementary Statistics
ENWR 301	Business Writing
PHIL 107	Ethics
	or PHIL 207 Business Ethics
CS 213	Computer Applications in Business

FINE ARTS

CHARLES D. DRISCOLL, M.F.A., THEATRE
RALPH L. ESPOSITO, M.F.A., VISUAL ARTS
LYNN L. PETERSEN, PH.D., MUSIC
ROBERT D. PSURNY JR., D.M.A., MUSIC

Mission and Goals

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 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 experience in art.

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

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.

Major in Fine Arts:

Theatre with an Area of Concentration

I. Major Program Requirements

Twenty-four semester credits:

DNC 128	Dance I: Elements of Dance
THT 104	Theatre Practicum
THT 111	Introduction to Acting
THT 121	Stagecraft
THT 403-404	Theatre Projects
THT 318	History of Theatre I
THT 319	History of Theatre II
THT 426	Survey of Drama

Plus 1 of the following areas of concentration (18 credits):

A. Acting/Directing

THT 160	Improvisation
THT 212	Acting/Advanced Methods
THT 311	Play Directing
DNC 328	Choreography
	Plus 2 of the following courses:
DNC 129	Introduction to Basic Ballet

DNC 228 Dance II: Partner Dancing Through the Ages
 MUS 109 Keyboard Musicianship I
 MUS 119 Sight-Singing and Aural Skills
 MUS 125 Voice I

B. Design/Stagecraft

THT 223 Costuming
 THT 322 Scene Design
 THT 323 Stage Lighting
 THT 422 Advanced Design Practices
 Plus 2 of the following courses:
 THT 220 Scenic Art
 THT 224 Stage Make-up
 THT 321 Sound and Stage

II. Other Program Requirements

Twelve additional credits chosen from any Fine Arts courses, designated by ART, DNC, MUS, or THT.

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

Minor in Fine Arts: Theatre

I. Minor Program Requirements

Twenty semester credits designated "THT" of which:
 At least 6 credits must be upper-division, to be selected with the advice of theatre faculty and
 At least 2 must be THT 104 Theatre Practicum.

Minor in Fine Arts: Arts Management and Administration

I. Minor Program Requirements

Twenty-four semester credits consisting of the following:

One course from any three of the four Fine Arts disciplines is required. The following courses are suggestions: (9 credits)
 ART - ART 105 Introduction to Art, ART 110 Art Appreciation
 DNC - DNC 128 Dance I: Elements of Dance, DNC 228 Dance II: Partner Dancing Through the Ages
 MUS - MUS 109 Keyboard Musicianship I, MUS 125 Voice I
 THT - THT 118 Theatre Appreciation, THT 111 Introduction to Acting, THT 121 Stagecraft I

Plus the following courses in Arts Management: (6 credits):

THT 150 Introduction to Arts Management
 ART 490 Art Internship
 or DNC 490 Dance Internship
 or MUS 490 Music Internship
 or THT 490 Theatre Internship

The following courses are required in Business Administration & Communications (9 credits):

BA 306 Marketing (3 credits) or BA 375 Fundamentals of Management (3 credits)
 CO 215-216 Introduction to Public Relations: Theory & Practice (6 credits)

Adjustments in course requirements can be approved to fit a specific major program(s) that that student is pursuing.

Minor in Fine Arts: Combined

Minor Program Requirements

Twenty-one semester credits, including:

I. Three courses chosen from the following:
 ART 105 Introduction to Art
 or ART 110 Art Appreciation

DNC 128 Dance I: Elements of Dance
 or DNC 228 Dance II: Partner Dancing Through the Ages
 MUS 109 Keyboard Musicianship I
 or MUS 125 Voice I
 or MUS 261 Music Appreciation
 THT 118 Theatre Appreciation
 or THT 111 Introduction to Acting

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

Note: No more than 6 credits of practicum, Applied Music, Choir or Jazz Combo can count towards minor. Credits for Pep Band do not count towards minor.

Recommended Core Course:

PHIL 255 Philosophy of Art and Beauty

Credits earned for this minor will not count towards a separate Music or Theatre minor. A minimum of 6 credits for this minor must be taken at Carroll College.

Minor in Fine Arts: Music

Minor Program Requirements

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

I. Required Courses (12 credits)

MUS 109 Keyboard Musicianship I
 MUS 119 Sight Singing and Aural Skills
 MUS 209 Keyboard Musicianship II
 MUS 261 Music Appreciation

II. Electives (9 credits)

Includes any other MUS courses and ED 329. Of the nine (9) credit hours of elective courses, a maximum of six (6) credit hours in applied music and performance ensembles may be applied toward the Minor in Music. Applied music and performance ensemble courses include: MUS 129, MUS 199, MUS 229, MUS 231-232, and MUS 475.

III. Recommended Core Course

PHIL 255 Philosophy of Art and Beauty

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

A minimum of six (6) semester credits for this minor must be taken at Carroll College.

FRENCH

NATHALIE CAULLIEZ, M.A.

Mission and Goals

The French program is designed to provide students with the special knowledge, skills, and pedagogy needed to enter graduate or professional schools or to gain employment in their field. Consequently, students completing this major program 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.

The major program of study offers sound preparation for graduate study in literature, languages, or writing. In addition, it is possible for a student to design a program to prepare for studying law or for entering a career in journalism, public relations, public information, or communications. An option is available in the senior year to intern in the local community for practical experience under EN/FR/GK/GM/LA/SP 451 Career Internship.

Major in French

I. Major Program Requirements

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

II. Other Program Requirements

1. Two upper-division French 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 12 upper-division credits in residence at Carroll, or
 - b.) One semester or two summers and take 18 upper-division credits in residence at Carroll.

A semester or year-long exchange opportunity exists at the Université de Caen Basse-Normandie.
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 12 credits of upper-division French courses must be taken in residence at Carroll.

Minor in French

In order to earn a minor in French, a student must successfully complete 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 upper-division credits in French in residence at Carroll, including:
FR 303-304 French Grammar
FR 305 French Phonetics
Two of the following French courses:
FR 301 Littérature Francophone de l'Afrique Francophone et des Antilles Françaises
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.

III. Proficiency Exam

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

Note:

1. All French education (K-12) students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.
2. 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.

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.

GENDER STUDIES

Located in the Department of Sociology and Anthropology

ELIZABETH E. CHUTE, PH.D.

JAMIE D. DOLAN, PH.D.

MURPHY FOX, M.A.

Minor in Gender Studies

The Minor in Gender Studies is multidisciplinary and as such enriches the traditional liberal arts curriculum by adding new perspectives on gender and how it has, and continues to, affect the lives and accomplishments of women and men. The program will incorporate gender into other basic categories of analysis including the dynamics of social change, the creation and transmission of culture and the arts, the legacy and cultural construction of our physical and intellectual characteristics, and the origins and nature of current theories and social issues. It encourages our students to connect information from a broad disciplinary background that provides them with the academic foundation necessary to understand and evaluate critical issues of gender facing contemporary society.

Core Courses

Students must take the following course (3 credits).

LAS 206 Perspectives on Gender

Students select 4 of these core courses (12 credits). At least one must be CO 280 or SO 225:

CO 280 Gender Communication

SO 225 Sociology of Gender

ENLT 410 Women Writers

HI 309 Gender History

PHIL 261 Philosophy & Gender

TH 2XX Theology & Gender*

Electives

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

BA 393	Socioeconomic Impact of Women on a Culture: India
CO 310	Race, Gender & Class in Media
CO/BA 315	Gender & Globalization
ENLT 215	Family in Literature
SO/AN 208	The Family
SO 335	Domestic Violence
SO 345	Gender, Health & Medicine
TH 212	Christian Spirituality: Women Mystics
LAS 400	(Gender Internship/Activism)
Any SPECIAL TOPICS course on Gender	

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

*pending approval

GEOGRAPHIC INFORMATION SYSTEMS CERTIFICATE

DAVID C. MARSHALL, M.S.

Statement of Goals:

The GIS Certification is designed to provide students with the technological tools and skills to use in their major program or other interest to:

- communicate about spatial locations and data
- visualize and understand spatial data and patterns
- do spatial analysis, modeling and trending for research and problem solving

GIS is a rapidly expanding research, problem solving and communication technique for spatial data. Often using GPS collected data or existing data from many online sources, GIS allows the making of maps as well as the application of statistics and other data analysis techniques for research in a wide variety of fields. At Carroll, programs using or exploring GIS techniques include Environmental Studies, Math, Engineering and Computer Science, Public Health and Sociology, although the research and analysis skills can be applied to any discipline that has spatial data analysis needs.

The GIS Certificate is designed, similar to a minor, to allow students from any background to add it to their degree and skill set. Unlike a minor, it does not require the students to get a major or degree to accompany it. The Introductory class or equivalent is required for the remaining 3 classes, but it is flexible in how students gain that knowledge and related skills. The required classes are:

GIS 110	Introduction to Geographic Information Systems
GIS 210	GIS Data and Databases
GIS 310	Advanced GIS
GIS 311	Raster GIS and Remote Sensing

For more information about the GIS classes or Certificate contact the Computer Science Program (Dave Marshall, dmarshall@carroll.edu).

HEALTH & PHYSICAL EDUCATION

BRIAN COBLE, ATC/R, CSCS.
LAURI FAHLBERG, ED.D.
GLORIA J. LAMBERTZ, ED.D.
BRUCE PARKER
LAUREEN TUTTY, M.ED, NCTMB, LMT

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 assist 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 related 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 as well as the six goals 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 as well as the six goals, and the Carroll College goals and objectives have guided and directed the development of the Health and Physical Education non-teaching major.

Goals and Student Outcomes

The Department of Education: Health, Physical and Teacher offers a non-teaching degree with a concentration in Sport Management and a K-12 HPE degree. It also provides coursework required by the Teacher Education curriculum and courses which promote healthy lifestyles for all students, staff and faculty.

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

Goal #1: To prepare Health and Physical Education graduates with theoretical knowledge and skills necessary for a career in sport management. **Student Outcomes:** Students who graduate from Carroll College's Department of Education: Health, Physical, and Teacher with a non-teaching degree in Health and Physical Education will demonstrate the following skills:

1. develop a program plan which includes research, organization, implementation and assessment;
2. identify community resources that serve clients and match agencies and resources;
3. assess human performance using appropriate technology;
4. design a sport management business plan using appropriate principles of accounting, marketing, finance and economics.

Goal #2: To provide coursework for students seeking an educator license in Health and Physical Education K-12. **Student Outcomes:** Students who successfully complete the Physical Education teaching minor will demonstrate the following abilities:

1. To identify, demonstrate, describe, and teach critical elements of motor skill performance in a variety of physical activities using skillful movement (e.g., fitness principle, game tactics, and skill improvement principles).

2. To describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.
3. To demonstrate knowledge and understanding of approved state and national content standards, current law including the Indian Education for All, and local program goals as related to health and physical education.
4. To identify, select, and implement appropriate learning/practice opportunities based on developmental needs and learning styles of students and apply that learning to produce a productive and safe learning environment inside and outside of the learning environment.
5. To develop and apply an effective classroom management plan and promote effective communication skills among students in physical activity settings.
6. To identify, develop, and implement appropriate program and instructional goals based on principles of effective instruction and goal planning.
7. To demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress.
8. To design, develop, and implement student learning activities that integrate information technology, locate resources, and enhance continuing professional development.

Goal #3: To promote healthy lifestyles and enrich lifetime participation in activities of the general college population by providing a variety of physical activity courses. These courses include all of the HPE 101-102 Physical Activities courses, which emphasize lifetime participation in a variety of individual, dual, and sport-related activities.

Major in Health and Physical Education (K-12)

I. Major Program Requirements

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

HPE 103	Foundations of Health & Physical Education
HPE 109	Techniques of Basic Skills in Physical Education
HPE 135	Introduction to Wellness
HPE 214	The School Health Program
HPE 216	Methods of Teaching Health
HPE 234	Sports Nutrition & Conditioning
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 350	Responding to Emergencies
HPE 413	Exercise Physiology & Human Performance Testing

II. Other Program Requirements

BI 102 Human Biology

III. Professional Education Program Requirements

AN/SO 218	Introduction to Native American Studies
CS 103	Instructional Media and Technology
ED 102	Foundations of Education
ED 205	Classroom Management
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
ED 318	Content Area Reading and Secondary Methods
ED 405	Education Seminar
ED 410	Student Teaching
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
SPED 300 Introduction to Exceptional Children
United States history and contemporary world cultures course(s).
See index for page numbers.

Note:

1. All students are required to meet the quantitative and qualitative requirements for graduation from Carroll College as listed in this catalog.
2. All HPE (K-12) students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.
3. In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as a teaching minor. All degree students should review requirements for graduation as described in this catalog.

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.

Admission to the HPE Internship Program in Sport Management

All Health and Physical Education majors must apply for admission to the internship program. Applicants 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 submitted to the internship director no later than May 1 of the junior year. Failure to do so may forfeit the student's opportunity to participate in an internship during the fall or spring semesters of the following school year. It is the student's responsibility to seek admission to the internship program.

Major in Health and Physical Education, Concentration in Sport Management

I. Major Program Requirements

Thirty-two credits, including:

Two 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 200	Field Experience in HPE
HPE 234	Sports Nutrition & Conditioning
HPE 325	Applied Anatomical Kinesiology
HPE 350	Responding to Emergencies
HPE 405	Senior Seminar
HPE 410	Management of Health and Physical Education Programs
HPE 413	Exercise Physiology & Human Performance Testing
HPE 415	Internship (six credits)

II. Other Program Requirements

BI 102 Human Biology
ENWR 301 Business Writing
or ENWR 305 Technical Writing

or ENWR 306 Writing for the Media
MA 117 Difference Equations and Linear Algebra

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
COXXX Advanced Communications
EC 201 Principles of Economics
EC 202 Principles of Economics

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 Communications
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
ART 114 Photography

Minor in Health & Physical Education (K-12)

I. Minor Program Requirements

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

Two HPE 101 or 102 physical activities courses (must be different activities)

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 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 350 Responding to Emergencies
HPE 413 Exercise Physiology and Human Performance Testing

II. Other Program Requirements

BI 102 Human Biology
PSY 227 Child Psychology
and PSY 228 Adolescent Psychology
or PSY 105 General Psychology
and PSY 203 Developmental Psychology

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 teacher 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
3. All HPE (K-12) students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

Health and Physical Education (HPE) Advisory Board

The Health and Physical Education Advisory Board is a body of recognized health professionals, sport professionals, and concerned students who meet from time to time to formulate recommendations for the HPE program. The input received from this board contributes to the development of curriculum and instructional methods offered to students majoring in Health and Physical Education with concentration in Sport Management.

Transportation

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

HEALTH SCIENCE

LAURI FAHLBERG, ED.D.
JENNIFER LOWELL, PH.D.
KELLY PARSLEY, M.A.

Mission

The Community Health and Health Science majors are designed for students seeking to enter the health professions. If the United States is to reverse the present trend of deteriorating health of its citizens, and do so within an affordable framework, the next generation of health professionals must be conversant with a new health promotion paradigm. The Community Health and Health Science majors introduce students to this new paradigm through an integrated biological, psychological, and sociological approach to promoting health that encourages a shift from reliance primarily on dollars and technology to informed citizen participation.

The Community Health Science major is designed for students interested in becoming Health Education Specialists. Health Education Specialists primarily work for organizations in the community that focus on improving health. The Health Science major is designed for students seeking to pursue clinical fields such as physical therapy, physician's assistant, occupational therapy, and pharmacy.

Goals

1. To provide students with the specialized knowledge, skills, and global perspective they need to pursue their chosen health profession.
2. To provide students with practical experience that will supplement their academic work and facilitate their entry into a chosen health career.
3. To guide students in developing and articulating a personal and professional perspective that is relevant to improving the health of citizens locally, nationally, and globally.

Major in Health Science (HS)

Major Program Requirements

BI 171 & 172 Biological Principles I & II
CH 101 & 102 General Chemistry
or CH 111 & CH112 Essentials of Chemistry and Organic and Biochemistry (may be substituted for CH 101 & 102)
HS 198 Exploration of Health/Wellness Issues
HS 230 Introduction to Epidemiology
HS 307 Evidence Based Research Methods in Nursing and Health Science
HS 335 Health Policy, Management and Issues: National and Global Perspectives
HS 405 Senior Seminar
HS 415 Internship (1-3)
HS XXX Public Health Nutrition*
MA 207 Statistics

PHIL 208 Bioethics
or PHIL 207 Environmental Ethics
or TH 222 Health Care Ethics
PSY 105 General Psychology

Other Program Requirements: (12 required credits)

Choose from these courses depending on pre-professional or graduate school interests (e.g. public health) and requirements:

BI 201 & 202 Anatomy & Physiology
BI 214 General Microbiology or BI 305 Microbiology
BI 281 Genetics
BI 382 Cell Biology
CH 301 & 302 Organic Chemistry
PHYS 201 & 202 Physics I & II

Recommended Courses: (depending on interest and pre-professional course program requirements)

CO 360 Health Communication
CO 325 Intercultural Communication
CO 206 Small Group Communication
GIS 110 Introduction to GIS
HS 329 Public Health and the Environment
PSY 203 Developmental Psychology
PSY 308 Health Psychology
Other PSY courses dependent on interest
SO 101 Intro to Sociology
SO 351 Medical Sociology
Business, Management courses, dependent on interest

*Pending Approval

Admission to Community Health and Health Science Internship Program

All Community Health and Health Science majors must apply for admission to the internship program. Applicants must have a minimum of 2.5 GPA and a grade of "C" or better in all requirements for the major. Applications must be submitted to the internship director no later than April 1 of the junior year. Failure to do so may cancel the student's opportunity to participate in an internship during the fall and/or spring semesters of the following school year. It is the student's responsibility to seek admission to the internship program. The student's eligibility will be considered by the Community Health and Health Sciences faculty upon receipt of the appropriate forms and three recommendations from Carroll College faculty and staff.

HISTORY

JEANETTE FREGULIA, PH.D.
GILLIAN GLAES, PH.D.
ROBERT R. SWARTOUT, JR., PH.D.

Mission

The mission of the Department of History at Carroll College is two-fold. 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 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.

Major in History

I. Major Program Requirements

Thirty-three semester credits of history, including:

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

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

HI 241 History of the Modern Middle East
HI 251 Introduction to East Asia
HI 271 History of Modern Latin America
HI 291 Modern African History

Note: At least 6 of the remaining 12 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 semester credits of history, including:

HI 101-102 History of Western Civilization
HI 221-222 History of the United States
HI 231 Montana and the West
HI 241 History of the Modern Middle East
or HI 251 Introduction to East Asia
or HI 271 History of Modern Latin America
or HI 291 Modern African History
HI 494 Historiography
HI 495 Research Seminar in History

And at least 6 of the remaining 12 credits must be taken in 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 205 Classroom Management

ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
ED 318	Content Area Reading and Secondary Methods
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 history for secondary education option should also consider the Social Studies for Secondary Education, History and Political Science for Secondary Education, or History/Political Science/Social Studies for Secondary Education broadfield majors.

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

- 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.
- 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:

- 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.
- All degree students should review requirements for graduation as described in this catalog.
- All history for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

Minor in History

I. Minor Program Requirements

- Twenty-one semester credits of history, including:
- | | |
|------------|---------------------------------|
| HI 101-102 | History of Western Civilization |
| HI 221-222 | History of the United States |
- One non-western "global diversity" history course, chosen from the following list:
- | | |
|--------|-----------------------------------|
| HI 241 | History of the Modern Middle East |
| HI 251 | Introduction to East Asia |
| HI 271 | History of Modern Latin America |
| HI 291 | Modern African History |

Minor in History for Secondary Education

I. Minor Program Requirements

- Twenty-four semester credits of history, including:
- | | |
|------------|-----------------------------------|
| HI 101-102 | History of Western Civilization |
| HI 221-222 | History of the United States |
| HI 231 | Montana and the West |
| HI 241 | History of the Modern Middle East |
| or HI 251 | Introduction to East Asia |
| or HI 271 | History of Modern Latin America |
| or HI 291 | Modern African History |
- 6 credits of history electives

II. Other Program Requirement

ED 344	Secondary Social Studies
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Note: All history for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

III. 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.

HISTORY AND POLITICAL SCIENCE FOR SECONDARY EDUCATION

JONATHAN C. MATTHEWS, PH.D.
ROBERT J. STANSBERRY, ED.D.
LYNETTE E. ZUROFF, ED.D.

This broadfield major comprises 51 credits in history and political science. Since the major and the minor are combined in this program, a teaching minor is not required for licensure.

I. Major Program Requirements

- Twenty-seven semester credits of history, including:
- | | |
|------------|---------------------------------------|
| HI 101-102 | History of Western Civilization |
| HI 221-222 | History of United States |
| HI 231 | Montana and the West |
| or HI 424 | History of the Trans-Mississippi West |
- Non-Western History course (e.g. HI 241, HI 251, 271, 291)
Additional 3 credit of History at the 300-400 level
- | | |
|--------|-----------------------------|
| HI 494 | Historiography |
| HI 495 | Research Seminar in History |

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

PO 104	American National Government
PO 115	International Relations
PO 205	Early Modern Political Thought
PO 216	American Political Thought
PO 222	U.S. Foreign Policy
PO 250	Contemporary Issues in American Politics
PO 280	Introduction to Comparative Politics
PO 312	Elections, Political Parties, and Public Opinion

II. Professional Education Requirements for History and Political Science Major

AN/SO 218	Introduction to Native American Studies
CS 103	Instructional Media and Technology
ED 102	Foundations of Education
ED 205	Classroom Management
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
ED 318	Content Area Reading and Secondary Methods
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
 or PSY 105 General Psychology
 and PSY 203 Developmental Psychology
 SPED 300 Introduction to Exceptional Children
 United States and contemporary world culture course(s) – see
 index for page number.

Notes:

1. All degree students should review requirements for graduation as described in this catalog.
2. All history/political science for secondary education students must have a minimum of 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of “C” or better

III. 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.

HISTORY, POLITICAL SCIENCE, AND SOCIAL STUDIES FOR SECONDARY EDUCATION

JONATHAN C. MATTHEWS, PH.D.
 ROBERT J. STANSBERRY, ED.D.
 LYNETTE E. ZUROFF, ED.D.

This broadfield major comprises 63 credits in history, political science, and Economics or Geography or Psychology or Sociology. Since the major and the minor are combined in this program, a teaching minor is not required for licensure.

I. Major Program Requirements

Twenty-seven semester credits of history, including:

HI 101-102 History of Western Civilization
 HI 221-222 History of the United States
 HI 231 Montana and the West
 or HI 424 History of the Trans-Mississippi West
 Non-Western History course (e.g. HI 251, 271, 291)

Additional 3 credit of History at the 300-400 level

HI 494 Historiography
 HI 495 Research Seminar in History

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

PO 104 American National Government
 PO 115 International Relations
 PO 205 Early Modern Political Thought
 PO 216 American Political Thought
 PO 222 U.S. Foreign Policy
 PO 250 Contemporary Issues in American Politics
 PO 280 Introduction to Comparative Politics
 PO 312 Elections, Political Parties, and Public Opinion

Twelve credits in one of the following areas:

Economics, Geography, Psychology, or Sociology

Note: Courses in Professional Education Program Requirements may also count toward partially meeting the 12-credit requirement in Economics, Geography, Psychology, or Sociology.

II. Professional Education Requirements for History, Political Science, and Social Studies Major

AN/SO 218 Introduction to Native American Studies
 CS 103 Instructional Media and Technology
 ED 102 Foundations of Education
 ED 205 Classroom Management
 ED/PSY 229 Educational Psychology
 ED 245 Diversity Field Experience
 ED 318 Content Area Reading and Secondary Methods
 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
 or PSY 105 General Psychology
 and PSY 203 Developmental Psychology
 SPED 300 Introduction to Exceptional Children
 United States and contemporary world culture course(s)—see
 index for page number.

Notes:

1. All degree students should review requirements for graduation as described in this catalog.
2. All history/political science/social studies for secondary education students must have a minimum of 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of “C” or better

III. 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.

INTERNATIONAL RELATIONS (Interdepartmental)

ERIK K. PRATT, PH.D.

Mission & Goals

International Relations is an interdisciplinary major designed to provide students with the undergraduate training necessary to pursue careers in international business, government, foreign service, international law, teaching, and other related fields. This mission comports with Carroll’s “dual goal of vocation and enlightenment.”

The primary goals and objectives of the program are to train generalists who have a sound foundation in technical skills (economics and foreign languages) as well as in the theory and history of International Relations. Moreover, as an interdisciplinary program, International Relations is particularly suited to impart on our graduates the interrelationships among branches of knowledge.

Major in International Relations

I. Major Program Requirements

Thirty-three 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 222 U.S. Foreign Policy
- PO 280 Introduction to Comparative Politics

And at least 6 semester credits from the following:

- PO 324 Topics in Comparative Politics of Industrialized Countries
- PO 328 The Developing World
- PO 342 War and Peace
- PO 348 International Negotiation

And the remainder to be chosen from the following:

- AN/SO 204 Cultural Anthropology
- BA 392 International Business
- BA 393 Socioeconomic Impact of Gender, India
- CO 325 Intercultural Communication
- ENLT 334 World Literature
- GEOG 202 World Regional Geography
- HI 205 The Long Nineteenth Century
- HI 241 History of the Modern Middle East
- HI 251 Introduction to East Asia
- HI 271 History of Modern Latin America
- HI 291 Modern African History
- HI 307 Contemporary Europe
- HI 314 History of Modern France
- HI 316 History of Modern Germany
- HI 352 American-East Asian Relations
- HI 382 The Second World War Era
- 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 203 Islam Philosophy & Culture
- PHIL 223 Oriental Philosophy
- PHIL 256 Social and Political Philosophy
- PO 205 Early Modern Political Thought
- or PO 332 Late Modern Political Thought
- PO 222 U. S. Foreign Policy
- PO 244 Contemporary Global Issues
- PO 306 Data Analysis for Public Policy
- SP 401-402 Spanish Culture and Literature
- SP 403-404 Latin-American Culture and Literature
- TH 211 Comparative Religions
- TH 264 Theologies of Liberation

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 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
 - BA 393 Socioeconomic Impact of Gender, India
 - CO 325 Intercultural Communication
 - EC 406 International Economics
 - ENLT 334 World Literature
 - GEOG 202 World Regional Geography
 - HI 205 The Long Nineteenth Century
 - HI 241 History of the Modern Middle East
 - HI 251 Introduction to East Asia
 - HI 271 History of Modern Latin America
 - HI 291 Modern African History
 - HI 307 Contemporary Europe
 - HI 314 History of Modern France
 - HI 316 History of Modern Germany
 - HI 352 American-East Asian Relations
 - HI 382 The Second World War Era
 - HI 406 20th 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 in International Relations
 - IR 499 Honors Thesis
 - PHIL 203 Islam Philosophy & Culture
 - PHIL 223 Oriental Philosophy
 - PHIL 256 Social and Political Philosophy
 - PO 205 Early Modern Political Thought
 - or PO 332 Late Modern Political Thought
 - PO 222 U. S. Foreign Policy
 - PO 244 Contemporary Global Issues
 - PO 306 Data Analysis for Public Policy
 - PO 324 Topics in Comparative Politics of Industrialized Countries
 - PO 328 The Developing World
 - PO 342 War and Peace
 - PO 348 International Negotiation
 - SP 401-402 Spanish Culture and Literature
 - SP 403-404 Latin-American Culture and Literature
 - TH 211 Comparative Religions
 - TH 264 Theologies of Liberation

II. Other Program Requirement

Completion of a modern second language through the intermediate level.

LATIN AMERICAN STUDIES

TOMAS L. GRAMAN, PH.D.

ERIC K. PRATT, PH.D.

ALEXIS J. RINCÓN, M.S.

Mission & Goals

The Latin American program will provide a rigorous study of 1) Latin American affairs, 2) the acquisition of Spanish, 3) completion of practical and theoretical projects pertinent to specific student and faculty interest and expertise, i.e., history, political science, Hispanic linguistics, Hispanic literature, economics, theology, biology, comparative literature, comparative education, anthropology or sociology.

An objective of the MLAS minor is to provide its participants with a thorough perspective of the people, history conditions, and aspirations of this region of the world. The methods of evaluation applied to the various components of the program aim to foster a critical and transformative experience for the participants. Students and faculty will emerge from the MLAS minor with experience in the region, fluency in Spanish and a critical and informed perspective toward the multiple aspects of the Latin American societies.

Minor in Latin American Studies

I. Minor Program Requirements

Twenty-two semester credits, including:

- MLAS 200 Gateway Course in Latin American Studies
- MLAS 495 Capstone Seminar in Latin American Studies

Plus 18 additional credits from these two categories:

Concentration Courses (12 credits)

- ENLT 410 Women's Literature: Latina/Chicana Writers
- HI 271 History of Modern Latin America
- PO 348 International Negotiation: Argentina
- SP 105-250-350 Intensive Spanish Immersion
- ENWR 363 Literary Translation
- SP 301-302 Hispanic Short Story I and II
- TH 264 Theologies of Liberation

Allied Courses (6 credits)

- AN/SO 318 American Indians
- SA 275 Study Abroad: Belize
- BI 101 Life Science
- FR 301 Francophone Literature
- GEOG 202 World Regional Geography
- PO 280 Intro. to Comparative Politics
- PO 328 The Developing World
- AN/SO 204 Cultural Anthropology
- AN/SO 317 Ethic and Racial Relations
- SP 304 Spanish Phonetics and Phonology
- TH 210 Catholicism

II. Other Program Requirement

Completion of Spanish acquisition through the intermediate level.

MATHEMATICS

KELLY CLINE, PH.D.
 MARY E. KEEFFE, PH.D.
 TERENCE J. MULLEN, P.E.
 JACK E. OBERWEISER, JR., M.A.T.
 MARK R. PARKER, PH.D.
 PHILIP B. ROSE, M.SC.
 JOHN L. SCHARF, PH.D.
 ANTHONY M. SZPILKA, PH.D.
 HOLLY ZULLO, PH.D.

Mission and Goals

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. The Programs within this Department are designed to blend the unique characteristics of Catholic liberal arts education with preparation for productive and rewarding professional careers. The four professional educational objectives of this department are to produce graduates who have:

- 1) The specialized knowledge and skills necessary for initiation into their chosen profession,
- 2) A broad range of skills necessary for effective communication,
- 3) An appreciation for the interrelationships among the branches of knowledge,
- 4) The ethical, social, and aesthetic perspectives necessary for values-based judgment and decision-making.

Major in Mathematics with a Cognate Concentration, Minor, or Second Major

The mathematics program has adopted the philosophy and goals of the department.

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 306 Real Analysis
- 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 Modern Geometry
- MA 421 Mathematical Optimization, Applications, and Analysis
- MA 4xx Honors Thesis/Senior Project (for a total of at least 3 credits)

Other Program Requirements

- ENWR 305 Technical Writing
or ENWR 301 Business Writing (for the Business and Economics Concentration only)

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 202 Principles of Economics II and
EC 201 Principles of Economics I
or 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
CS 110 Introduction to Computer Science & Java Programming
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.

H. Concentration in Operations Research
BA 409 Operations Research
CS 110 Introduction to Computer Science and Java Programming
CS 120 Data Structures
CS 220 Programming in Excel
CS 310 Database Design and Implementation I
EC 201 Principles of Economics I
EC 202 Principles of Economics II
Recommended: CS 230 Software Engineering

I. Concentration in Geographical Information Systems
GIS 110 Introduction to Geographical Information Systems
GIS 220 GIS Data and Databases
GIS 310 GIS Vector Data Analysis and Techniques
GIS 311 GIS Raster Data Analysis and Techniques
CS 110 Intro. to Computer Science and Java Programming
CS 120 Data Structures
CS 220 Programming in Excel

To earn a Bachelor of Arts degree with a major in mathematics, a student must pass the mathematics senior exit exam and earn a grade of “C” or better in all of the courses listed under “Major Program Requirements,” “Required Cognate Concentration or Minor,” and “Other Program Requirements.” A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree with a major in mathematics will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are prerequisite.

Minor in Mathematics

Minor Program Requirements

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

Plus two more 3- or 4-credit mathematics courses at the 300 level or above approved by the mathematics program director.

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 306 Real Analysis
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 Modern Geometry
MA 421 Mathematical Optimization, Applications, and Analysis
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.

One English writing course above ENWR 102

III. Professional Education Requirements

AN/SO 218 Introduction to Native American Studies
ED 102 Foundations of Education
ED 205 Classroom Management
ED/PSY 229 Educational Psychology
ED 245 Diversity Field Experience
ED 318 Content Area Reading and Secondary Methods
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.

To earn a Bachelor of Arts degree with a major in mathematics for secondary education, a student must pass the mathematics senior exit exam and earn a grade of “C” or better in all of the courses listed under “Broadfield Major Program Requirements,” “Professional Education Requirements,” and “Other Program Requirements.” A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree with a major in mathematics for secondary education will be granted. In addition, lesser grades in any of these

courses preclude taking subsequent courses for which the deficient courses are prerequisite

Note:

1. All secondary education students must consult both with the Department of Education: Health, Physical, and Teacher and the Department of Mathematics, Engineering, and Computer Science.
2. All mathematics for secondary education students must have a minimum of 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

NURSING (B.S.)

MARIA BROSNAN, MSN, RN, ACNP-BC
JENNIFER ELISON, EdD, RN, PMHCNS-BC, LCPC
KIM GARRISON, MN, RN
DONNA GREENWOOD, MSN, RN
MEREDITH KRUTAR, MSN, FNP-BC
JONI WALTON, PHD, RN, ACNS-BC, RRT
CYNDE WATKINS, MSN, RN, FNP-C

Mission

Inspired by the mission of our College, we are dedicated to preparing professional nurses who promote excellence in holistic care. As community leaders, our graduates are critical thinkers, change agents, compassionate and skilled caregivers, as well as lifelong learners. Our graduates serve Montana, our region and the world.

Goals

The Department of Nursing prepares its graduates to enter into the practice of professional nursing with a framework of knowledge integrated from the sciences, arts and humanities. Emphasis is placed on the delivery of holistic nursing care which recognizes the dignity and uniqueness of every person. Completion of the major provides the foundation for life-long learning and graduate study in nursing.

The Faculty of the Department of Nursing seeks distinction in teaching, nursing scholarship and clinical expertise, for planning, directing, implementing and evaluating the curriculum.

Expected Outcomes

A graduate of the Department of Nursing will pass the NCLEX-RN licensure examination and enter into the profession of nursing with the following abilities:

1. Integrate knowledge from the sciences, arts and humanities into nursing practice.
2. Critique basic organizational and systems leadership for patient safety and quality care.
3. Utilize theory, research and evidence-based practice to optimize health and well-being.
4. Utilize information management systems and patient care technology.
5. Influence changing social, political, financial, policy, and regulatory environments that affect nursing and the health care system.
6. Demonstrate excellence in communication, including inter-professional communication and collaboration for improving patient health outcomes.
7. Provide health promotion and disease prevention interventions to individuals, families, groups, communities or populations in diverse settings.
8. Assume personal accountability for professionalism and professional values.
9. Uphold the standards of nursing practice as defined by the Montana Nurse Practice Act and the ANA Code of Ethics.

10. Demonstrate Baccalaureate holistic generalist nursing practice across the lifespan.

Major in Nursing

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

Baccalaureate Nursing

A baccalaureate degree in nursing represents a comprehensive, holistic approach to the delivery of health care for individuals, families, and both local and global communities. Baccalaureate nurses utilize evidence-based practice models as they assess and plan care for the physical, emotional, social, and spiritual needs of their clients. Proficient in nursing skills, leadership skills and health systems assessment, the Carroll nursing graduate is well-prepared to function as a generalist practitioner.

Admission to the Nursing Major

Students may enter into courses prerequisite to nursing upon admission to the college, but need to be formally accepted to the nursing major for registration in nursing courses. Applications for Admission to the nursing major are accepted in the spring semester each year for admission into the major the following fall semester. All students who currently have listed Pre-Nursing as their major will receive notification regarding the admission process via Carroll College email. Final decisions regarding admission to the nursing major will be made after grades from the spring semester are available. Please note that if there are more applications than spaces available, a Priority Ranking System will be used (see below for details). Students who are currently enrolled and have completed at least 12 or more credit hours at Carroll College by the end of the spring semester will be given admission preference.

Students seeking admission into the nursing major must meet the following criteria:

1. Be admitted to Carroll College as a degree seeking student.
2. Complete or be enrolled in the following pre-requisites with a "C" or better at the time of application: BI 201, BI 202, CH 111, CO 101, ENWR 102, PSY 105, PSY 203.
3. 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.)
4. 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.
5. Complete all required course work, to include independent study or "incompletes", by established deadlines.
6. Complete criminal background check as instructed by the Department of Nursing, to be paid by the student. Students with background checks that reveal a record will be evaluated individually to determine whether they will be admitted to the nursing major. Alcohol and drug violations may interfere with Montana Board of Nursing approval to sit for the NCLEX-RN exam.
7. Provide documentation of freedom from communicable tuberculosis and immunity to hepatitis B, varicella, rubeola, rubella and mumps.
8. Complete at least 30 credits (sophomore standing) prior to beginning 200-level nursing courses.

- Students with an academic integrity violation on file at Carroll College will be evaluated individually to determine whether they will be admitted to the nursing major.

Please note: Meeting the minimum requirements does not guarantee admission to the nursing program.

The Carroll College Department of Nursing has a primary responsibility to the education of future professional nurses—a responsibility seriously recognized by the Admissions Committee, charged with selection of those candidates who best demonstrate the academic achievement, emotional maturity, integrity, and motivation necessary for consideration for admission.

The Department of Nursing reserves the right to accept for admission into the major the number of students for whom a quality educational program can be provided and in order to fulfill the accreditation guidelines mandated by the Commission on Collegiate Nursing Education. If there are more applications than spaces available, the Department will use a Priority Ranking System based on the following criteria to select students for admission. Criteria will be applied after spring grades become available.

- Successful completion of items 1-9 above.
- Overall college career Grade Point Average (this includes all attempted credits at an accredited college or university).
- Selected GPA from the following Carroll courses: BI 201, BI 202, CH 111, CO 101, ENWR 102, and PSY 105. A course from another institution must be accepted at Carroll as an equivalent course to be calculated in this selected GPA.
- Completion of CORE or nursing prerequisites without need for repeating courses (no D's or F's) or withdrawals.
- Current enrollment and the number of credits completed at Carroll College. Students who have completed 24 or more Carroll credits by the end of the spring semester will be ranked higher on this criteria than students who have completed at least 12 Carroll credits.
- Successful completion of math calculation test administered by the Department of Nursing.
- Points scored on student essay administered and graded by the Department of Nursing using specific criteria.
- Other tools to measure aptitude for nursing success, to be paid by the student, may be required.
- Interviews by the Department of Nursing faculty may be required.

Progression in the Nursing Major

To progress in the nursing major, the student must:

- Have a grade of "C" or better in all nursing classes and the following co-requisites: BI 214, CH 112, MA 207, PHIL 107 or PHIL 208, SO 101.
- Maintain a minimum CUM Carroll GPA of 2.75 at the end of each semester after admission into the nursing major.
- 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 the student does not meet the above criteria, he or she is not eligible to continue in the nursing major.

Access to Clinical Experiences

Clinical experience begins in the 200-level nursing courses and occurs in diverse community settings, varying from Helena's hospitals to public health, assisted-living, long-term care, home-visits, and psychiatric

and school settings. Each nursing course at Carroll provides quality, personalized learning experiences.

Students are expected to purchase uniforms, lab coats, nametags, PDAs or other hand-held devices, and other items needed for clinical experience. As part of the application process and, prior to beginning 200-level courses, nursing students must show proof of freedom from communicable tuberculosis and immunity to hepatitis B, varicella, rubella, and mumps. Students must show proof of current CPR, including two-rescuer and use of masks and AED. Students must update TB test and CPR certification annually.

Professional nursing is regulated in Montana by the Board of Nursing to protect the health, safety, and welfare of the public. As part of their educational program, student nurses are entrusted with the responsibility of providing certain kinds of nursing care to clients/patients. It is the responsibility of the faculty to determine that the student nurse has demonstrated reasonable competence to render nursing interventions without risk to the client/patient. If the faculty member's evaluation of the student nurse's behavior or health status indicated that he or she is likely to provide unsafe nursing care, the faculty has the legal responsibility to deny the student nurse access to clinical learning experience. Professional liability insurance coverage is required for students engaged in clinical experiences and is included in registration fees.

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

CCSNA

The Carroll College Student Nurses' Association is the college chapter for the state and national Student Nurses' Association. CCSNA brings students together to help further the growth of nursing, providing opportunities for education, experience, service and fellowship.

Sigma Theta Tau International (STTI)

STTI is the Honor Society of Nursing, whose vision is to create a global community of nurses who lead using scholarship, knowledge and technology to improve the health of the world's people. Nursing programs at Carroll College and the Montana State University College of Nursing form the STTI chapter for Montana, called Zeta Upsilon. Membership is by invitation to nursing students in the fall of their senior year who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing. An annual induction ceremony is held at either Carroll College or MSU-Bozeman.

Four-Year Curriculum Plan

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	3

Required courses for freshman year, may be taken fall or spring:		
ENWR 102	College Composition	4
CO 101	Basic Communication	3

Recommended course for freshman year, may be taken fall or spring
 TH 101 Theological Foundations 3

*Must have at least 30 credits (sophomore standing) prior to beginning 200-level nursing courses

Sophomore

Fall Semester

CH 112	Organic and Biochemistry	3
SO 101	Intro to Sociology	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	4.5
or NU 302	Psychosocial Health	(4.5)
+CORE		3

Required courses for sophomore year, may be taken fall or spring:

NU 208	Nutrition	3
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Recommended courses for sophomore year, may be taken fall or spring

PHIL 107	Ethics	3
or PHIL 208	Bioethics	(3)

Junior

Fall Semester

NU 301	Care of the Family	4.5
or NU302	Psychosocial Health	(4.5)
NU 307	Evidence-Based Practice Research Methods (WI)	3
NU 308	Pathophysiology & Pharmacology	3
MA 207	Statistics	3
+CORE		3

Spring Semester

NU 304	Illness Across the Lifespan I	4
NU 305	Clinical Nursing Care I	4
+CORE		3
+CORE		3
+CORE		3

Senior

NU 404	Illness Across the Lifespan II	4
NU 413	Clinical Nursing Care II	4
*NU 406	Nursing Leadership and Management	3
NU 414	Community Health Nursing (ND)	4
NU 417	Capstone Clinical	3
NU 427	Comprehensive Nursing Review	3
NU 430	Cardiac Nursing (elective)	1
NU 440	Pediatric Emergencies (elective)	1
+CORE		3
+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 or PHIL 208), and Theology (in addition to TH 101). Of these courses, will need one course designated as Global Diversity and one course designated as Writing Intensive outside the nursing major. It is the student's responsibility to make sure that 122 credits are completed in order to graduate.

WI - Writing Intensive Course for the major

ND - National Diversity Course

(Nursing students will need to purchase lab coat, scrubs, PDA device, nametag and stethoscope in NU 201/202.)

PHILOSOPHY

BARRY J. FERST, PH.D.
 JASON MEGILL, PH.D.
 ELVIRA RONCALLI, PH.D.
 WILLIAM MARK SMILLIE, PH.D.

Mission

The Philosophy Department seeks to provide sound and engaging courses to meet the requirements of a liberal arts education and the needs of students who major or minor in philosophy. The department seeks to encourage student understanding of the enduring issues addressed in philosophy, develop student capacities for clear thought and critical reflection, and instill in students the love of wisdom. The department oversees two majors: Philosophy, and Ethics and Values Studies. In addition, two department courses are required of every Carroll student to fulfill CORE (general liberal arts) requirement.

Goals

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.

Major in Philosophy

I. Major Program Requirements

Thirty-six 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 315	Continental Philosophy
PHIL 324	Ethical Theory
PHIL 495	Philosophy Seminar

II. Other Program Requirements

1. A modern or classical second language through the intermediate level.
2. Successful completion of 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 an oral discussion of the written answers.
3. Students who choose to graduate with honors prepare an honors thesis. At least the director or one reader must be from the philosophy department. The comprehensive requirement is waived upon successful completion of the thesis.

Minor in Philosophy

Minor Program Requirements

Eighteen 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

PHYSICS

KELLY CLINE, PH.D.
 MARY E. KEEFFE, PH.D.
 ANTHONY M. SZPILKA, PH.D.

Minor in Physics

I. Minor Program Requirements

- PHYS 205 Engineering Physics I: Mechanics
- PHYS 206 Engineering Physics II: Electricity and Magnetism
- PHYS 322 Modern Physics
- PHYS 322L Mathematical Methods of Modern Physics
- PHYS 323 Optics and Electromagnetic Radiation
- PHYS/ENGR 305 Electronics and Circuit Analysis I
- One additional course from the following list:
- ENGR 302 Engineering Mechanics I: Statics
- PHYS/ENGR 306 Electronics and Circuit Analysis II
- PHYS/ENGR 308 Thermodynamics

II. Math Prerequisites

- MA 121 & 122 Differential and Integral Calculus
or MA 131 Calculus of Single Variable Functions
- MA 232 Differential Equations and Linear Algebra I
- MA 233 Multivariable Calculus

Minor in Physics for Secondary Education

I. Minor Program Requirements

- PHYS 205 Engineering Physics I: Mechanics
- PHYS 206 Engineering Physics II: Electricity and Magnetism,
Optics
- PHYS 321 Geometrical Optics
- 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, or Earth
Science

III. Math Prerequisites

- MA 121 and 122 Differential and Integral Calculus
- MA 232 Differential Equations and Linear Algebra I
- MA 233 Multivariable Calculus

IV. Recommended Course

- ENGR 302 Engineering Mechanics I: Statics

Note:

1. In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as the teaching minor. All degree students should review requirements for graduation as described in this catalog.
2. All physics for secondary education students must have a minimum of 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

V. 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.

POLITICAL SCIENCE

JEREMY JOHNSON, PH.D.
 ERIK K. PRATT, PH.D.
 WILLIAM B. PARSONS JR., PH.D.

Mission and Goals

Whether your goal is a career in law, politics, Foreign Service, teaching or journalism, Carroll's Department of Political Science will provide the training necessary to prepare you for your future. With excellent professors, courses that require students to develop their writing, critical thinking, and communication skills, and abundant opportunities to gain practical experience through Carroll's legal and political internship programs, Carroll political science graduates are uniquely prepared for the demands of the professional world and the rigors of graduate studies or law school.

With an impressive 13-to-1 student-to-faculty ratio and modest class sizes, Carroll students enjoy the opportunity to establish close relationships with their instructors and receive individualized attention from professors, who maintain a keen interest in their students' achievements. Carroll professors are committed to providing rigorous academic challenges in an atmosphere that values ethics and moral principles. You will emerge from Carroll prepared to lead and succeed in both your work and personal endeavors.

Major in Political Science

I. Major Program Requirements

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

- PO 100 Intro to PO: Justice/Just Society
- PO 104 American National Government
- PO 115 International Relations
- PO 280 Introduction to Comparative Politics
- PO 495 Senior Seminar

II. Other Program Requirements

A. Foreign Language or Quantitative Analysis Option

Option I: Two semesters of 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 Competence for Majors and Minors

The Political Science department expects its students to be able to write well. All majors and minors are required to take ENWR 203 Expository Writing or ENWR 305 Technical Writing.

Major in Political Science for Secondary Education

I. Major Program Requirements

Thirty semester credits of political science courses, including:

PO 104	American National Government
PO 115	International Relations
PO 205	Early Modern Political Thought
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
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III. Program Recommendations

PO 222	United States Foreign Policy
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IV. Professional Education Requirements

AN/SO 218	Introduction to Native American Studies
CS 103	Instructional Media and Technology
ED 102	Foundations of Education
ED 205	Classroom Management
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
ED 318	Content Area Reading and Secondary Methods
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:

1. Secondary education students with this major must have a teaching minor. Please see “Department of Education: Health, Physical, and Teacher” for details.
2. Students interested in Political Science for Secondary Education should also consider the Social Studies for Secondary Education, History & Political Science for Secondary Education or History/Political Science/Social Studies for Secondary Education broadfield majors.

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:

1. All students are required to meet the requirements for graduation from Carroll College as listed in this catalog.
2. All political science for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of “C” or better.

Minor in Political Science

I. Minor Program Requirements

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

PO 100	Intro to PO: Justice/Just Society
PO 104	American National Government
PO 115	International Relations
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 ENWR 203, Expository Writing or ENWR 305 Technical Writing.

PROJECT MANAGEMENT CERTIFICATE

DAVID C. MARSHALL, M.S.

TERENCE J. MULLEN, M.S., P.E.

The Project Management Certificate is designed to make students exceptional project managers by giving students the skills and abilities to:

- Define, organize and manage the various components of a large project
- Develop, analyze and monitor project budgets to give accurate financial projections and reports
- Monitor project progress to avoid delays and missed deadlines
- Analyze and manage project risk

The ability to define large projects correctly and then bring them to completion on time and within budget is a critical professional skill. Engineering, Business, IT and Environmental projects have critical needs in these areas, but almost any organization has projects that involve the stewardship of time and money to bring about change. Carroll has created a program that delivers industry standard content derived from the Project Management Institute’s Project Management Body of Knowledge (PMBOK®) and meets the educational needs defined by the State of Montana’s Project Management Office. The goal is to offer professionals and students in the Helena and surrounding communities the chance to develop these skills and competencies in a high quality, real project based, comprehensive, program that can also be part of higher education degree.

The Project Management Certificate is designed, similar to a minor, to allow students from any background to add it to their degree and skill set. Unlike a minor, it does not require the students to get a major or degree to accompany it. The introductory class or equivalent is required for the remaining classes. The remaining classes, although they may be taken in any order, must be taken at Carroll and passed with at least a C.

Required classes:

PMGT 110	Introduction to Project and Program Management
PMGT 210	Planning and Scheduling for Projects
PMGT 220	Project Cost Estimating Control and Risk Management
PMGT 310	Project Leadership: Leading Change and the Essential Elements of Success
EC 203	Project Management Economics

PSYCHOLOGY

LESLIE A. ANGEL, PH.D.
CHRIS COLLINS, PH.D.
BRAD ELISON, ED.D.
JOY HOLLOWAY, PH.D.
ANNE PERKINS, PH.D.

Mission and Goals

The Psychology Department is designed to prepare students for entry into professional degree programs or employment in applied professional programs that offer human services. Students who successfully complete the degree in psychology are expected to have:

- An understanding of the theories, principles, methods, and applications that define the discipline of psychology.
- The critical and analytical thinking skills needed to solve problems that are germane to the human condition.
- Research skills that include formulating hypotheses, selecting appropriate research designs for the questions asked, using and interpreting data analyses for descriptive and inferential research.
- Communication skills using APA writing style and oral communication in group settings.
- A passion for improving the human condition using a holistic biopsychosocial perspective.

Major in Psychology

I. Major Program Requirements

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 Practice in Counseling Psychology
PSY 305	Junior Seminar
PSY 306	Abnormal Psychology
PSY 307	Learning
PSY 309	Research Methods
PSY 414	Physiological Psychology
PSY 416	Brain and Behavior

One additional Psychology elective to be chosen from the following list

LL 220	Introduction to Linguistics
PSY 308	Health Psychology
PSY 311	Theories of Personality
PSY 314	Cognitive Psychology
PSY 320	Clinical Issues with Children and Adolescents
BIO 420	Topics in Biological Sciences - Animal Behavior

One of the following:

PSY 417	Practicum
PSY 418	Practicum
PSY 425	Psychology Internship
PSY 486	Independent Research or Teaching in Psychology
PSY 499	Honors Thesis

II. Other Program Requirements

MA 207 Elementary Statistics

Comprehensive Field Test in Psychology: Students are required to take the Comprehensive Field Test in Psychology during the Fall Semester of their Senior Year at a time and place designated by the department. Some graduate schools will require the GRE test in addition to this field test.

Minor in Psychology

Minor Program Requirements

Twenty-one 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 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

Notes:

1. In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as the teaching minor. All degree students should review requirements for graduation as described in this catalog.
2. All psychology for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.
3. Students pursuing a psychology endorsement may be required to student teach outside the Helena area.

III. 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.

PUBLIC RELATIONS

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

Mission and Goals

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 print or broadcast 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

Major in Public Relations with an Area of Concentration

I. Major Program Requirements

Thirty three 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/ENWR 306 Writing for the Print Media
- CO 308 Communication Ethics
- CO 310 Mass Media
- CO 340 Interpersonal Communication Theory
- 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. Marketing

- BA 306 Marketing
 - CO 320 Organizational Communication
 - BA 375 Fundamentals of Management
- Plus 2 of the following:
- BA 320 Market Research
 - BA 322 Consumer Behavior
 - BA 324 Marketing Communications and Promotions
 - BA 326 New Product Development
 - BA 401 International Marketing

B. Print Journalism

- ART 114 Photography I
- CO 108 Desktop Publishing
- CS 213 Computer Applications in Business
- or CS 201 Web Graphics, Animation, and Layout
- ENWR 305 Technical Writing
- CO 236-237 Prospector Student Newspaper (two semesters, totaling three credits)

C. TV Production

- CO 165 Fundamentals of TV & Film Production I
- CO 166 Fundamentals of TV & Film Production II

- CO 265 Basic Single Camera Production
- CO 365 Saints TV
- CO 425 Career internship at a TV station (two semesters totaling 3 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 communications coursework is not required of students who complete CO 499, Honors Thesis.

Minor in Public Relations

Minor Program Requirements

- BA 306 Marketing
- CO 108 Desktop Publishing
- or CO/ENWR 306 Writing for the Print Media
- CO 206 Small Group Communication
- or CO 308 Communication Ethics
- CO 215 Introduction to Public Relations: Theory
- CO 216 Introduction to Public Relations: Practice
- CO 310 Mass Media
- CO 236-237 Prospector Student Newspaper

Minor in TV Production

18 credits, including:

- CO 165 Fundamentals of TV & Film Production I
- CO 166 Fundamentals of TV & Film Production II
- CO 265 Basic Single Camera Production
- CO/ENWR 306 Writing for the Print Media
- CO 310 Mass Media
- CO 425 Career internship at TV station

READING

LYNETTE Z. ZUROFF, ED.D.

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 Carroll College's teacher education program is to assist students in developing teaching competencies in their chosen fields and help them become educational leaders capable of responding to their students' individual needs. Teacher education graduates will demonstrate competence in the 10 INTASC standards, as well as

three additional Montana standards. The following dispositions, skills, and knowledge are to be viewed in conjunction with specific goals and objectives established for the college and for each required professional education course.

DISPOSITIONS

1. Demonstrate an attitude of professionalism through
 - a. his/her behavior as a role model to students;
 - b. continuing self-development;
 - c. ethical behavior;
 - d. peer support;
 - e. contributions to the growth of the profession.
2. Maintain healthy student/teacher relationships.
3. Exhibit continued enthusiasm for teaching profession.
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. Appreciate the whole person by recognizing the uniqueness of each individual student.

SKILLS

1. Classroom management and coping
2. Classroom motivation and interaction
3. Planning and lesson design
4. Teaching strategies
5. Instructional decision making
6. Problem-solving inquiry
7. Student diagnosis
8. Media and technology resource
9. Effective peer group interaction
10. Effective listening, speaking, reading, writing, thinking, and viewing.

KNOWLEDGE

1. Content (subject matter)
2. Law and ethics
3. Referral systems
4. Instruction of the special child
5. Child development, sociology, learning theory, self-concepts, philosophies of education.
6. Comprehension, analysis, and evaluation of print and non-print information and messages.
7. Standard conventions of writing and speaking
8. Analysis of literature and fine arts.
9. Mathematics
10. Science
11. Social studies
12. Connecting learning with workforce and fulfillment of living

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

Minor In Reading (K-12)

I. Minor/Professional Education Program Requirements

- | | |
|--------|--|
| ED 228 | Children's Literature |
| ED 318 | Content Area Reading and Secondary Methods |
| ED 323 | Teaching the Communication Arts I |
| ED 324 | Corrective and Remedial Reading |
| ED 325 | Teaching the Communication Arts II |
| ED 407 | Organization and Administration of the Reading Program |
| ED 412 | Measurement and Assessment in Teaching |

II. Other Program Requirements

- | | |
|----------|------------------------|
| ENLE 365 | Young Adult Literature |
|----------|------------------------|

SPED 304 Students with Mild/Moderate Disabilities

Recommended:

LL 400 Theories and Methods of Learning and Teaching Language

or TESL 392 TESOL Methods and Applications: Reading and Writing

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

Note:

1. In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as the teaching minor. All degree students should review requirements for graduation as described in this catalog.
2. All reading (K-12) students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

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.

Transportation

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

SOCIAL STUDIES FOR SECONDARY EDUCATION

JONATHAN C. MATTHEWS, PH.D.

ROBERT J. STANSBERRY, ED.D.

LYNETTE E. ZUROFF, ED.D.

Major In Social Studies For Secondary Education

This broadfield major comprises 54 semester credits of content-area course work, with a concentration in history and political science and additional course work in economics, geography, psychology, and/or sociology. Since the major and minor are combined in this program, a teaching minor is not required for licensure

I. Major Program Requirements

Twenty-four credits of History, including:

- | | |
|--|---------------------------------------|
| HI 101-102 | History of Western Civilization |
| HI 221-222 | History of the United States |
| Non-Western History Course (e.g. HI 251, HI 271, HI 291) | |
| HI 231 | Montana and the West |
| or 424 | History of the Trans-Mississippi West |
| HI 494 | Historiography |
| HI 495 | Research Seminar |

Eighteen credits of Political Science, including:

- | | |
|--------|--------------------------------|
| PO 104 | American National Government |
| PO 115 | International Relations |
| PO 205 | Early Modern Political Thought |
| PO 216 | American Political Thought |

- PO 222 U.S. Foreign Policy
 PO 250 Contemporary Issues in American Politics

Twelve credits in one of the following areas:

Economics, Geography, Psychology, or Sociology

Courses in Professional Education Program Requirements may also count toward partially meeting the 12-credit requirement in Economics, Geography, Psychology, or Sociology.

II. Professional Education Program Requirements for Social Studies Major

- AN/SO 218 Introduction to Native American Studies
 CS 103 Instructional Media and Technology
 ED 102 Foundations of Education
 ED 205 Classroom Management
 ED/PSY 229 Educational Psychology
 ED 245 Diversity Field Experience
 ED 318 Content Area Reading and Secondary Methods
 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
 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.

Notes:

1. All degree students should review requirements for graduation as described in this catalog.
2. All social studies for secondary education students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of “C” or better.

III. 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.

SOCIOLOGY

ELIZABETH CHUTE, PH.D.

JAMIE DOLAN, PH.D.

Mission

The sociology department is based on a Liberal Arts curriculum to study and understand ourselves and others. Key to this is the sociological statement posed by Peter Berger that “Things are not what they seem.” This understanding includes what C. Wright Mills coined as the “sociological imagination,” a research tool that comprises a sense of our place in time, our social class, our various social roles and expectations, and our life influences as well as our cultural values, norms, family, religion, and so on. Sociology attempts to make sense out of the everyday through theory. It is involved with the everyday, thus it is

necessary to continuously tie together the theoretical and the practical, as well as the empirical with the experiences of each individual’s life.

Goals

In a Christian and Catholic education, we add a special emphasis upon “placing ourselves in the shoes of others.”

We work towards understanding and addressing social inequalities.

As the students gain these perspectives and think sociologically, they are prepared to serve occupations and vocations related to human situations. They have the skills to analyze various proposals for solving and/or ameliorating human problems guided by the realities of the facts they have learned.

Objectives:

1. The ability to put ourselves in the place of others and try to understand their situation.
2. The ability to step back and look at the context of human behavior.
3. Ability to analyze the manner in which social problems are often based in the social structure as opposed to individual actions.
4. As a Christian and Catholic school, place the “lens” of the sociological imagination within a social justice context.

Major in Sociology (42-46 credits)

I. Major Program Requirements (16-credits)

Thirty-seven semester credits of sociology courses including:

- SO 101 Introduction to Sociology
 SO 200 Social Problems
 SO 331 Social Science Research Methods (4-credits)
 SO 392 Modern Sociological Theory
 SO 495 Senior Seminar in Sociology

II. Other Program Requirements (6-credits)

- MA 207 Elementary Statistics
 ENWR 203 Expository Writing
 or ENWR 305 Technical Writing

III. All Sociology majors are encouraged to complete at least 1 internship if at all possible.

IV. Specialization Areas

- a. Broad field Sociology: Nine of the remaining 21 credits must be upper division and should be chosen with the assistance of an advisor
- b. Sociology/Criminology: all students specializing in Criminology must take these courses (15 credits).
 SO 262 Alcoholism, Drug Abuse and Dependency
 SO 309 Crime and Criminology
 SO 312 Juvenile Delinquency and Deviant Behavior
 SO 314 Sociology of Law
 SO 316 Corrections and Rehabilitation (pending approval)
 SO 317 Ethnic and Racial Relations and/or SO318 American Indians

-Take 3 of the following courses with the advice of an advisor (5-9 credits)

- SO 208 The Family
 SO 216 Social Psychology
 SO 220 Sociology of Sport
 SO 225 Sociology of Gender
 SO 310 Field Service in Crime and Criminology (1-credit)
 SO313 Field Service in Juvenile Delinquency (1-credit)
 SO 335 Domestic Violence
 SO 351 Medical Sociology

-The following are recommended courses in other disciplines

- HIS 221-222 History of the United States
- PO 201 Introduction to the Legal Profession
- PO 210 Introduction to Constitutional Law
- PSY 105 General Psychology
- PSY 228 Adolescent Psychology—highly recommended
- PSY 306 Abnormal Psychology—highly recommended

c. Medical/Health Field– Pre-Social Work – Human Services.

Nine of the remaining 21 credits must be upper division and may include one or more of the following specialization areas:

1. One of the following courses (3 credits)
 - SO 218 Introduction to Native American Studies
 - SO 317 Ethnic and Racial Relations
 - SO 318 American Indians
2. Six of the following courses (18 credits)
 - SO 208 The Family
 - SO 216 Social Psychology
 - SO 225 Sociology of Gender
 - SO 262 Alcoholism, Drug Abuse, & Dependency
 - SO 291 Social Gerontology
 - SO 231 Demography*
 - SO 360 Environmental Sociology
 - SO 345 Gender, Health, and Medicine
 - SO 351 Medical Sociology
 - SO355 Sociology of Emotions
 - SO 425 Sociology Internship

3. The following are recommended courses in other disciplines

- CO 360 Communication and Well-Being
- PSY 105 General Psychology
- PSY 304 Abnormal Psychology

d. Rural, Urban, and Regional Planning/Government

Employment-- Nine of the remaining 21 credits must be upper division.

1. One of the following (3 credits)
 - SO 317 Ethnic and Racial Relations
 - SO 318 American Indians
2. Seven of the following (16-18 credits) to be chosen with the assistance of an advisor
 - SO 215 Contemporary Issues in Rural and Urban
 - SO 216 Social Psychology
 - SO 230 Social Movements
 - SO 231 Demography*
 - SO 291 Social Gerontology
 - SO 262 Alcoholism, Drug Abuse and Dependency
 - SO 314 Sociology of Law
 - SO 351 Medical Sociology
 - SO 352 Field Course in Medical Sociology (1 credit)
 - SO 340 Sociology of Organizations
 - SO 360 Environmental Sociology
 - CS 110 Introduction to GIS (strongly recommended as is the Certificate Program in GIS)
 - SO 425 Internship in Sociology
3. The following are recommended courses in other disciplines
 - GIS Certificate Program (highly recommended)
 - CO 206 Small Group Communication
 - CO 325 Intercultural Communication
 - EC 201-202 Principles of Economics
 - EC 203 Project Management Economics
 - PO 230 Montana State Politics

- PO 250 Contemporary Issues in American Politics
- PO 314 Public Administration and Politics
- PO 319 Urban Politics

To earn a Bachelor of Arts degree with a major in sociology a student must earn a grade of “C” or better in all of the courses listed under “Major Program Requirements,” “Specialization Areas,” and “Other Program Requirements.”

Minor in Sociology

1. Minor Program Requirements:

- a. Twenty-one semester credits of sociology courses including:
 - SO 101 Introduction to Sociology
 - SO 392 Modern Social Theory
- b. At least 6 of the remaining 15 credits required must be upper division (300-400 level) courses

To earn a minor in sociology a student must earn a grade of “C” or better in all of the courses listed under “Minor Program Requirements.”

Further Information: Pre-physical therapy—for complete information see pre-physical therapy under pre-professional programs and speak with the advisor for the program. Courses that may be appropriate:

- SO 291 Social Gerontology
- SO 351 Medical Sociology
- SO 352 Field Course in Medical Sociology (1 credit)
- SO 262 Alcoholism, Drug Abuse, and Dependency
- SO 363 Field Course in alcoholism, Drug Abuse, and Dependency (1 credit)
- SO 317 Ethnic and Racial Relations or SO318 American Indians
- SO 220 Sociology of Sport

SPANISH

TOMAS L. GRAMAN, PH.D.

ALEXIS J. RINCÓN, M.S.

Mission and Goals

The Spanish program is designed to provide students with the special knowledge, skills, and pedagogy needed to enter graduate or professional schools or to gain employment in their field. Consequently, students completing this major program 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.

The major programs of study offer sound preparation for graduate study in literature, linguistics, languages, or writing. In addition, it is possible for a student to design a program to prepare for studying law or for entering a career in journalism, social work, the medical profession, 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 451 Career Internship.

Major In Spanish

I. Major Program Requirements

Thirty semester hours of upper-division courses beyond SP 204.

SP 101-102 Acquisition of Spanish I and II*

SP 203-204 Acquisition of Spanish III and IV*

Eighteen (18) upper-division Spanish credits from the following courses must be in residence at Carroll:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Morphology & Syntax

SP 307 or 308 The Hispanic Short Story I or II

and any one of the following four classes:

SP 401-402 Culture and Literature of Spain I or II

SP 403-404 Culture and Literature of Latin America I or II

II. Other Program Requirements

1. LL220 Introduction to Linguistics

2. 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 18 upper-division credits in residence at Carroll, or

b.) One semester or two summers and take 21 upper-division credits in residence at Carroll.

3. The remaining 12 upper-division credits from option (a) or the remaining 9 upper-division credits from option (b) will be taken at the selected institution abroad, with prior approval of the department.

4. 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.

5. Students are responsible for sending an original copy of their foreign transcripts, as well as providing an official translation of them, directly to the Registrar's Office.

Major in Spanish Education (K-12)

I. Major Program Requirements

Thirty semester hours of upper-division courses beyond SP 204.

SP 101-102 Acquisition of Spanish I and II*

SP 203-204 Acquisition of Intermediate Spanish III & IV*

Eighteen (18) upper-division Spanish credits from the following courses in residence at Carroll:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Morphology & Syntax

SP 307 or 308 The Hispanic Short Story I or II

and any one of the following four classes:

SP 401-402 Culture and Literature of Spain I or II

SP 403-404 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 205 Classroom Management

ED/PSY 229 Educational Psychology

ED 245 Diversity Field Experience

ED 318 Content Area Reading and Secondary Methods

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 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.

V. Proficiency Exam

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

Note: In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as the teaching minor. All degree students should review requirements for graduation as described in this catalog.

All Spanish (K-12) students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better

Minor in Spanish

In order to earn a minor in Spanish, a student must successfully complete 15 semester credits of upper-division courses (beyond SP 204) in residence at Carroll:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Morphology & Syntax

SP 307 or 308 The Hispanic Short Story I or II,

and any one of the following four courses:

SP 401, 402 Culture and Literature of Spain I or II

SP 403, 404 Culture and Literature of Latin America I or II

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*

The following courses must be taken in residence at Carroll:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Grammar

SP 307 or 308 The Hispanic Short Story I or II
and any one of the following four courses:
SP 401, 402 Culture and Literature of Spain I or II
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
or PSY 105 General Psychology
and PSY 203 Developmental 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.

All Spanish (K-12) students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Major Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

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.

SPECIAL EDUCATION

JAMES BENISH, M.S.
ROBERT J. STANSBERRY, ED.D.

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 Carroll College's teacher education program is to assist students in developing teaching competencies in their chosen fields and help them become educational leaders capable of responding to their students' individual needs. Teacher education graduates will demonstrate competence in the 10 INTASC standards, as well as three additional Montana standards. The following dispositions, skills, and knowledge are to be viewed in conjunction with specific goals and objectives established for the college and for each required professional education course.

DISPOSITIONS

1. Demonstrate an attitude of professionalism through
 - a. his/her behavior as a role model to students;
 - b. continuing self-development;
 - c. ethical behavior;
 - d. peer support;
 - e. contributions to the growth of the profession.
2. Maintain healthy student/teacher relationships.
3. Exhibit continued enthusiasm for teaching profession.
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. Appreciate the whole person by recognizing the uniqueness of each individual student.

SKILLS

1. Classroom management and coping
2. Classroom motivation and interaction
3. Planning and lesson design
4. Teaching strategies
5. Instructional decision making
6. Problem-solving inquiry
7. Student diagnosis
8. Media and technology resource
9. Effective peer group interaction
10. Effective listening, speaking, reading, writing, thinking, and viewing.

KNOWLEDGE

1. Content (subject matter)
2. Law and ethics
3. Referral systems
4. Instruction of the special child
5. Child development, sociology, learning theory, self-concepts, philosophies of education.
6. Comprehension, analysis, and evaluation of print and non-print information and messages.
7. Standard conventions of writing and speaking
8. Analysis of literature and fine arts.
9. Mathematics
10. Science
11. Social studies
12. Connecting learning with workforce and fulfillment of living

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

Minor in Special Education (K-12)

I. Minor/Professional Education Program Requirements

SPED 300	Introduction to Exceptional Children
SPED 304	Characteristics of Students with Mild/Moderate Disabilities
SPED 305	Characteristics of Students with Severe Disabilities
SPED 306	Collaboration and Conferencing for Special Educators
SPED 323	Assessment and Evaluation in Special Education
SPED 408	Methods for Teaching Students with Mild Disabilities

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:

1. 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.
2. All special education (K-12) students must have a minimum 2.5 cumulative grade point average. All Professional Education Requirements, Minor Program Requirements, and Other Program Requirements must be completed with a grade of "C" or better.

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.

Transportation

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

TESOL (Teaching English to Speakers of Other Languages)

MICHELLE LEWIS, M.A.

Minor in Teaching English to Speakers of Other Languages (TESOL)

This interdisciplinary program will prepare students to teach English to speakers of other languages in U.S. and international settings and is a complement to many other Carroll majors, including, but not limited to, Business, English, French, Spanish, Community Health, History and International Relations. The TESOL minor integrates

appropriate Carroll courses in a program that offers students another practical, marketable field of study.

I. Program Requirements

CO 325	Intercultural Communication or an approved study abroad
ENLE 332	English Grammar
ENLE 333	History of the English Language
LL220	Introduction to Linguistics
TESL 391	Methods and Applications: TESOL Listening and Speaking
TESL 392	Methods and Applications: TESOL Reading and Writing

II. Other Program Requirements

Modern foreign language study equivalent to two years experience. Six credits though additional foreign language study is highly encouraged.

Suggested general education core:

AN/SO 204	Cultural Anthropology (Global Diversity)
AN 317	Ethnic and Social Relations (National Diversity)
ENLT 334	World Literature (required for English majors) (Global Diversity)
HI 251	Introduction to East Asia
HI 271	History of Modern Latin America (Global Diversity)
HI 291	History of Modern Africa
HI 389	History of Ireland
PHIL 203	Islam: Philosophy and Culture (Global Diversity)
TH 206	Comparative Religion

THEOLOGY

CHRISTOPHER FULLER, PH.D.

BETHANY HAILE, PH.D.

BRIAN MATZ, PH.D., S.T.D.

JOHN RIES, PH.D., S.T.D.

Mission

The theology department's mission is to promote careful biblical and theological reflection, spiritual awareness, and an understanding of the Catholic tradition. As mandated by the mission of the college, the theology department serves the college community, the wider civic community and the diocese of Helena in "acting as a mediator between religion and culture (and) by carrying on an academic dialogue with philosophy, science, the liberal arts, the believing community and secular society" (Carroll College's Mission Statement).

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.

Introductory Courses

One basic course (TH 101) and a variety of 200-level courses are designed to give the student an overall view of theology. Students in the major programs should complete at least 3 200-level courses before

taking 300-level courses. Exceptions to this general policy must be approved by the Theology Department chairperson.

Specialized Courses (In-depth Courses)

The theology program includes a number of 300-level courses to be more rigorous and in-depth.

Interdisciplinary Courses

Specified courses from other departments may be taken with the permission of the Theology Department chairperson and in accordance with the needs of an individual student's program. The Theology Department encourages interdisciplinary and cross-disciplinary communication.

Major in Theology

I. Major Program Requirements

The theology major requires 40 semester credits of theology courses. This entails 10 required courses, 3 elective and 1 credit in either honors thesis or research paper/project.

Required courses:

- TH 201 Church and Worship
- TH 220 Fundamental Moral Theology
- TH 231 Introduction to the Old Testament
- TH 232 Introduction to the New Testament

One Christian Social Ethics course:

- TH 261 Wealth and Poverty in the Bible and the Early Church
- TH 263 Modern Catholic Social Teaching
- TH 264 Theologies of Liberation*
- TH 341 History of Christian Thought: Patristics
- TH 342 History of Christian Thought: Middle Ages Through Reformation
- TH 351 Christology
- TH 495 Theology Seminar
- TH 496 Theology Research Paper or Theology Research Project
- or TH 499 Honors Thesis

II. Other Program Requirements

- HI 302 History of the Catholic Church
- ENWR 203 Expository Writing
- Completion of a modern or classical second language through the intermediate level.

1. Course sequence for majors: TH 101; then at least two 200-level courses; then upper-division courses. All degree students should review requirements for graduation as described on pages 33 and 34.
2. The following courses may apply as electives toward fulfilling the 40 credits required for the theology major:
 - PHIL 216 Philosophy of God and Religion
 - PHIL 203 Islam: Philosophy and Culture
 - HI 302 History of the Catholic Church

Minor in Theology

Minor Program Requirements

Twenty-one semester credits of theology, including:

1. Two courses in Biblical Theology, one in Old Testament and one in New Testament (230s):
 - TH 231 Introduction to the Old Testament
 - TH 232 Introduction to the New Testament
2. One course in Moral Theology:
 - TH 220 Fundamental Moral Theology
 - Or another Moral Theology or Social Ethics course

3. Two courses in Historical Theology (340s)
 - TH 341 History of Christian Thought: Patristics
 - TH 342 History of Christian Thought: Middle Ages Through Reformation
4. One course in systematic theology:
 - TH 351 Christology
5. TH 495 Theology Seminar

WEB COMMUNICATIONS CERTIFICATE

The Certificate in Web Communications is a four-course program that provides instruction in how to write and publish in digital media. Students will learn how to enhance and maintain a website, use social media like blogs, Facebook, Twitter, and podcasting; and use industry standard publishing software such as Photoshop and Flash. Completing this certificate will give students an advantage in their search for internships and employment, as organizations of all kinds use digital media as a primary form of communication.

Required Courses:

- ENWR 304 Writing for Digital Media (3 credits)*
- CS 201 Web Graphics and Animation (3 credits)
- CO 108 Digital Publishing (3 credits)

Electives—select one of the following:

- CS 202 Web Coding and Development (3 credits)
- ENWR 305 Technical Writing (3 credits)
- ENWR/CO 306 Writing for Print Media (3 credits)
- CO 165 Writing for Broadcast Media (3 credits)

To earn the Certificate, students must pass all required courses with a grade of C or above. No more than 25% of the required credits may be met with coursework transferred from another college or university. Coursework completed for the certificate may be applied to degree requirements if the student enrolls in a degree program at a later date. Tuition for non-degree students only is offered at a rate set for a specific certificate program; this tuition price applies only to courses required for the certificate program.

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 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 also 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, PRE-DENTAL ADVISOR

DR. DAN GRETCH, PRE-MEDICAL ADVISOR

Admission to medical or dental school requires completion of courses in biology, chemistry, physics, mathematic, and English. While most premedical students graduate from Carroll College with a degree in biology, the choice of a major field of study is left open to the student. The following are recommended minimum requirements:

BI 171-172 Biological Principles I & II
BI 281 Genetics
BI 382 Cell Biology
CH 101-102 General Chemistry
CH 301-302 Organic Chemistry
CH 353 Biochemistry
PHYS 201-202 Physics I & II
MA 121-122 Differential and Integral Calculus
MA 207 Elementary Statistics

In almost all cases, students enter medical or dental school after completing a four-year undergraduate program. Occasionally, highly qualified students enter after three years. A student who enters medical or dental school **after three years of undergraduate study** may receive the Bachelor of Arts degree with a major in biology from Carroll College under the following conditions.

1. Successful completion of the first 3 years of course work in the major program.
2. Fulfillment of all Carroll College Core Curriculum requirements.
3. Successful completion of the first 2 years of professional school; and
4. Application for degree and receipt by the Registrar's Office of an official transcript from the professional school.

Pre-Law Program

DR. BILL PARSONS, 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. JENNIFER GEIGER, ADVISOR

Admission requirements for doctor of optometry programs vary from program to program and students should check individual web sites for specific information. General requirements include calculus, statistics, organic chemistry, anatomy, physiology, microbiology and psychology. Carroll students often major in either biology or chemistry since many of the course requirements coincide with these majors. However a science degree is not required.

Pre-Pharmacy Program

DR. KYLE STRODE, ADVISOR

Pharmacy programs usually consist of a pre-pharmacy program followed by four years of pharmacy school. Beginning in 2001, all pharmacy schools in the U. S. began granting only pharmacy doctoral degrees. A typical pre-pharmacy student at Carroll would take the courses listed below to meet the pharmacy prerequisites for the University of Montana, with which we maintain a close relationship. It is possible to finish these pharmacy prerequisites in two years (but see the note in italics below).

Pharmacy schools vary in their prerequisite requirements. Some pharmacy schools might require additional coursework prior to admission (examples listed below), which make it necessary to do three or four years of pre-pharmacy coursework. *Most of the pharmacy schools in the Northwest U.S. (including the University of Montana) reported that the majority of their students admitted in 2006 had completed three years of coursework or received a bachelor's degree. Successful applicant profiles at most of the institutions are available on their web sites.*

Minimum pre-pharmacy requirements for admission to the Skaggs School of Pharmacy at the University of Montana¹

Recommended minimum requirements:

LAS 101	Alpha Seminar
BI 171	Biological Principles II
BI 201-202	Human Anatomy and Physiology I and II
CH 101-102	General Chemistry I and II
CH 301-302	Organic Chemistry I and II
MA 121	Calculus I
MA 207	Elementary Statistics
ENWR 102	College Composition
CO 101	Basic Communication
PSY 105	General Psychology
or SOC 101	General Sociology
EC 201	Microeconomics
PHYS 201	Physics I

¹ Other pharmacy schools with very similar requirements are Idaho State, Minnesota, North Dakota State, South Dakota State, Utah and Wyoming. These schools may require some of the following additional classes for admission: Microbiology, Calculus II, Physics II.

Pre-Physical Therapy Program

DR. D. GRANT HOKIT, ADVISOR

Although students interested in physical therapy may select any major, the following are the most frequently chosen: Health Science, Psychology, Sociology, Health and Physical Education, and Biology. *Students who choose to major in Biology may need to spend extra time in college to complete all major requirements and all physical therapy requirements as well.*

Strong academic performance is considered paramount; the degree emphasis is secondary. Although many schools list an overall minimum GPA of 3.0 for admission, to be competitive a GPA of at least 3.5 is needed. The prerequisite GPA is usually higher.

Applicants to schools of physical therapy must demonstrate an understanding of the profession they wish to enter. Programs typically require a minimum of 80-100 hours of full or part time experience (volunteer or salaried) under the supervision of a certified physical therapist. Usually two or more settings are stipulated with acute care often being recommended as one of the settings.

Schools of physical therapy vary somewhat in their admission requirements. Therefore, it is highly recommended that students contact the particular physical therapy schools to which they wish to apply to gain a thorough understanding of the prerequisites so that their academic programs at Carroll can be planned to accommodate any changes to the recommendations listed below. It is advisable that the selection of physical therapy schools to which the students intend to apply be done early in the students' academic careers so there is time to make accommodations.

Carroll College recommends the following courses for those preparing to enter a physical therapy program. These represent minimum requirements for most schools (*Additional courses may be necessary depending on the school of physical therapy selected by the student. For example, the University of Montana requires Human Anatomy and Physiology, a course in microbiology, an additional advanced biology course and an exercise physiology course, but does not require general biology.*)

Biology (3 courses):

BI 171	Biological Principles I (some schools require a second general biology course)
BI 201-202	Human Anatomy and Physiology

Chemistry (2 courses):

CH 101-102	General Chemistry
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Physics (2 courses):

PHYS 201-202	Physics I and II
or PHYS 205-206	Engineering Physics I and II

Math (2 courses):

MA 117	Difference Equations and Liner Algebra
or MA 121	Differential Calculus
MA 207	Statistics

Psychology (2 courses):

PSY 105	General Psychology
PSY 203	Developmental Psychology
or PSY 306	Abnormal Psychology

Other Requirements: Computer literacy is assumed. Students may be asked to provide documentation of their proficiency. Certification in Advanced First Aid and CPR is required by most schools. Communication and English composition prerequisites are included in Carroll Core requirements. A small number of schools allow courses in Comparative Anatomy and Vertebrate Physiology to substitute for Human Anatomy and Physiology. *Revised 1/2006*

Pre-Physician's Assistant Program

DR. D. GRANT HOKIT, 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 and physiology, microbiology and chemistry. A science major is not required.

Pre-Veterinary Program

JENNIFER GEIGER, 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	General Chemistry
1 semester	Genetics
2 semesters	Organic Chemistry
1 semester	Physics
1 semester	Statistics

English composition, communications and other courses outside of the sciences.

Additional Biology courses may be required or recommended.

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.

SPECIAL PROGRAMS

Internship Programs

Recognizing that learning can take place outside the classroom, Carroll College allows its students to participate in a work program that relates to their area of studies. This employment must relate directly to classroom work in order to qualify for an internship. Close cooperation between Carroll and the participating companies insures a work experience that contributes significantly to the student's overall growth and professional development.

Juniors and seniors in any major area may participate with the approval of the department chairperson, academic advisor, and the internship coordinator. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may earn a maximum of 6 semester hours in the internship program. (Exceptions include academic majors that require a practicum, clinical experience or student teaching or have prior approval from the academic vice president.) Enrollment in the course must be during the same semester in which the majority of the work experience takes place. Interested students should contact their academic advisor and the internship coordinator at the Career Services Office.

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	3 credits
HNR 450 – Philosophy	3 credits

HSP Requirements

1. HNR 150 Classical Greek and Roman Thought (Classical period 500 BC–500 AD)
2. HNR 250 Judeo-Christian and Medieval Thought (Medieval period 500 AD–1500 AD)
3. HNR 251 Renaissance Thought (Arts and Science Revolution 1450 AD–1650 AD)
4. HNR 350 Restoration and Enlightenment Thought (The Rise of Empiricism 1600 AD–1820 AD)
5. HNR 450 Modern Thought (Romanticism to post Modern 1820 AD–Today)
6. HNR 495 Honor Thesis Writing (spring semester junior year)
7. HNR 499 Honors Thesis

HSP students must take one additional social science 200–400 level course.

HSP students must attain intermediate proficiency in the foreign language (200 level). 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.

HSP students must take 6 credits of history: 3 credits from HI 101 and/or HI 102 and/or 3 credits from another history course listed in the Honors Scholars Handbook.

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 Leadership Assessment Course (LDAC), a paid four-week leadership internship. Each student (cadet) enrolled in the Advanced Course receives a tax-free subsistence allowance of up to \$5,000 per year of attendance.

ROTC Scholarships and Financial Assistance

Four-year 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 \$1,200 per semester for textbooks and supplies, and provides a tax-free subsistence allowance of up to \$5,000 per year.

Note: College credit is awarded for Military Science courses, however, only up to 2 credits of MSL 315 will be counted toward the Bachelor of Arts or the Associate of Arts Degree at Carroll College

Education 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 own country through international experiences.

Opportunities for full-year, semester, or summer studies in another country are available to all Carroll students in good standing. Carroll's Education Abroad Office assists students with coordinating education abroad options offered for college credit. Opportunities for international internships and service learning are also available.

Study in the country of a student's major field is required for all French and Spanish language majors. This normally occurs during the junior year, but can be done at the sophomore or senior level as well and must be coordinated through the assigned advisor from the Department of Languages and Literature and the Carroll College Education Abroad Office. Reciprocal exchange opportunities for French majors exist with our affiliate partners or at the Université de Caen, France as well as ISEP member institutions in Switzerland, Belgium and France.

Reciprocal exchange opportunities for Spanish majors exist at ISEP member institutions in Argentina, Brazil, Chile, Costa Rica, Mexico, Nicaragua and Uruguay.

Students interested in studying during the breaks, a semester or a full year have a wide range of opportunities. Carroll continues to establish new relationships with other colleges and universities around the world. Carroll's faculty lead credit bearing courses during the fall, winter, spring and summer breaks for students who cannot or do not wish to study abroad for a full year or semester.

All students choosing an affiliate program or direct exchange program for the semester, academic year or summer are required to pay a non-refundable services fee of \$250. Affiliate programs are Global Links, International Studies Abroad (ISA); the American Institute for Foreign Study (AIFS); the Arts and Humanities in Siena, Italy, in partnership with Montana State University; and Campion College in Sydney, Australia. Current reciprocal exchange opportunities exist at ISEP member institutions around the world, Kumamoto Gakuen University (full year only) and the Université de Caen Basse Normandie. (semester or full year).

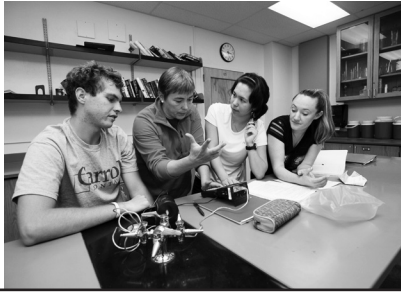
Students choosing any non-affiliated program are required to pay a non-refundable services fee of \$400.

Students who study abroad without the guidance of the Education Abroad Office at Carroll and wish to transfer credits to Carroll will be required to pay the appropriate services fee as listed above before evaluation and transfer of credits will be completed.

Financial aid is only available to students using an approved affiliate or reciprocal exchange program. Students who choose not to participate on an approved affiliate or reciprocal exchange program, but who require financial aid must secure funding outside of Carroll. No federal aid other than supplemental loans may be used for faculty-led programs.

Carroll merit aid may only be used with approved reciprocal exchange programs.

For more information please contact the Carroll College Education Abroad Office at 406-447-4469 or sackeret@carroll.edu. We are located in St. Charles, room 14. Please see our website at <http://www.carroll.edu/academics/international/abroad/index.cc>.



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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 3 numerals which indicate its level, and often its sequence, in the department's set of courses. Courses that apply toward a degree are numbered from 100-499. The courses numbered 100-299 are lower-division courses and are generally intended for freshmen and sophomore students. Course numbers 300-499 are upper-division courses, generally for junior and senior students.

CORE: Refers to the Carroll College Core Curriculum common to all degree programs at Carroll College.

Common Course Numbers: Each department uses its own prefix with a number common to all departments:

425 Internships: Credits are arranged

A number of departments offer internship programs most with a 425 course number although a few departments use a different course number. Internships are supervised, planned work experiences taken for academic credit. Juniors and seniors in any major area may participate with prior approval. Students will receive academic credit and may or may not receive monetary compensation for an internship.

485 Independent Study: Credits are arranged

Independent study is a unique learning opportunity not offered in the regular curriculum or is an existing Carroll course offered to a student in special circumstances. It may include laboratory/library research, extensive reading, and reports. Offered annually to juniors and seniors having a grade point average of at least 3.0 under the direction of a faculty member from the appropriate department. The consent of the department chairperson is required.

189/289/389/489 Special Topics: Credits are arranged

Special topics include ad-hoc courses on various selected topics; not part of the regular curriculum. These offerings will be announced in advance and will be offered at the discretion of each department.

499 Honors Thesis: Credits are arranged

In order to graduate with honors from the College, a student is required to complete the honors thesis.

* Denotes courses pending approval

CLASS CANCELLATION

The College reserves the right to control the range of course offerings and withdraw courses lacking sufficient enrollment.

AN: 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 offered even years. 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. Odd year, Fall semester. Fulfills National Diversity requirement.

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 requirement.

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 even year Spring. Fulfills National Diversity requirement.

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. Odd year, Spring semester. Fulfills Global Diversity requirement.

ANZ: Courses in Anthrozoology

ANZ 107 Introduction to Anthrozoology 3 Cr

This freshman level course is designed to introduce students to the changing roles of animals in society. The course will explore the relationship between humans and animals—including domestic and wild animals. Students will learn about the process of domestication and socialization of animals in our culture and in other cultures. "Attachment theory," the biological basis of bonding, critical periods of development, and importance of enrichment for animals in captivity will be introduced. Animal welfare and ethics will be an important component of this course. Fall semester.

ANZ 108 Survey of Animals in Service 3 Cr

The main objective of this course is to expose students broadly to the many and varied ways that animals provide service for humans. It will also cover agencies that work with animals outside the specific role of "service or therapy" such as the Humane Society; the Montana Department of Fish, Wildlife and Parks; the Audubon Society; police; etc. Students will become more aware of what it is like to have a disability and how animals play a role in assistance. This course requires a partnership between Carroll College and various organizations and individuals in the greater Helena area. These agencies and individuals will discuss with our students the important work performed by the animals that share their lives. Open to all students. Prerequisite: ANZ 107 or consent of instructor. Spring semester.

ANZ 221 Canine Science: Nature of Dogs 4 Cr

This course further explores the history and evolution of the relations between domestic dogs (*Canis familiaris*) and humans. The course will largely focus on the developmental lifespan of dogs and will emphasize the following topics: genetics/breeds, anatomy and physiology, sensation, behavior, and cognition. The course will also involve direct observations and interactions with dogs and pup-pies. Critical evaluation of research and training in canine science is an essential component of the course. An understanding of basic care, including safety, nutrition, and socialization are goals of the course. Students should develop skills and knowledge to properly care for and provide a healthy environment for various types of dogs. Lab fee required. This course includes a Lab section, ANZ 221L. Prerequisites: ANZ 107, ANZ 108. Spring Semester.

ANZ 231 Historical Perspectives: Horses & Humans 3 Cr

This course explores approximately 6,000 years of horse-human relationship development and reveals the impact that this relationship has had upon human life. Students will learn about the role of the horse in religious teachings, mythology, warfare, trade, and the spread of language throughout the world. This course focuses on the impact and importance of the human-equine bond as it relates to societal and cultural development. It is designed to be taken concurrently with ANZ 231L. Fall semester.

ANZ 231L Basic Equine Skills 1 Cr

Students will engage in hands-on activities with horses that teach concepts of human-equine bonding, general equine safety, and awareness such as human behavior around horses, interpreting equine communication, safe haltering, leading, tying, and grooming practices. Students will also learn basic riding skills. It is designed to be taken concurrently with ANZ 231. Prerequisite: ANZ 107 or 108 or consent of instructor.

ANZ 232 Equine Science: Nature of Horses 4 Cr

This course is designed to provide students more in-depth information about horse behavior, physiology, and wellness. Understanding the nature of horses contributes to their care and management. Understanding their physical needs and social behavior contributes to a safe and rewarding relationship with these animals. This class is designed to teach students about horses including their care and management. It takes many years of experience to be a competent horse manager. This course will provide foundational information toward that goal along with specific skill development for managing an equine operation. Lab fee required. This course includes a Lab section, ANZ 232L. Prerequisites: ANZ 107, 108, and 231 or permission by instructor.

ANZ 321 Introduction to Canine Training 4 Cr

Based on information learned in Canine Science and Fundamentals of Learning, students will apply their knowledge of dog handling, care, safety, and training. During this course students have both the opportunity and responsibility for caring for and training a dog. Basic dog obedience and responsible dog ownership will be the focus of the course. Students will learn about and participate in methods used for dog selection. Key issues involved in training, such as attachment, communication, and developmental deadlines will be explored. Multiple approaches to obedience training will be discussed and evaluated. Working with assigned dogs is required and various assessments are made during the course of students' skill and knowledge regarding dog care, handling and training techniques. Fostering a dog is optional (see ANZ 321L). This course includes both written and oral evaluation techniques. Course fee required. Prerequisites: ANZ 221. Fall semester.

ANZ 321L Introduction to Canine Training 2 Cr

This lab is for those students who foster and train an assigned dog. Must be enrolled in ANZ 321. Fall semester.

ANZ 322 Advanced Canine Training: Application and Principles 4 Cr

This course emphasized advanced training techniques. Multiple approaches to obedience training will continue to be discussed and evaluated. Critical evaluation of training methods is an essential part of the course. Different specialized training purposes are explored, such as service, therapy, scent-tracking, search and rescue, livestock use, etc. Federal (ADA) and state laws will be discussed. Career opportunities in canine science are also investigated. Program affiliates are engaged to discuss practical applications of canine training, including highlighting career options, discussing working with clients with special needs, such as those with disabilities, and further developing an understanding of the human-canine bond. Fostering a dog is optional (see ANZ 322L). This course includes both written and oral evaluation techniques. Course fee required. Prerequisites: ANZ 321 and permission from professor following review of application. Spring semester.

ANZ 322L Advanced Canine Training 2 Cr

This Lab is for those students who foster and train an assigned dog. Must be enrolled in ANZ 322. Spring semester.

ANZ 331 Equine Assisted Activities & Therapies 4 Cr

This course studies the variety of methods used in partnering equines and humans for physiological and psychological benefit. Hip-potherapy, therapeutic riding, and equine assisted/facilitated mental health services will be investigated. In addition ethics, standards, training, and research will be examined. Lab fee required. This course includes a Lab section, ANZ 331L. Prerequisites: ANZ 107,108,231, 232 or permission by instructor. Fall semester.

ANZ 441 Domestic Animal Behavior 3 Cr

This course will explore the principles of animal behavior with an emphasis on domestic animals. Students will learn the key concepts governing the interactions of animals with their environments and with other animals. Critical analysis of both ethological and laboratory research and theoretical conceptions regarding the behavior of animals will introduce students to this important aspect of human-animal interactions. Prerequisites: ANZ 107, 108. Fall Semester. May fulfill Writing Intensive requirement.

ANZ 442 The Science of Animal Welfare 3 Cr

This course will explore issues involving the use of animals in agriculture, science, education and society. Students will examine the scientific research involved in understanding and improving domestic animal welfare and the philosophical positions on the use of animals. Topics addressed will include the physiological components of animal well-being, the concept of quality of life, the history of the humane movement, and the changing role of animals in society. The course will include reading, discussion, critical thinking, literature searches and student presentations. Prerequisite: ANZ 441. Spring Semester. May fulfill Writing Intensive requirement.

ART: Courses in Visual Arts

Department of Fine Arts

Studio Class Schedule

Class hours vary, with minimum of 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 100 Art at the Holter Museum or the Archie Bray Foundation 1-3 Cr.

Students can participate in art workshops offered at the Holter Museum or the Archie Bray Foundation for elective college credit. The student is responsible for notifying (in advance) the supervising faculty, getting approval and registering at both the College and Museum or the Bray in a timely manner. All tuition costs and class expenses are the students' responsibility. For one elective credit, students must take workshops that total at least 15 hours plus an equal amount of work outside of class. A journal (including in-class notes and documentation of outside work) plus a portfolio of all completed projects are required. Pass/Fail only. Offered on demand when available.

ART 105 Introduction to Art 3 Cr

This course will provide an introductory overview of the field of visual arts. Areas of study will include art philosophy, the language of aesthetics, an historical overview, cultural influences, types of art, various media and art production processes. This course is intended to provide a fundamental approach to art processes. As an introductory class, students will be evaluated based on effort and participation, not skill level. Fall semester.

ART 110 Art Appreciation 3 Cr.

This class is an examination of international visual art, its diverse physical forms, psychological dimensions, and social meanings. Emphasis on students' development of vocabulary and a conceptual framework to better understand and appreciate personal responses as well as the cultural significance of art in ancient, historic, and contemporary societies. Spring semester.

ART 112 Drawing 3 Cr.

This is a studio course in basic realistic drawing. Emphasis is on visual thought and awareness through drawing exercises and portraits. Accuracy in representing what is observed is stressed. Students will be required to spend at least six hours per week outside of class on assignments. See Studio Class Schedule. Each semester.

ART 113 Digital Photography 3 Cr.

A basic foundation course covering the entire digital photography workflow including: purchase of a digital camera, taking better photos by making use of design principles, electronically editing images, making digital prints, and strategies for storing and organizing images. Students are required to have their own digital camera. Each semester.

ART 115 Ceramics with Visiting Bray Artist 3 Cr.

A Bray Resident Artist will be selected to teach this introductory level course in ceramics each fall. Based primarily on wheel throwing, it will include various forming methods, decorating, glazing, and firing. This course will take advantage of the different kilns available at the Bray for the final firing of students' work. Class will meet two nights per week for two hours. Students will be required to spend at least six hours per week outside of class on assignments. Students should be prepared for some travel to the Archie Bray Foundation over the course of the semester. Fall semester.

ART 116 Ceramics I 3 Cr.

This class is an introduction to ceramic materials, processes, and techniques. This is a studio course emphasizing wheel-forming methods and varied decorating and glazing techniques. Students will be required to spend at least six hours per week outside of class on assignments. See Studio Class Schedule. Each semester.

ART 117 Intermediate Ceramics 1-3 cr.

This class is an intermediate course for those who have taken ART 115 or 116. Continuing study of all aspects of ceramics is the primary focus. Students are required to determine specific projects to pursue. Credit will vary from 1 to 3 by individual contract. Students will be required to spend at least six hours per week outside of class on assignments. This class may be taken more than once for a total of no more than 6 credits. Spring semester. Prerequisite: ART 115 or 116.

ART 200 Ceramics Practicum 1 Cr.

Students can earn one credit by participating in ceramics. A minimum of 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 3 credits in 3 separate semesters. Both semesters. Prerequisites: ART 116 and consent of instructor.

ART 201 Acrylic Painting 3 Cr.

This class is an introduction to methods of painting with acrylics. Emphasis will be on composition, color theory, and technique. Demonstrations in transparent and opaque techniques with a variety of subject matter and styles are included. Students will be required to spend at least six hours per week outside of class on assignments. Experience in drawing and/or design is highly recommended. See Studio Class Schedule. Spring semester.

ART 206 Watercolor Painting 3 Cr.

This class is an introduction to methods of painting with transparent watercolors. Emphasis will be on composition, color theory, and concept. Demonstrations in a variety of techniques with a variety of subject matter and styles are included. Students will be required to spend at least six hours per week outside of class on assignments. Experience in drawing and/or design is highly recommended. See Studio Class Schedule. Fall semester.

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.

AS 107 American Indian Astronomy and Star Lore 3 Cr

In this course we will study the astronomy and star lore of many different American Indian cultures throughout the Americas. We will examine how they used the sky for both practical purposes, such as fixing a calendar and for navigation, as well as for spiritual purposes, creating constellations and mythology, in order to understand the world they lived in. Our sources will use both archaeoastronomical methods to study pre-Columbian artifacts and ruins as well as anthropological methods to study contemporary and historic cultures. Offered summers if warranted by sufficient demand. Fulfills National Diversity requirement.

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, bailment, 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 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 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. Spring semester.

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 306. Fall semester.

BA 351 Principles of Banking 3 Cr

This course is designed to disseminate information to students interested in acquiring more knowledge in the areas of banking operations including the roles, duties and responsibilities of bankers to their customers as well as their industry. No prerequisites.

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; on demand. 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. Fall semester.

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; on demand.

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 393/EC 393 Socio-economic Impact of Gender: India 3 Cr
One in six individuals is Indian. The economic status of these individuals is intricately interwoven with the underlying social life. This course examines the delicate balance between old traditions and modernization with particular focus on gender issues. The National Diversity section of this course will explore race, religion, gender and socioeconomic biases that Indians living in the U.S. face, both within Indian communities and from society at large. The Global Diversity section will focus on the impact of globalization and how these changes impact traditional gender roles, the family, and other socioeconomic issues. In addition students will develop an appreciation of Indian culture and its Influence over business transactions in India. Spring semester; on demand. Fulfills Global or National Diversity requirement, but not both.

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. Fulfills Writing Intensive requirement.

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
This course provides an introduction to quantitative modeling methods used in business, economics, and public administration. The course focuses on computer implementation of the models, the application of these models to practical decision-making scenarios, and sensitivity analysis of the model assumptions. Operations research tools including optimization, queuing, simulation, forecasting, and decision analysis are covered. 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: BA 313 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.

BA451 Advanced Financial Analysis and Planning 3 Cr
Examines variables relevant to financial problems. Develops skills, techniques, and judgment necessary to make financial decisions. CAPSTONE COURSE FOR FINANCE MAJOR. MOST FINANCE COURSES SHOULD BE TAKEN PRIOR TO THIS COURSE.

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 lectures and one three-hour laboratory per week. Offered at the discretion of the department.

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 lectures and one 3-hour laboratory per week. BI 102 may be taken without BI 101. One-semester course, offered both semesters.

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 biomolecules, the molecular components of life, fundamental cell structures and an introduction to genetics. This course provides a foundation for more advanced courses in the biology major's program and is a prerequisite for all other courses in the program. Particular emphasis in the course is placed upon the evaluation, analysis, and synthesis of information. Three lectures and one 3-hour laboratory per week. Prerequisites: High school biology and chemistry. Offered annually. Fall semester.

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 biological principles of evolution and speciation, a survey of biological diversity, the study of plant form and function and the study of animal form and function. This course provides a foundation for more advanced courses in the biology major's program and is a prerequisite for all other courses in the program. Particular emphasis in the course is placed upon evaluation, analysis, and synthesis of information. Three lectures and one 3-hour laboratory per week. Prerequisites: BI 171 with a minimum grade of "C". Offered annually. Spring semester.

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 lectures and one two and one-half hour laboratory per week for 2 semesters. Prerequisite for BI 202 is BI 201 with a minimum grade of "C" or consent of the instructor. Offered annually. BI 201 Fall semester, BI 202 Spring semester.

BI 214 General Microbiology 4 Cr

An introductory study of microorganisms for allied health professionals (this course does not satisfy requirements of the biology major). Course includes history, taxonomy and nomenclature, morphology, physiology, nutrition, cultivation, ecology, genetics, immunity, and the roles of micro-organisms in disease and agriculture. Emphasis is on bacteria. Standard microbial methods and techniques are learned in the laboratory. Three 50-minute lectures and two 90-minute laboratories per week. Prerequisites: At least one year of college chemistry and one semester of college biology. Spring semester.

BI 281 Genetics 4 Cr

A study of the principles of inheritance at the organismal, molecular, and population level. Topics include transmission mechanisms, linkage, DNA replication and expression, genetic control and population genetics. The laboratory will include an introduction to current molecular genetics techniques. Both lecture and lab will emphasize problem solving and experimental data analysis. Three lectures and one 3-hour laboratory period per week. Prerequisites: BI 171-172 and CH 101-102 with a minimum grade of "C". Offered annually. Fall Semester.

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 382 with a minimum grade of "C". Fall semester.

BI 306 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 382 with a minimum grade of "C". Three 50-minute lectures per week and one 3-hour laboratory per week. Fall semester even numbered years.

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 lectures and

one 3-hour laboratory period per week. Prerequisite: BI 382 with a minimum grade of "C". Spring semester.

BI 311 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 172 with a minimum grade of "C". Three lectures and one 3-hour laboratory per week. Fall semester. May fulfill Writing Intensive requirement. (Enrollment limited.)

BI 323 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 lectures and one 3-hour laboratory per week. Prerequisites: BI 281 with a minimum grade of "C". Spring semester.

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 lectures and one three-hour laboratory per week. Prerequisite: BI 382 with a minimum grade of "C". Spring 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 50-minute lectures and one 2-hour discussion or computer exercise per week. Prerequisite: BI 281 with a minimum grade of "C". Spring semester. May fulfill Writing Intensive requirement.

BI 382 Cell Biology 4 Cr

This upper-division course focuses on the cell as the basic unit of structure and function in living things. Topics include cellular organization, the structures and functions of cellular organelles and the cytoskeleton, energy transformations, communication between cells, and the cell cycle. Methods used to study cells and their component parts will be introduced in the laboratory portion of the course. Laboratories will introduce advanced techniques in molecular/cellular biology. Lectures will integrate material from genetics, chemistry and introductory biology. Three lectures and one 3-hour laboratory per week. Prerequisites: BI 281 and CH 301. Offered annually. 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 382 with a minimum grade of "C" or consent of the Instructor. 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 draft of their theses. One hour lecture/discussion per week. Prerequisite: 3.25 GPA and completion of an honors research project. Required for all biology and chemistry majors. 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: BI 382 with a minimum grade of "C", Senior status. Spring semester.

CH: Courses in Chemistry

Department of Natural Sciences

CH 101-102 General Chemistry 8 Cr
Principles of chemistry for students majoring in science or engineering. First semester topics include stoichiometry, atomic structure, bonding, thermochemistry, and intermolecular forces. Second semester topics include solutions, chemical equilibrium, acid/base chemistry, oxidation/reduction, thermodynamics, kinetics, nuclear chemistry, and coordination compounds. Three lectures and one three-hour laboratory per week. Prerequisite: High school algebra. High school chemistry recommended. Students must receive a "C" or better in CH 101 to enroll in CH 102. Offered annually. CH 101 Fall semester, CH 102 Spring semester.

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 lectures and one 3-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 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 4-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 3 1/2- 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 301 Fall semester. CH 302 Spring semester.

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 3-hour laboratory per week. Prerequisite: CH 205. Fall semester. Fulfills Writing Intensive requirement.

CH 311 Spectrometric Organic Structure Determination 2 Cr
CH 311 is a seminar-style course where students will learn to read and interpret data produced by chemistry instruments. This course is intended for chemistry majors who are planning to attend graduate school, but others who are interested in how spectrometry is used to determine structure may find this course interesting. The class will meet twice weekly at the designated time. Prerequisite : CH 302.

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 lectures and one 4-hour laboratory per week. Prerequisites: CH 301-302, BI 171. Fall semester.

CH 354 Biochemistry II 4 Cr
This course emphasizes biochemical processes that occur in living organisms. It expands upon the material covered in CHEM 353 to include additional consideration of metabolism and how it is studied, as well as advanced topics in metabolic diseases, protein biochemistry, and enzymology. Additional topics include drug development, and the biochemistry of sensory systems, memory, and immunity. The course utilizes several tools including textbook readings, lecture, clinical case studies, evaluation of original research papers, and project-based laboratory exercises. Prerequisite: CHEM 353. Spring semester.

CH 391-392 Physical Chemistry 8 Cr
First semester topics include thermodynamics, phase equilibria, statistical mechanics, and kinetics. Second semester topics include quantum mechanics, spectroscopy and group theory, and an introduction to polymer chemistry. The labs are performed with minimal direct supervision. The lab includes investigations of energetics, molecular structure and reaction dynamics requiring the use of instrumental systems. Two semester course: Three 50 minute lectures and one 3 hour lab per week. Prerequisite: CH 302, MA 233 and PHYS 206 or consent of the instructor. Student must pass prerequisites with a "C" or better to enroll in CH 391-392. Offered annually. CH 391 Fall semester. CH 392 Spring semester.

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 3 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 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 2 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 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. Prerequisite: Senior status. Spring semester.

CHS: Courses in Community Health

CHS 200 Field Experience 1-3 Cr

Community Health majors will be assigned a field placement in an appropriate setting. During the semester, students will be required to spend three hours per week per credit in the assigned setting. Prerequisites: sophomore status and the student's proposal for placement must have been approved. Every semester.

CHS 330 Introduction to Community Health 3 Cr

The course includes the history, evolution, and current status of health programs and services in the United States. It also presents the philosophical perspectives of various health disciplines and the paradigms of health education, health promotion, and community health in contemporary society. Prerequisite: HS 198 or consent of instructor. Fall semester. Service Learning course. Fulfills either National Diversity or Global Diversity requirement; but cannot be used for both.

CHS 333 Planning, Implementing and Evaluating Health Programs 3 Cr

The purpose of this course will be to expose students to aspects of program planning, implementation, and evaluation of health programs. The models for program planning, the planning process, assessing needs, measurement, interventions, and community organizing and community building, and allocation of resources will be discussed. Spring semester.

CHS/HS 405 Senior Seminar 1 Cr

The purpose of this seminar is to provide senior level community health majors information that will assist them in preparing for professional life. It serves as a writing forum for the preparation of professional portfolios and provides discussion of problems and experiences that arise during the internship. Each semester. Prerequisites: Senior standing, concurrent enrollment in CHS/HS 415, admission to the internship program or consent of instructor. Fulfills a Writing Intensive requirement.

CHS 410 Management of Health Promotion Programs 3 Cr

This course is the study of methods of managing health promotion programs, including budgeting, performance appraisals, job descriptions, program models, managing employees, marketing and effective meetings. Spring semester.

CHS 415 Internship 3-6 Cr

Community Health students will complete an internship in an appropriate setting. During the semester, students will be required to spend 9-18 hours per week at their internship site. Prerequisites: Senior standing, concurrent enrollment in CHS/HS 405 and admission to the Internship Program. Applications for internships must be submitted by April 1 of the preceding year. Each 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

Introduction to the field of communication through 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 Adobe InDesign 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 165 Fundamentals of Film & TV Production I: Writing for Film & TV 3 Cr

Introduces students to the writing techniques and design of TV, Film and video programs in both multi-camera and single-camera environments. Students learn about writing styles and techniques, story structure, narration, and dialogue through the writing of broadcast news, persuasive (advertisements), documentary and drama scripts for the audio-visual medium. Students will also have the opportunity to translate their scripts into visual pieces through a hands-on camera exercise. (Both CO 165 and CO 16 required before advancing to CO 265) CO 165 and CO 166 can be taken in any order. Fall odd numbered years.

CO 166 Fundamentals of Film & TV Production II: Aesthetics of Film & TV 3 Cr

Students learn about the creative process of producing film and television programs: camera work, lighting, art direction, set design, costume design, sound design, editing, and how they all contribute to the film and TV production process. Through a hands-on approach (camera work) and critical analysis, students will learn and understand how messages are successfully and unsuccessfully crafted, targeted, and delivered through the TV and film medium. (Both CO 165 and CO 16 required before advancing to CO 265) CO 165 and CO 166 can be taken in any order. Fall even numbered years.

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 210 Language and Nonverbal Behavior 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 Community 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 227/228 Ambassador Seminar 1 Cr

A course designed for Student Ambassadors (Carroll's student tour guides). Topics covered will include communication and presenta-

tion skills, history and facts about Carroll College, Student Services/resources on campus, and a general overview of the admission process. By means of readings, professional speakers, and discussions, students will become more effective in performing duties and understanding the responsibilities of Student Ambassadors. There will be some written homework assignments as well as out of class work (shadowing tours, helping with admission special events, etc). Required of all new Student Ambassadors. Grading will be Pass/Fail only. Spring Semester only. Prerequisite: CO101 (may be taken concurrently). Instructor's consent required.

CO 236-237 Prospector Student Newspaper 1-3 Cr

All students are welcome to join the staff of The Prospector, the student newspaper. Students will be assigned tasks in accordance with their talents and the papers' needs: writing stories, taking photos, designing pages or selling ads. Variable credits: 1 credit equals one contribution per issue; 2 credits, 2 contributions, 3 credits three contributions. Every semester.

CO 265 Basic Single Camera Production 4 Cr

This course focuses on camera production. Course will incorporate time in the field shooting videos and time in the editing suite using non-linear editing equipment in addition to classroom discussion and demonstration. Student will assume the role of writer/director and organize a production team and schedule. Lab required. Prerequisite: CO 165. Spring semester.

CO 279 Writing About Movies 3 Cr

Course is designed to teach a student to recognize and appreciate a good film. Students will watch classic films, read film reviews, and learn how to write film reviews. Prerequisite: CO 101. Fall semesters even-numbered years. Fulfills Writing Intensive requirement.

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 status absolutely required. Spring, odd-numbered years. Fulfills National Diversity requirement.

CO/ENWR 306 Writing for the Print 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 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

This course presents both historical and current perspectives on the origins and usefulness of organizational theory relating to communication, emphasizing the relationship between organizational life and

communication principles. The course provides an opportunity for experiential learning, combined with theory, for understanding and improving communication skills in a variety of organizational settings. Upon completion of the course, students will be able to explain how communication functions within organizations and how communication practices can be used to understand and enhance both employee relationships and organizational effectiveness. Prerequisite: Junior standing or consent of instructor. Spring semester.

CO 325 Intercultural Communication 3 Cr

Study of the relationship between culture and communication in everyday life. Students will consider the nature and place of cultural practices in social life and will examine the influence of features of culture (world views, values, beliefs) on communication encounters. Students will examine topics related to diversity and social justice, such as ethnocentrism and stereotyping. Prerequisite: CO 101. Fall even-numbered years. Fulfills National Diversity requirement or Global Diversity requirement, but not both.

CO 340 Interpersonal Communication Theory 3 Cr

The study of interpersonal communication from both a personal and theoretical standpoint. Topics include the initiation, maintenance and termination of platonic, romantic and family relationships as well as attraction, courtship, affection, conflict, and destructive behavior. Prerequisite: Sophomore or higher standing. Spring semester, even-numbered years.

CO 360 Health Communication 3 Cr

A theoretical and practical examination of the central role of communication in the provision of health care. Students will examine communication issues such as empathy, therapeutic listening, trust, self-disclosure, social support, and interactional control/power and their use and impact on our emotional and physical well-being and in varying health care relationships: individual (e.g., the patient role, the provider role), interpersonal (e.g., provider-client, provider-family), group (e.g., healthcare teams, self-help/support groups), organizational, and societal. Designed to serve all students, especially those seeking careers as healthcare professionals. Prerequisite: Junior or higher standing. Fall semester, even-numbered years.

CO 365 Saints TV: Television Production 3 Cr

An application of the structure and aesthetics of message design in film and television. Course is an extension and application of CO 165 and CO 265. It is designed to broaden student exposure to single and multi-camera production procedures and technology in the classroom and in the field. Students will incorporate script, picture, and sound to create television programs for Saints TV. Prerequisite: CO 165, CO 166, CO 265. Each semester.

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 420 Globalization, Gender and Communication 3 Cr

This course explores globalization and its socio-economic-cultural impact on gender. Students will identify the political, social, and cultural fault lines created by the concept of globalization. The course will examine

issues such as power shifts and a reconfiguration of political power and civil society and changing gender roles within the context of national cultures and the global economy. In addition, the course will also examine the impact of wars, media, and international institutions on the loss of nation state autonomy and borders as well as global and gendered inequality. Offered every fall semester beginning 2009.

CO 425 Communication Career Internship 1-3 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. This course may be taken more than once. Each semester.

CO 495 Senior Practicum: The Graceful Exit 1 Cr

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 Enhanced Computer Technologies 3 Cr

Of course you have computer skills – you learned them in high school. This course builds on basic computer science knowledge. Communication is a primary tool in, and after, college. This course is designed to increase competency with technology systems (music and movie software, presentations and graphics, spreadsheets, and other software), as well as address crime, fraud and other social issues. (This course does not count towards the major or minor in computer science.) Weekly lab and class. Not offered currently.

CS 103 Instructional Media and Technology 3 Cr

This course is intended for students seeking teacher licensure. 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. Prerequisite: ED 102 or concurrent enrollment in ED 102 or consent of instructor. Each semester.

CS 110 Intro. to Computer Science: Java Programming: A multimedia Approach Using Alice 4 Cr

An innovative approach to the fundamentals of programming and software development using the object oriented programming language Java along with the 3-D animation language Alice. The emphasis is learning through media computation: the use of graphics, sound, pictures, and movies in the introduction to computer science and programming. 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-hour lectures and one two-hour laboratory per week. Fall semester.

CS 120 Data Structures and Program Design: A Multimedia Approach 4 Cr

An introduction to program design, fundamental data structures, and analysis of algorithms. The course addresses data structures as tools that you can use to solve problems that arise in modeling a situation and then executing (simulating) the resultant model. As in CS 110, the course makes much use of graphics, sound, pictures, and other media. Topics include contiguous and linked lists (stacks, queues, and general lists), search and sort techniques, binary trees, tables, hashing, recursion, and graphs. Three 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 graphic design and image manipulation. Students will use an image editing program and Adobe Flash as the primary software tools. Students will also learn principles of image design and animation. The course includes group projects, and extensive hands-on experience in a computer lab. Fall semester.

CS 202 Web Design and Development 3 Cr

An extensive introduction to the fundamentals of XHTML/CSS, web page layout, and web site development using Notepad. Students will learn all of XHTML/CSS plus tips and tricks of making web pages work. The class will also touch on XML, AJAX, Javascript, PHP, and Podcasting. Students will walk away with a full functioning, standards based web site. The course includes lectures, demonstrations, group projects, and extensive hands-on experience in a computer lab. Spring semester.

CS 213 Computer Applications in Business 3 Cr

The class familiarizes students with basic concepts in the use of computer applications as management information systems for businesses. It emphasizes database concepts and practices and use of networks as tools of communication and collaboration. Managing technological change, ethics and security are also covered. Hands on projects include using MS Office for presentation, spreadsheet and database applications. Two one-hour lectures and a one hour lab each week. Offered each semester.

CS 220 Programming in Excel 3 cr

This course is designed to develop advanced Excel users and programmers, with students becoming proficient at developing robust and reliable spreadsheet models. This course focuses on the principles of spreadsheet model design, advanced Excel functions, PivotTables, macros, and the basics of Visual Basic for Applications (VBA) programming, culminating in the development of automated spreadsheets with user interfaces designed for the non-technical user. Students will demonstrate proficiency in subject matter through computer labs and extended projects. Prerequisite: prior Excel experience in Carroll coursework or permission of instructor. Offered spring semester.

CS 230 Software Engineering 4 Cr

This course addresses the development of software systems. Problem-solving concepts are integrated with a study of the software development life cycle, including project management, requirements analysis, system design, testing, implementation, and maintenance issues. Students will create an object-oriented team project. Lectures and laboratory each week. Prerequisites: Grades of "C" or better in CS110 and CS120. Fall semester. Fulfills Writing Intensive requirement.

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 micro architecture 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 one-hour lectures and one two-hour laboratory per week. Spring semester, even-numbered years.

CS 310 Database Design and Implementation I 4 Cr

Using Oracle, this course concentrates on representing, storing and retrieving data from external storage devices. Learn SQL and software development using Oracle's Application Express and SQL Plus. Three one-hour lectures and one two-hour laboratory per week. Prerequisites: Grade of "C" or better in CS 110. Recommended: CS 120 and CS 230 prior to taking this class. Fall semester.

CS 311 Database Design and Implementation II 4 Cr

As a continuation of CS 330, student will analyze, design, implement, test, and present a database project in Oracle. Lectures and laboratory each week. Prerequisites: Grade of "C" or better in CS 310.

CS 330 Computer Networking I 4 Cr

This is the first in a 2 course sequence on data network transmission technologies. The class covers the OSI and TCP/IP models of communication and IP addressing. Emphasis is on local area network (LAN) designs and technologies like cabling, Ethernet and switching. Basic routing concepts are also covered. Labs involve building and configuring your own networks to generate and observe traffic and network behaviors. The labs use primarily Cisco equipment and track Cisco CCNA certification standards. Prerequisite: Basic computer skills (CS 101 or equivalent) and some knowledge of computer hardware and software or consent of the instructor. Offered fall semester.

CS 331 Computer Networking II 4 Cr

This the second in the 2 course sequence on data network transmission technologies. The class covers advanced routing protocols such as OSPF, IS-IS and BGP as well as supernetting, IPv6 addressing and multicasting. The class also focuses on wide area technologies (WAN) such as T carrier, Sonet, frame-relay, ATM and ISDN. Labs emphasize building and debugging complex networks and track Cisco CCNP certification content. Prerequisite: CS330, Cisco CCNA certification or consent of the instructor. Offered spring semester.

CS 410 Operating Systems 4 Cr

This class covers the design and theory of modern computer operating systems. It explores topics such as process management, CPU scheduling, memory management and protection, device management and diversified operating systems. The lab component utilizes open source (Linux or Unix based) systems and Microsoft systems to build and administer common operating systems in a network environment. Recommended: CS 110 and CS 309. Offered fall semester.

CS 421 Computer & Network Security 4 Cr

This course combines knowledge and skills from the 2 computer network classes (CS330 and CS331) with the Operating Systems class (CS410) to build, compromise and secure computer network and server systems. Labs include using Cisco, Microsoft, and Linux systems (switches, routers, workstations and servers) as well as implementing network firewalls. The course also covers security concepts, policies, and risk management as well as hacking techniques and defenses. Prerequisites: CS330 and CS410. CS331 is recommended. Offered spring semester.

CS 425 Internship 1-6 credits

This course is an internship consisting of supervised work experience with a business or nonprofit agency in the computer science field.

Ideally the internship should relate the type of work (network, web, programming, etc.) that the student is most interested in. Forms and procedures can be obtained through the Carroll internship coordinator. Prerequisites: Consent of instructor.

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 310. Spring semester.

CS 495 Computer Science Seminar 3 Cr

Various topics not covered in other computer science courses are researched and discussed. Students analyze selected readings on ethics and the integration of technology in business and the world in general as well as work on related projects and/or papers. Students participate in defining and presenting their own content in the class. Spring semester, even-numbered years.

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. Each semester.

DNC 129 Introduction to Basic Ballet 3 Cr

This course introduces students to Classical ballet, which is the base technique of most forms of performance dance. It provides vast benefits to anyone who studies it. Some of the physical benefits of ballet are posture, strengthening, stretching, coordination, control, rhythm, balance and fluid motion. In addition to the physical practice of ballet technique, students will learn the history of ballet through time and how ballet exists today and had contributed to other performing arts forms. Fall semester even-numbered years.

DNC 228 Dance II: Partner Dancing Through the Ages 3 Cr

This course focuses on the most popular social dances of the 20th 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 odd numbered years.

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 environmental impacts of humans on geological processes and the effects of geological processes on humans. Prerequisite: EAS 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. Offered at discretion of department.

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 Intermediate Microeconomics 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 at discretion of department.

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 393/BA 393 Socio-economic Impact of Gender: India 3 Cr
One in six individuals is Indian. The economic status of these individuals is intricately interwoven with the underlying social life. This course examines the delicate balance between old traditions and modernization with particular focus on gender issues. The National Diversity section of this course will explore race, religion, gender and socioeconomic biases that Indians living in the U.S. face, both within Indian communities and from society at large. The Global Diversity section will focus on the impact of globalization and how these changes impact traditional gender roles, the family, and other socioeconomic issues. In addition students will develop an appreciation of Indian culture and its Influence over business transactions in India. Spring semester. Fulfills global or National Diversity requirement, but not both.

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. Prerequisite: ED 102 or concurrent enrollment in ED 102 or consent of instructor. 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: ED 102 or concurrent enrollment in ED 102, PSY 105, PSY 227, PSY 228, a PSY course approved by the instructor or consent of instructor. 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 for ED 245A the student's proposal for placement must have been approved. Each 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: A lab course in at least two of the following science disciplines: physical, life and earth science. Spring semester.

ED 318 Content Area Reading and Secondary Methods 3-4 Cr
This course considers classroom planning, lesson presentation skills, and instructional equipment and materials. Students study the development of listening, speaking, vocabulary, reading, and writing, and learn assessment techniques as well as strategies to improve study skills, writing, and reading, while teaching content areas. Students analyze text and electronic reading materials used in content areas. Forty-five hours of experience in an assigned public school observation at the fifth or sixth grade level will be assigned observations in the seventh through 12th grade levels. Students with no fifth or sixth grade observation must complete their exploratory at the fifth or sixth grade level. This course can be taken with exploratory for 4 credits and for 3 credits without exploratory. Students seeking a Reading K-12 minor may take this course for 3 credits, all others must take it for 4 credits. Prerequisite: ED/PSY 229 and admission to the teacher education program. Fall 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 or ED 318. 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 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. Students must provide their own guitar. 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 318 or consent of instructor. 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 318 or consent of instructor. Spring semester, even-numbered years.

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 junior/senior status. Offered Fall 2010, then even-numbered years.

ED/ENLE 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: ENWR 102 and ENLE 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 318 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 consent of instructor. Those approved for student teaching outside the Helena area take ED 405 in the semester prior to their student teaching. 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 403, ED 404, 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 318 or ED 325, and admission to student teaching. Each semester.

ED 410 Student Teaching 12 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 318 or ED 325, and admission to student teaching. Each semester.

ED/ENLE 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: A grade of "C" or better in ED 318. 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 318 or ED 325, if required, or consent of instructor. Spring 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 318. Fall semester, odd-numbered years.

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 105 Introduction to Engineering, GPS, and Surveying 1 Cr

A broad-brush overview of the various aspects of engineering with emphasis on civil engineering and other areas of engineering. After a brief exposure to licensing, ethics and engineering societies, we will jump into the design and construction of bridges made entirely of manila folder material. There will be several guest speakers to introduce students to other areas of engineering like mechanical and chemical. Students will be led through a reverse engineering activity by determining how a simple coffee maker works and the physical processes involved. One or two field trips will take students to various locations in and near Helena to look at engineering in action. Then students will learn about surveying, its role in engineering, and conduct field exercises with a level survey and a resource-grade GPS (global positioning system) unit. Students will learn to work in teams to reach a common goal. 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 205 Civil Engineering Materials and Testing 2 Cr

This purpose of this course is for students to learn the properties and behaviors of various construction materials that are commonly used in civil engineering projects. Steel, concrete, wood, soil, asphalt, geo-synthetics, pipes, and other materials are studied and tested. In addition, students learn some of the standardized testing procedures for these construction materials. The course is offered every fall 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 or permission of instructor. Spring semester.

ENGR 303 Engineering Mechanics II: Solids 3 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. Prerequisites: Grades of "C" or better in ENGR 302 and MA 232. 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 hours lecture and one 2-hour laboratory per week, in which students build and test circuits and learn how to use typical circuit simulation software (PSPICE). Prerequisites: Grades of "C" or better in PHYS 206, and MA 232 and MA 233. Fall semester.

ENGR /PHYS 306 Electronics and Circuit Analysis II 4 Cr

A continuation of ENGR/PHYS 305. Systematic node-voltage and mesh-current methods of circuit analysis. Network transfer functions and frequency spectra. Mutual inductance and transformers. Diode circuits and the behavior of single-transistor amplifiers using field-effect or bipolar-junction transistors. Analysis and design of digital logic circuits. Principles of operation and interfacing of typical laboratory instruments. Three hours lecture and one 2-hour laboratory per week. Prerequisite: Grade of "C" or better in ENGR/PHYS 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 232 and ENGR 302. Fulfills Writing Intensive requirement. 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 hours lecture per week. Prerequisites: Grades of "C" or better in PHYS 205-206, MA 232 and MA 233. 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 half credit of lab. 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 3 courses in structural analysis and design. The primary objective of this course is to introduce the principles and methods of analysis for trusses, beams, and frames so that students develop the understanding and the skills necessary to analyze and design statically determinate as well as statically indeterminate structures. While emphasis is on modern computer methods of analysis, elementary methods are also studied so students gain an understanding and “feel” for the behavior of structures. 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, or permission of instructor. Fall semester.

ENGR 323 Water Quality 2 Cr

This course teaches sampling methods, analytical techniques, and principles associated with environmental engineering applications. Topics include designing a sampling, groundwater and surface water sampling, field methods, carbonate equilibrium, isotope applications, pathogens in public water, and groundwater and surface-water contamination issues. Students will be guided through these topics with homework problems, field excursions, assigned readings, handouts, guest speakers, and exams. Prerequisites: CH 101 or 102 and junior standing or consent of instructor.

ENGR 324 Air Quality 2 Cr

This course will provide engineering graduates with sufficient background and tools to understand the principle issues associated with air quality. They will gain an understanding of the science of air pollution and the pollutants of concern, including greenhouse gases, and their chemistry. Students will understand the structure and why laws were formed and needed to regulate the air industry. Students will have experience with air-quality monitoring and the equipment used. Students interested in air quality will be able to be trainable in air quality methods and evaluations. Prerequisite: MA 232 and junior standing.

ENGR 325 Hydrogeology* 3 Cr

This course is a basic junior-level hydrogeology course with fundamentals as the primary focus. Students taking the course will be prepared to work in industry and solve problems associated with groundwater resources, environmental clean-up, restoration, and protection of water rights. An emphasis is placed on applications. For this reason the course is ideally suited to professionals who work in the Helena area, such as personnel at DEQ, DNRC, and other state agencies. Topics include groundwater flow and hydraulic head, aquifer tests and analysis, including slug testing, water-quality applications are emphasized. Class activities include weekly homework problems, lectures, applied problems, exams, and a design project.

ENGR 326 Energy and the Environment 3 Cr

This course will look at the role that energy plays in our modern world. We will learn about the physics of energy so that students can calculate the energy content of a variety of systems, such as: gasoline, other fossil fuels, nuclear, solar, wind, bio mass and so on. Applications of the energy schemes in our lives will then be explored. We will discuss the global use and needs of energy and the environmental problems that have resulted from energy development and how we can improve

our community and the world. Pre-requisite: MA 122, 131 or 189 Mathematics for Engineering and sophomore standing

ENGR 327 Land and Stream Restoration* 3 Cr

This course strives to provide a knowledge and understanding of the current land and stream restoration practices. To achieve this objective, students participate in field excursions, study earth moving methods and equipment, analyze soil erosion processes, design hydrologic control structures, and study revegetation and stream restoration methods.

ENGR 395 Spanning the Ages: The European History of Structures from Mycenaean Greece through the Industrial Revolution 3 Cr

This is a 16 day study abroad to trace the history of structural design in Europe from the time of the Mycenaean civilization in Greece (~1600 BC) through the Industrial Revolution (~1850 AD) to include the Golden Age of Greece, the Roman Empire, the Middle Ages, and the Renaissance. The course will also study the civilizations and cultures that persisted during each era of structural advancement through the period of study. Art, government structures, social structures, and the economics of Western European civilizations and their interconnections with advancement of structural designs are also studied, together with the rise and fall of several empires and cultures in Western Europe. During the study abroad trip, students visit four major European cities (Athens, Rome, Paris, and London), as well as less urban areas in Italy (Florence) and in the United Kingdom (Wales). Students will see Western Europe in its modern contexts of art, culture, and social structures. The importance of various structures in the contexts of the history and modern circumstances in Europe are also studied. Students will also be guided in developing their international travel skills. The course will consist of 4 pre-trip preparation classes in April, the study abroad trip, and the follow-up submission of a travel and study journal together with an exploration and discovery paper. There are no prerequisites for this course other than good academic standing. The course is for 3 credits and will satisfy the Global Diversity requirement in the Carroll College Core. Course to be offered pending sufficient demand. Prerequisite: Good academic standing.

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 CH 101-102 and MA 131 or MA 122. Spring semester.

ENGR 403 Structures II Steel Design 3 Cr

The purpose of this course is to learn the philosophies and methods of AISC Load and Resistance Factor Design (LRFD) and AISC Allowable Stress Design (ASD) of steel structures. Emphasis is on the determination of loads and load distribution, and the design of structural components (i.e., tension members, compression members, beams, and beam-columns) and their connections, in accordance with the AISC Design Specification and the AISC Manual of Steel Construction. The

function and behavior of simple frame structures is also introduced and each student works on a team to complete a design project. Three hours of class per week. Prerequisite: A grade of C or better in ENGR 303. 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. Two class hours and 2 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 2 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: MA 131 or MA 121-122. Fall semester.

ENGR 411 Senior Design Project I 2 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.

ENGR 424 Groundwater Flow Modeling 3 Cr

This course provides a hands-on experience in converting hydrogeologic data, using GIS-like tools, into a simulated groundwater-flow system, using state-of-the-art software. This course presents sufficient theory and allows practical application in the lab to correctly conceptualize, construct, and calibrate groundwater-flow models. This start-to-finish experience will allow the participant to perform applications in industry. Prerequisites: ENGR 325 Hydrogeology, or consent of the instructor.

ENLE: Courses in English Language, Criticism, & Education

Department of Languages and Literature

ENLE 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: ENWR 102. Fall Semester.

ENLE 332 English Grammar 3 Cr

This course provides a comprehensive introduction to English grammar. It begins with a definition of grammar and then moves on to a discussion of prescriptive and descriptive ideas about grammar, grammatical prototypes, and several kinds of grammatical analysis—the traditional Reed-Kellogg diagramming and phrase structure trees. Topics include parts of the simple sentence, word classes, phrase and clause structure, sentence types, aspect, mood, voice, and the grammatical aspects of prose style. Prerequisites: ENWR 102 and ENLE 200. Fall semester, even-numbered years.

ENLE 333 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: ENWR 102 and ENLE 200. ENLE 332 is strongly recommended before taking this course. The ENLE 200 prerequisite is waived for TESOL majors of junior and senior status. Spring semester.

ENLE/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: ENWR 102 and ENLE 200. Spring semester, odd-numbered years.

ENLE 404 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: ENWR 102 and ENLE 200. Fall semester, odd-numbered years.

ENLE/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: a grade of "C" or better in ED 318. Fall semester, odd-numbered years.

ENLE 425 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 courses or consent of instructor. Offered at the discretion of the department.

ENLT: Courses in Literature

Department of Languages and Literature

ENLT 215 Introduction to Literature 3 Cr

This course will introduce students to the basic reading and analytical skills needed to understand and appreciate literature. Students will become familiar with reading different literary genres (prose, poetry, and drama) and learn to use basic terms and techniques of literary analysis. They will develop multiple interpretations and responses to literary texts and support their interpretation and responses with textual evidence, both in discussions and writing. Also, they will discover how texts communicate cultural values and ideas through a variety of approaches to the reading and appreciation of literature. Offerings each semester range from an overview of literature through conventional genres to exploration of a limited historical period or topic in literature. Prerequisite: ENWR 102. This course will be taught every semester.

ENLT 303 Medieval English Literature 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: ENWR 102 and ENLE 200.

ENLT 306 Classic Texts and Contemporary Revisions 3 Cr

A study of the contemporary trend of revisionary fiction. The course will explore a number of paired texts—one in the pair has been traditionally identified as a classic text in English literature and the other is a 20th century revision. Examples of texts include the Brother Grimm's fairy tales and Carter's *The Bloody Chamber*, Defoe's *Robinson Crusoe* and Coetzee's *Foe*, Brontë's *Jane Eyre* and Rhy's *Wide Sargasso Sea*. Prerequisite: ENWR 102. Offered at the discretion of the department.

ENLT 323 Renaissance English Literature 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: ENWR 102 and ENLE 200.

ENLT 334 World Literature 3 Cr

Critical and comparative study of selected representative literary works from African, Arabic, Latin American, and Oriental literature. Prerequisite: ENWR 102. Fulfills Global Diversity requirement.

ENLT 343 Restoration and 18th Century British Literature 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: ENWR 102 and ENLE 200.

ENLT 363 19th Century British Literature: The Romantics 3 Cr

A study of literature written in Britain from 1780 to 1830, which both celebrated and challenged the social, political and economic changes that accompanied industrialization and ignited the American and French revolutions. Students read prose, poetry and novels by authors such as Mary Wollstonecraft, William Blake, William Wordsworth, Charlotte Smith, Jane Austen, Mary Shelley, Felicia Hemans, and John Keats. Prerequisite: ENWR 102 and ENLE 200.

ENLT 367 19th Century British Literature: The Victorians 3 Cr

The study of literature written in 1830-1900, which expresses the hopes and anxieties prompted by sweeping social and economic change. Representative works include novels by the Brontës, Dickens, Eliot, Hardy, Wilde; non-fiction prose by Carlyle and Mill; poetry by Tennyson, the Brownings and Rossetti. Prerequisite: ENWR 102 and ENLE 200.

ENLT 373 19th Century American Literature 3 Cr

A study of major currents of nineteenth-century literature of the United States, from the antebellum period, through the Civil War, to the very beginnings of the twentieth century. The course may explore any of the following literary movements: the Romantic movement, including Transcendentalist writers and philosophers (e.g., Ralph Waldo Emerson and Henry David Thoreau), as well as writers of the Romance fiction (such as Nathaniel Hawthorne and Herman Melville); mid-century domestic fiction (including such writers as Louisa May Alcott and Harriet Beecher Stowe); slave narratives (Harriet Jacobs and Fredrick Douglas, among others); and American Realism, including major proponents of realism at the end of the century, such as Mark Twain, William Dean Howells, and Henry James, so-called "local color writers," such as Sarah Orne Jewett and Mary Wilkins Freeman, and turn-of-the-century naturalist writers such as Frank Norris and Theodore Dreiser. Prerequisites: ENWR 102 and ENLE 200.

ENLT 383 20th Century British Literature 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: ENWR 102 and ENLE 200. Fulfills Writing Intensive requirement.

ENLT 393 Jazz Age and the Harlem Renaissance 3 Cr

A study of early twentieth-century American literature (called "modernism"), from World War I through the 1930s. The course explores the work of white modernist writers (many of whom were part of the expatriate community in Paris during the period) alongside that of the African American writers of the same period who lived in the United States and participated in the movement known as the Harlem Renaissance. Among the writers studied may be Ernest Hemingway, F. Scott Fitzgerald, Langston Hughes, T.S. Eliot, H.D. William Faulkner, Zora Neale Hurston, Claude McKay, Nella Larson, and W.E.B Du Bois. Prerequisite: ENWR 102. Fulfills National Diversity requirement.

ENLT 397 20th Century American Literature 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: ENWR 102 and ENLE 200.

ENLT 410 Women's Literature 3 Cr

A study of literature written by women, exploring what it means when women become the center of their own stories. The subtitle of the course will help define the focus: The course may focus on writings by British women, American women, women from any ethnic and/or national group, or a combination of any of the above. The course may span historical periods or focus on one century or specific period. Feminist literary and cultural theory may be an added focus. Writers may include: Jane Austin, Edith Wharton, Kate Chopin, Virginia Woolf, Adrienne Rich, Maxine Hong Kingston, Toni Morrison, Louise Erdrich. Prerequisite: ENWR 102. Fulfills National Diversity requirement.

ENLT 411 African American Literature 3 Cr

A study of the history of African American literature. The course begins with early writings by slaves (these may include Phillis Wheatley, Frederick Douglass, and Harriet Jacobs); moves through the nineteenth century to study the Harlem Renaissance writers of the early twentieth century (including W.E.B. Du Bois, Langston Hughes, and Zora Neale Hurston); continues into the twentieth century to investigate post-World War II works (by such writers as Ralph Ellison, Lorraine Hansbury, and Gwendolyn Brooks); and ends with investigating contemporary African American texts (these may include novels by Toni Morrison and movies directed by Spike Lee). Fulfills National Diversity requirement.

ENLT 412 Native American Authors 3 Cr

A study of literature written by American Indian authors, beginning with the cultural traditions and influences within oral literature, then moving through the late eighteenth and nineteenth centuries. This exploration continues through the works of the twentieth century, surveying poetry, fiction, and non-fiction by authors such as N. Scott Momaday, Gerald Vizenor, Wendy Rose, Paula Gunn Allen, Leslie Marmon Silko, Luci Tapahonso, Louis Owens, Sherman Alexie, Louise Erdrich, and Montana American Indian authors D'Arcy McNickle and James Welch. Prerequisite: ENWR 102. Fulfills National Diversity requirement.

ENLT 416 Myth in Literature 3 Cr

This course is designed to introduce students to the study of mythology as a major source of meaning in literature. It begins with a comprehensive definition of myth and moves on to explore its characteristic features, the functions it serves in different societies, and the major archetypal myths that human societies, ancient and modern, have developed - creation myths, the hero/heroine myth, the quest myth, the initiation myth, myths of paradise and the underworld, and so on in Greece, the Middle East, Japan, Egypt, the Americas, Africa, Northern Europe, and the Pacific Islands. Representative works studied include *The Orestia*, *The Odyssey*, Native American folktales, *The Mabinogi*, *The Ramayana*, *The Poetic Edda*, *Amaterasu*, Central American myths, and African folktales. Prerequisites: ENWR 102 and ENLT 215. Fulfills Global Diversity requirement.

ENLT 423 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: ENWR 102 and ENLE 200. The ENLE 200 requirement is waived for Performing Arts majors and minors of junior or senior status.

ENWR: Courses in English Writing

Department of Languages and Literature

ENWR 101 College Composition I 3 Cr

Covers the basic elements of writing—grammar, punctuation, sentence structure, paragraphs; also concerned with audience, voice, and techniques for 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. Every semester.

ENWR 102 College Composition II 4 Cr

A preparation for students to write within the larger academic community. Students study conventions of effective writing for various types of academic essays, including research papers. Includes instruction in online and library research. Placement determined by score on national exams or passing grade in ENWR 101. No pass/fail registrations. A required CORE course. Every semester.

ENWR 203 Expository Writing 3 Cr

The study and practice of advanced exposition, including creative non-fiction genres and argumentation. Students read professional writers and critique classmates' drafts. The course emphasizes techniques for revising and polishing expository prose. Prerequisite: ENWR 102 or consent of instructor. Spring semester. Fulfills Writing Intensive requirement.

ENWR 264 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: ENWR 102. Each semester. Fulfills Writing Intensive requirement.

ENWR 301 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: ENWR 102 or consent of instructor. Each semester. Fulfills Writing Intensive requirement. Fall semester, odd-numbered years.

ENWR 303 Grant Writing 3 Cr

The purpose of this course will be to provide students with knowledge and skills in the grant writing process. Through a combination of readings, lectures, assignments and a full written grant proposal, students will gain knowledge and experience in the major elements of grant writing, including identifying grant sources, writing a grant proposal, preparation of timelines and budgets, informed consent forms, the review process and grant management. Prerequisite: ENWR 102 or consent of Instructor. Spring semester.

ENWR 305 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: ENWR 102 or consent of instructor. Each semester. Fulfills Writing Intensive requirement.

ENWR/CO 306 Writing for the Print 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: ENWR 102 or consent of instructor. Spring semester. Fulfills Writing Intensive requirement.

ENWR 337/347 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: ENWR 102 or consent of the instructor. Nature Writing and Memoir are 337; Playwriting and Imaginative Writing are 347. May fulfill Writing Intensive requirement. Spring semester, odd-numbered years.

ENWR 363 Literary Translation 3 Cr

Literary Translation is a literature and creative writing course designed to help you improve your understanding of Spanish literature while you translate Latin American literary works into English and polish your translations through workshops. The course provides instruction in the structures and nuances of the work of one contemporary Latin American writer (usually a poet) together with workshops in the translation of literary works from Spanish of English. Our goal will be to produce publishable-quality translations of previously untranslated works of literature. Prerequisites: SP 102 and ENWR 264 or permission of the instructor.

ENWR 451 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.

ENWR 461 Advanced Creative Writing 1-3 Cr

Advanced Creative Writing is a weekly meeting of experienced writers of poetry and fiction (and other genres) for the purpose of honing their skills through a semester of extensive writing and rigorous workshops with other advanced student writers. Students who take the course for fewer than three credits are given reduced submission requirements, but must still attend and participate in all workshop meetings. Since the course is a workshop, the content varies from year to year. Prerequisite: ENWR 264 or permission of instructor. Spring semester. Course is repeatable. Fulfills Writing Intensive requirement.

ENWR 498 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. Prerequisite: ENLE 200. Fulfills Writing Intensive requirement.

ES: Courses in Environmental Studies

Interdepartmental

ES 121 Environmental Science 4 Cr

An introductory course focusing on the scientific analysis of environmental issues. Using core concepts from physics, chemistry, biology and earth science, students will exam key issues associated with sustaining biodiversity, natural resources, environmental health, and human societies. Topics will include ecological principles; land, water and energy use; epidemiology and toxicology; air, water and solid waste pollution; ecological economics; and environmental policy, law and planning. The course includes a laboratory and fulfills the CORE requirement for Natural Sciences. Required for Environmental Studies majors. Open to all Carroll students. Fall semester, odd-numbered years.

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 of to three times in different semesters, with an exploration of at least two different topics/projects.

ES 220 Topics in Conservation Biology 3 Cr

A course designed to improve the scientific literacy of students interested in solving the conservation/environmental challenges that result from overuse of natural resources. Using concepts from taxonomy, ecology, genetics, and geography, conservation biology seeks the most effective strategies for addressing threats to biological diversity, ecological integrity and environmental health. The course will be divided into roughly 50% lecture/discussion and 50% laboratory and thus, fulfills the CORE requirement for Natural Science. The course will change geographic focus from year to year to allow students to take the course more than once and explore different bioregions. The neotropics (Latin America) will be the geographic focus in even numbered years and will fulfill a requirement for the Latin American Studies Minor. Open to all Carroll students. Fall semester, even-numbered years.

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 lectures as available. Required of all Environmental Studies majors and minors in their junior or senior year. Spring semester, odd-numbered years.

ES 496 Internship 1-3 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 Littérature francophone de l'Afrique Francophone et des Antilles Françaises 3 Cr

A study of representative written passages from various authors of Francophone Africa and the French Antilles. Analysis of various readings in both discussions and compositions. The course also covers the arts, history, and present political situation of the countries studied (Morocco, Algeria, Tunisia, Niger, Mali, Senegal, Burkina-Faso, Martinique, and Guadeloupe). Satisfies CORE literature. Fulfills Global Diversity requirement and Writing Intensive requirement. An allied class of the minor in Latin American Studies.

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 2012. Satisfies CORE literature. Fulfills Global Diversity and Writing Intensive requirement.

FR 303-304 French Grammar 6 Cr

Review of French grammar through an individual CD listening program, and one two-hour class period per week. 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 2009-Spring 2010. Satisfies CORE literature. Fulfills Global Diversity and Writing Intensive 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 2010. Fulfills Global Diversity and Writing Intensive 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 2011. Satisfies CORE literature. Fulfills Global Diversity and Writing Intensive 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. Odd year, 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. Even year, Fall semester.

GIS: Courses in Geographic Information Systems

GIS 110 Introduction to GIS (Geographic Information Systems) 3 Cr

This course will cover the principles and application of Geographic Information Systems. Topics covered include spatial data models, obtaining and creating spatial data, GPS, GIS databases, spatial analysis, raster analysis and cartographic modeling. Labs and lectures are combined. Fall semester.

GIS 210 GIS Databases 4 Cr

This course will cover principles of spatial database design as well as integration of various spatial data formats into GIS databases. The course will focus on using current GIS technologies and trends in spatial data management to design, create and manage GIS databases. Topics to be covered include GIS and relational database design as well as integration of disparate data sources such as CAD, GPS and surveying data. Prerequisites: GIS 110 or equivalent experience. Spring semester.

GIS 310 Advanced GIS 4 Cr

This course will build upon topics covered in the Introduction to GIS course. Students will develop skills in applying GIS for a variety of problems. Topics covered include: obtaining and creating GIS datasets, spatial analysis and cartography. The course will focus on, but not be limited to, vector GIS and problem solving. Prerequisites: GIS 110 or equivalent experience. GIS 210 recommended. Fall semester.

GIS 311 Raster GIS and Remote Sensing 4 Cr

This course will give students experience in application and issues surrounding using raster GIS data. Integration of remote sensing data into raster GIS datasets will also be covered. Topics will include: vector to raster conversion, resampling, raster modeling / map algebra, interpolation and digital terrain modeling and analysis. Prerequisites: GIS 110 or equivalent experience. GIS 210 recommended. Spring semester, odd-numbered years.

GK: Courses in Ancient Greek

Department of Languages and Literature

A student with high school Greek or other background in ancient Greek should consult with the instructor for appropriate placement in courses.

GK 201-202 Introductory Greek 6 Cr

The ancient Greeks have never ceased speaking to those who will listen. This introductory course and its intermediate sequel aim to help students acquire as quickly and efficiently as possible the requisite

linguistic knowledge, skills, and habits to enable them to engage the likes of Herodotus, Plato, Homer, Thucydides, Luke, and Paul on their own terms, in their own tongue. Utilizing both a continuous, culturally rich narrative, reflective of Greek syntax and style, as well as authentic extracts from ancient and biblical authors, this fascinating transcultural exercise in communication across time will afford opportunities to compare and contrast aspects of language and life, and invite exploration into areas of personal interest.

GK 301-302 Intermediate Greek 6 Cr
Continuing the *modus operandi* of GK 201-202, this course builds upon the fundamentals of morphology, syntax, vocabulary acquisition, and word-formation principles, with increasing emphasis upon elements of style and how to approach a wide variety of authentic texts. This includes exposure to dialectical variations between the Attic, Ionic, and Koine (NT) dialects. Prerequisite: GK 201-202.

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. Prerequisites: None for GM 101; GM 101 or equivalent for GM 102. Fulfills Global Diversity requirement. Fall odd and spring even numbered semesters

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 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. Spring even and fall odd numbered years.

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 History of Ancient Greece 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 Medieval History 3 Cr
The development of Europe from the decline of the Roman Empire to the beginning of the 16th century. Fall semester, even-numbered years.

HI 205 The Long Nineteenth Century 3 Cr
This writing-intensive course provides an in-depth evaluation of the history of Modern Europe from 1789 to the decade before World War I. Throughout the semester, students will examine several critical historical developments and themes, including the creation of the modern bureaucratic state, the rise of the modern police state, urban and rural cultures, the development of a modern “consumer culture,” internal and external migration patterns, “first-wave” decolonization and “second-wave” colonization efforts, reform movements, now-famous artistic movements such as realism, romanticism, and impressionism. Fulfills Writing Intensive requirement. Fall semester, odd-numbered years.

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 241 History of the Modern Middle East 3 Cr
This course traces the history of the modern Middle East, 1914-present, defined geographically as stretching from Egypt to the western border of Iran. The course addresses the roles played by economics, politics, culture, imperialism, and the three Abrahamic faiths in shaping the region’s history and its present. Attention will also be given to questions of gender, violence, and the chances for a lasting peace. A companion to this course is a one credit Study Abroad to Israel and Jordan. Spring semester, odd-numbered years; Study Abroad: summer, 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 291 Modern African History 3 Cr
A survey of Sub-Saharan African history from the eighteenth to the twenty-first centuries with an emphasis on formal colonization, colonialism, decolonization, and post-colonial developments. Fall semester, even-numbered years. Fulfills the 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. Offered at the discretion of the department.

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 The Reformation and Age of Exploration 3 Cr
Beginning in the last decades of the fifteenth century, Europe experienced two calls for religious reform, and entered an age of active

exploration. The first part of the course considers the complex political, economic, social, and cultural milieu in which religious differences arose. The second part examines European exploration to the Americas, around the Mediterranean, India, and elsewhere. Spring semester, even-numbered years.

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 309 Gender History 3 Cr

Organized thematically, this course looks at ideas of women, men and gender as historical constructs, and examines the ways in which gender norms and expectations have shaped history. Topics include feminism and masculinity, the body and sexuality, marriage, colonialism, consumption, second wave feminism, gender, the arts, and literature, and many others. Additionally, attention will be paid to ideas of gender in non-western societies. Spring semester, even-numbered years.

HI 312 History of Ireland 3 Cr

This course begins with the first settlers to Ireland over 9,000 years ago, and ends in the present. Under consideration will be the rich diversity that has shaped Irish history including the Celts, Christianity, the native Irish, English settlers, Protestantism, famine, music, sports, literature, the Irish Republican Brotherhood/Army, the division of Ireland, and much more. Fall semester, even-numbered years.

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 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 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. Spring semester, odd-numbered years.

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. Offered at the discretion of the department.

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. Spring semester of freshman year.

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. Fall semester of sophomore year. Fulfills Writing Intensive requirement.

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. Spring semester of sophomore year.

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 17th and 18th centuries, including empiricism, rationalism, and idealism, including the roles of satire, farce, and drama in literature. Fall semester of junior year.

HNR 450 Modern Thought 3 Cr

The Honors Scholars seminar series continues with an examination of the romantic period of the early 19th century and extends into more recent theories and discourse revolving around self and society, including social and cultural developments through the 19th and 20th centuries through contemporary literature and science. Spring semester of Senior year.

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 of Junior year.

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 health and wellness. These courses are offered on a pass/fail grading system. A maximum of two 101-102 credits 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, current trends, and the future role of health and physical education. The focus of this course is on researching careers with a health and physical education degree. 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, 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 learn how to select developmentally appropriate games and activities for elementary school children. Each 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 well being; teaches the necessary skills to establish a life-style that promotes wellness. Fall semester.

HPE 200 Field Experience in HPE 1-3 Cr

Health and Physical Education majors with a concentration in sport management will be assigned a field placement in an appropriate setting. During the semester, students will be required to spend three (3) hours per week per credit in the assigned setting. Prerequisite: HPE 103, sophomore status and the student's proposal for placement must have been approved. May not be taken concurrently with HPE 103. Each semester.

HPE 201 Outdoor Emergency Care 4 Cr

Outdoor Emergency Care (OEC) was developed under the guidance of the National Ski Patrol (NSP) to train individuals to provide initial care to skiers who became injured while skiing. The program has since expanded to include not only training for ski patrollers, but for those who wish to provide emergency care to injured persons in a variety of outdoor conditions and recreational activities. This is part one (fall portion) of an annual two-part course with both a fall and a spring portion. Fall Semester.

HPE 202 Ski Patrol 2 Cr

Riders and skiers often become injured in the outdoors and need medical intervention, rescue, and transport for survival. In this course, students who already become certified as Outdoor Emergency Technicians through the National Ski Patrol will learn how to extricate, rescue, and transport injured persons in a winter snow sports environment. Students will learn to ski with a loaded and unloaded toboggan, evacuate chair lifts, and improve ski and boarding skills. This is part two (spring portion) of an annual two-part course with both a fall portion and a spring portion. Spring 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. 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 is on the teacher's responsibilities 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. Students majoring in HPE may take the course for 2 credits only if they are concurrently enrolled in HPE 350. Otherwise, they must take it for 3 credits. Each semester.

HPE 216 Methods of Teaching Health 3 Cr
A study of the principles, methods of teaching, materials, and resources needed to teach health education in an educational setting. 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 practice/game preparation, training regimens, or other approved projects, which will give the student a more comprehensive experience in athletics. A student may take this course a maximum of two times. 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 about various components of a well rounded curriculum used in secondary physical education classes. They will demonstrate methods and techniques used to teach and evaluate those components taught in a secondary physical education class. 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: ED 102, HPE 109, and 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 and junior/senior standing. 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 mycology and osteology and their relationship to the science of body movement. Prerequisite: BI 102 or BI 171/172 or BI 201/202 and junior/senior status. Fall semester.

HPE 340 Coaching Certification (ASEP) and 2 Cr
Sport Management Techniques

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 350 Wilderness First Aid 3 Cr
This course provides a unique common sense approach that enables a person to provide appropriate emergency first aid care. 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 first-aid and CPR/AED. Prerequisite: Junior/senior status. Spring semester.

HPE 351 Personal Training Certification 3 Cr
The professional preparation for becoming a certified personal trainer is quite broad based. It includes but is not limited to a knowledge of anatomy, physiology, kinesiology, safety issues, legal issues, program development, customer service, administration, exercise protocols, fitness analysis protocols, business management, marketing and more. During this course we will cover all of these subjects as they pertain to being a certified personal trainer. Fall semester.

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 HPE Seminar 1 Cr
The purpose of this seminar is to provide health and physical education majors with information that will assist them in preparing for professional life. The HPE Seminar is to be taken spring semester of the junior year. Prerequisite: enrolled in HPE major. Spring semester. Fulfills a Writing Intensive requirement.

HPE 410 Organization, Administration, and 3 Cr
Assessment of Sport Management Program

The study of methods of organization and means of administration of health and physical education programs. Prerequisite: Junior/Senior status. Spring semester, even-numbered years.

HPE 413 Exercise Physiology & Human 3 Cr
Performance Testing

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 or BI 171/172 or BI 201/202 and junior/senior status. Cannot be taken pass/fail. Spring semester.

HPE 415 Internship 6 Cr

Health and physical education majors with a sport management concentration will complete an internship in an appropriate setting with the approval of the Internship Director. During the semester, students will be required to spend nine to eighteen hours per week in the internship setting. Reading in professional journals related to his/her internship will be completed. Prerequisites: Senior standing, HPE 405, and application to the Internship Program. Each semester.

HS: Courses in Health Science

HS 198 Exploration of Health/Wellness Issues 2 Cr

This course provides an opportunity to take a multi-disciplinary look at the top issues in health and wellness today. With rotating faculty from various departments, and other community experts, students will explore a range of pressing health issues that affect personal and global health. Students who are exploring careers in health and medical fields, those who are considering graduate education in health topics, as well as students who want to make difference in health and wellness in our society will find this course engaging. Spring semester.

HS 230 Introduction to Epidemiology 3 Cr

This is an introductory course in epidemiologic methodology covering study design for investigation of both infectious and chronic diseases. Evaluation of screening programs and health services research will also be discussed. The laboratory problems, based on real data, will include an outbreak investigation, natural history of infectious diseases, validity of clinical tests, survival analysis, and clinical trial and etiologic studies. Sophomore standing required; good quantitative skills and some biologic background are also strongly recommended. Fall and spring semester.

HS 329 Public Health and the Environment 3 Cr

This course provides students with an introduction to and overview of the key areas and principles of environmental health. Students will gain an understanding of 1) the interaction between individuals, communities, and the environment, 2) the impacts of various environmental agents on the health of the public, and 3) specific applications of environmental health and environmental engineering. Topics to be covered include environmental policy and regulation, agents of environmental disease, and practices for water quality, air quality, food safety and waste disposal. Spring semester

HS 335 Health Policy, Management and Issues: National and Global Perspectives 3 Cr

Health Policy, Management and Issues addresses key issues in global health at a level appropriate for students in the community health and health science programs. This course will improve students understanding of the biological and social aspects of major global health issues such as Malaria, Obesity, Cardiovascular Disease, Diarrhea, and HIV/AIDS. General areas of emphasis will be infectious disease, nutrition, and environmental health. Within these areas the population groups at risk, health policies and programs designed to reduce health inequalities will be analyzed. Students will also become proficient in public/global health vocabulary, basic methods used to assess global health and tools needed to locate materials and information for understanding emerging health issues. Prerequisite: HS 230 and junior/senior standing. Fall semester. Fulfills National Diversity or Global Diversity requirement; but cannot be used for both.

HS 307 Evidence Based Research Methods in Nursing and in Health Science* 3 Cr

HS 307 is an introduction and exploration into the basic understanding of the process of theory, research, database, evaluation, and evidence-based practice. Prerequisite: Junior standing or consent of Instructor. Fall and spring semesters.

HS/CHS 405 Senior Seminar 1 Cr

The purpose of this seminar is to provide senior level community health and health science majors information that will assist them in preparing for professional life. It serves as a writing forum for the preparation of professional portfolios and provides discussion of problems and experiences that arise during the internship. Each semester. Prerequisites: Senior standing, concurrent enrollment in HS/CHS 415, admission to the internship program or consent of instructor. Fulfills a Writing Intensive requirement

HS 415 Internship 1-3 Cr

Health Science or Community Health students will complete an internship in an appropriate setting. During the semester, students will be required to spend 3–18 hours per week in their internship site. Prerequisites: Senior standing, concurrent enrollment in HS/CHS 405, and admission to the Internship Program. Applications for internships must be submitted by April 1 of the preceding year. Each semester.

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/PO 494 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.

LAS 185 Career Exploration for Freshman and Sophomore Students 1 Cr
 This course helps students who are unclear about their educational goals and future career plans to identify their career related interests and values and to develop their personal decision-making style. With a better understanding of self and a vision for one's personal future, students will learn how to pursue their career-related interests and apply them to the reality of the changing job market of the 21st century.

LAS 206 Perspectives on Gender 3 Cr
 Perspectives on Gender takes an interdisciplinary look at males and females in society. With rotating faculty from various departments, we will explore how various academic disciplines address gender issues. Topics covered may include: the history of the women's movement; the biological basis of gender distinctions; feminists ethics; gender representations in the media; feminist literary theory; gender and religion; issues of gender in the business world; issues of gender in science; gender issues in children's literature. Prerequisite: Sophomore standing. Spring semester.

LAS 485 Job Search Boot Camp 1 Cr
 This course is designed for juniors who want to plan ahead and for seniors ready to launch their professional careers. Students will learn the necessary career management skills to effectively identify and compete for professional career opportunities. Activities covered in the course include principles, methods, and practice in achieving career goals with emphasis on: exploration of career opportunities in one's field, job market trends, identification of strengths, resume development, cover letter composition, mastering behavioral-style interviewing, salary and benefits negotiations, effective networking strategies, budgeting and personal finance issues, professional image, and the use of technology in achieving career goals. Students will also learn how to apply successful job search techniques to the reality of the changing job market of the 21st century.

LAS 495 Senior Experience: A Sense of Place 1 Cr
 The Senior Experience is a unique opportunity for Carroll students entering their fourth year of college to reflect on where they have been and where they are going. The format of the Experience takes advantage of the spectacular location of the College in Western Montana: Students take a bus to a retreat site off campus on Thursday of Orientation week, where they spend two nights with other students and faculty. During the Experience, students engage with various faculty members in multi-disciplinary activities, all centering around the idea of this place: Carroll College, Helena, Montana, the Western United States. For example, students might create art that reflects their

journeys to and in this place and, then, later in the day, they might take a walk to learn about local plants and then hear poetry about the natural world. The exact activities and involved faculty change each year. With such a multi-disciplinary approach, the Senior Experience acts as a capstone for the students' Core courses, central to each Carroll student's education. Senior standing required; offered at the discretion of the department.

LL: Courses in 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). May be used for National Diversity or Global Diversity requirement.

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. Prerequisites: LL 220 recommended. 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. Not currently offered.

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, and probability distributions, and statistical inference are stressed. Applications are made in the social, communication, health, biological, and physical sciences. This course does not count toward a major or minor in mathematics. Prerequisites: Intermediate Algebra and sophomore standing. 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 306 Real Analysis 3 Cr
 Why does calculus work? In this course, we study real numbers, sequences, and functions, in order to develop the logical foundations for calculus. What does it mean to say that a function has a particular limit? What does it mean for a function to be continuous? We learn to create the mathematical proofs that make up the logical structure behind the limits, derivatives, infinite series, and integrals of calculus. Prerequisite: Grade of "C" or better in MA 232. 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 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, or taken concurrently with MA 334. Spring semester. Fulfills 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 Abstract Algebra and Modern 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 geometries 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. Fall semester.

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 when demand is sufficient.

MA 421 Mathematical Optimization, Applications, and Analysis 3 Cr

This course is a project-based exploration of topics in optimization and simulation. Topics include linear, integer, and nonlinear programming, and stochastic processes. 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 sports team ranking 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 422 Senior Project 3 Cr

In this course, each student will complete an independent research project in mathematics under the direction of a faculty member who will serve as the project director. The student and the project director will work together to select a topic that is of interest to the student, and at the end of the project the student will complete a written report of the work involved.

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. Required course for mathematics secondary-education majors. Offered when demand is sufficient.

MLAS: Courses in Minor in Latin American Studies

MLAS 200 Gateway Course in Latin American Studies 3 Cr

This beginning course is required for the minor in Latin American studies (MLAS) and introduces students to a variety of academic disciplines and professional careers pertaining to Latin America. It is taught by the co-director of MLAS in collaboration with the participating Latin American studies faculty, and consists of readings, discussion, films, lectures and interviews with members of the Hispanic community of the northwestern United States. Fall semester, odd-numbered years. Immersion field trip over fall break.

MLAS 495 Capstone Seminar in Latin American Studies 1 Cr

This upper-division course is required for minors in Latin American studies. It is intended to help students: 1) consolidate their work in Latin American studies, 2) reach a higher level of critical perspective regarding Latin American affairs, and 3) complete final research papers concerning Latin American. Prerequisites include the successful completion of MLAS 200, SP 204, and 9 semester credits in residence at Carroll College in MLAS concentration or allied courses, or the instructor’s permission to enroll in the course. Spring semester, odd-numbered years.

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 American Defense Establishment 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 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 2 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 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: MS 303. 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 403 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 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. Spring semester.

MUS: Courses in Music

MUS 109 Keyboard 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, and transposition, 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 solfege. This course emphasizes the aural component of musicianship and is highly recommended for anyone interested in music performance of all kinds. No previous musical background is required. Fall semester.

MUS 125 Voice I 3 Cr
Voice I explores the vocal process and prepares the student for performance of vocal solos. Emphasis is on the individual's voice, posture, breathing, strengthening and expanding the range, acoustics and care of the voice. Students develop basic music reading and writing skills and are introduced to the International Phonetic Alphabet. Normal classes consist of lecture, vocal warm-ups, group singing and individual solo presentations. Evaluation is by both written and singing exams. Open to all students Each semester.

MUS 129 Carroll College Choir 1 Cr
The ensemble performs a diverse repertoire for SATB choir. Each semester, the choir normally presents one major concert, sings one or two masses at the Cathedral of St Helena, and performs for special events on and off campus. Each semester.

MUS 131-132 Pep Band 0 Cr
Pep band is open to interested instrumentalists. Rehearsals are once a week for 2 hours and performances include home sporting events and other activities. Repertoire includes mainly contemporary rock and pop material. One credit may be earned for each semester of participation. Grading is pass/fail. Each semester. Does not satisfy CORE Fine Arts requirement.

MUS 165 American Popular Music 3 Cr
An 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 along with structural and cultural elements of the various musical styles.

Primary interest is the study of music in relation to its historical and social context. Includes guided listening to recordings and video clips. No previous musical background is required. Spring semester.

MUS 199 Music Practicum 1-2 Cr

Students can earn credit for participating as musicians in local musical productions, concerts or performing arts organizations (such as the Helena Symphony) under the guidance of qualified music directors. Participation in Carroll College music ensembles is not eligible for Music Practicum credit; see separate listings for those courses. A minimum of thirty (30) hours of participation is required for each hour of credit. Evaluation is conducted by music faculty in consultation with the music director. Pass/fail grading only. Prerequisite: Interview and/or audition with music faculty. Each semester. Does not satisfy CORE Fine Arts requirements.

MUS 209 Keyboard Musicianship II 3 Cr

Further development of musicianship, with emphasis on keyboard repertoire, harmonization, accompanying, score reading, analysis of diatonic materials, 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. Spring semester, even-numbered years.

MUS 229 Chamber Choir 1 Cr

Chamber Choir is the premier mixed-voice vocal ensemble on campus. Admission to the group is by competitive audition, and membership is limited to sixteen singers. The Chamber Choir is committed to the highest musical and artistic standards in presenting a wide variety of music. Each semester, the choir normally presents one major concert, sings one or two masses at the Cathedral of St. Helena, and performs for special events on and off campus. The Chamber Choir also represents Carroll College by presenting local and regional touring programs. Prerequisite: Audition with instructor. Each semester.

MUS 231-232 Jazz Combo 1 Cr

Jazz Combo is open to instrumentalists and a limited number of singers by audition only, and students must register for the course in order to participate. Repertoire includes diverse styles such as swing, blues, Latin, and standards. There will also be work with improvisation and jazz theory. Rehearsals are twice per week, and performances are scheduled on and off campus each semester. One credit per semester. Core credit in Fine Arts may be earned for three semesters of participation. Offered each semester. May be repeated.

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. Fall semester.

MUS 399 Music Projects 1-3 Cr

An opportunity for qualified music students to participate in musical productions or performing arts organizations, in roles with a significant amount of responsibility and leadership. Projects may include activities related to music such as performance, directing, research, or internship. Prerequisite: At least twelve (12) credits of college-level music courses and consent of the music faculty following extensive interviews. Offered each semester by prior arrangement. Does not satisfy Fine Arts CORE Fine Arts requirements.

MUS 475 Applied Music 1-3 Cr

Private study on an instrument or in voice with a local private teacher approved by the music faculty. Students must have prior music study on the instrument/voice. Students are personally responsible for financial arrangements with the private teacher. Evaluation is conducted

by music faculty in consultation with the private teacher at the end of each semester. Pass/fail grading only. May be repeated each semester. Does not satisfy CORE Fine Arts requirements.

NU: Courses in Nursing

Department of Nursing

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. 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: Admission to Nursing Major. Fall 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. Each week of this course includes three hours of theory, one 3-hour lab, and one hour individual lab practice. Prerequisite: Admission to Nursing Major. Fall semester.

NU 208 Basic Nutrition 3 Cr

This course covers the major classes of nutrients and their main functions, how nutrients are digested and absorbed throughout the lifecycle, and the relationship between certain nutrients and diseases. This course will assist students in offering basic nutritional guidance to clients across the lifespan. Prerequisites: CH 101 or CH 111 or concurrent CH 102 or CH 112. Fall and spring semesters.

NU 240 Spanish Assessment and Health Promotion 1 Cr

The purpose of this course is the acquisition of beginning level health assessment Spanish for the health professional. Content for the course focuses on health assessment and health promotion for the well and ill adult. This course includes one hour of class in the health assessment lab. Prerequisites: basic level of Spanish. Offered at the discretion of the department. Fulfills Global Diversity requirement.

NU 301 Care of the Childbearing Family 4.5 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. Fall and spring semesters.

NU 302 Psychosocial Health 4.5 Cr

This course explores selected psychosocial concepts and theories basic to nursing practice. The use of self as a therapeutic agent is emphasized in the promotion of psychosocial health. Students develop strategies of intervention based on the nursing process, nursing theories and research. Clinical experience is provided within an inpatient psychiatric treatment facility. Prerequisites: Completion of 200-level nursing courses. Fall and spring semesters.

NU 304 Illness Across the Lifespan I 4 Cr

Utilizes applications of the nursing process and human response to illness, diseases, and disorders in providing nursing care throughout the lifespan. Assessment of the physiological, psychological, socio-cultural, and spiritual factors influencing existing or potential health problems provide direction for 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. 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 Evidence-Based Practice Research Methods 3 Cr
NU 307 is an introduction and exploration into the basic understanding of the processes of theory, research, database evaluation and evidence-based practice in nursing and health science. Prerequisites: Concurrent NU 301 or NU 302, MA 207. Fall semester. Fulfills Writing Intensive requirement.

NU 308 Pathophysiology and Pharmacology 3 Cr
The study of underlying structural and functional changes in body physiology that result from disease or injury and result in alteration in total body function in adults and children. The mechanisms and clinical manifestations associated with various diseases are explained according to body systems. The interrelationships of factors that contribute to increased morbidity and disease are discussed. Objective and subjective perspectives are studied that take into account the complex interactions among body, mind, and spirit. Basic pharmacological principles are studied to create an understanding of how drugs affect human beings across the lifespan. Application of the nursing process to drug therapy is identified. Specific categories of drugs and their therapeutic effects and potential toxicities are examined in conjunction with disease processes. Prerequisites: BI 201, BI 202, BI 214; concurrent: NU 301, NU 302. Fall 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 including palliative care. Prerequisites: Completion of 300-level nursing courses. Fall semester.

NU 406 Nursing Leadership and Management 3 Cr
This course explores the relationship between management and leadership processes and practice as well as the issues which impact the delivery of health care. The student will consider and practice the skills needed by nurse managers and leaders to effectively assess, design, coordinate, direct and evaluate the delivery of quality health care. Prerequisites: Completion of 300-level nursing courses. Fall and spring semesters.

NU 413 Clinical Nursing Care II 4 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. Students will also observe and participate in the care of clients in a critical access facility, thus exploring the unique role of rural nursing. 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 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. The nursing process is applied in providing services to the community as client. 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, NU 404, NU 413. Spring semester. Fulfills National Diversity requirement.

NU 417 Capstone Clinical 3 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 and availability of clinical sites. Prerequisites: Completion of 300-level nursing courses. Fall and spring semesters, with permission of instructor.

NU 427 Comprehensive Nursing Review 3 Cr
This course is intended to assist the student's own preparation for their NCLEX examination and is a comprehensive review of the nursing content. Students will be expected to retain accountability and responsibility for their personal NCLEX preparation plan and for the completion of their preparation plan. The course will utilize on-line computerized resources, information from multiple published written NCLEX review resources, as well as NCLEX review DVD resources. Prerequisites: completion of 300-level nursing courses, NU 413, or concurrent NU 414, NU 417. Spring semester. There is an additional fee for this course.

NU 430 Cardiac Nursing 1 Cr
This course will prepare students with knowledge and skill of Advanced Cardiac Life Support (ACLS). Skill development will focus on the mastery of core scientific principles of Advanced Cardiac Life Support sponsored by the American Heart Association. Prerequisites: Completion of 300-level nursing courses. Offered at the discretion of the department.

NU 440 Pediatric Emergencies 1 Cr
The course will prepare students with knowledge and skill of pediatric emergencies. Skill development will focus on the mastery of core scientific principles of Pediatric Advanced Life Support (PALS) sponsored by the American Heart Association. Prerequisites: Completion of 300-level nursing courses. Offered at the discretion of the department.

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
An introduction to philosophical thinking and writing with a focus on important philosophers and classical philosophical questions. Course readings are humanities-oriented literature from various historical periods. Though PHIL 101 is open to all students, the content is directed to those who have little or no acquaintance with philosophy. Each semester.

PHIL 107 Ethics 3 Cr
An introduction to moral theories and an analysis of the moral concepts of goodness, right, and obligation, and the ways in which they operate in society, religion, and law. These concepts will be further enhanced in classroom discussions of contemporary moral issues. Each semester.

PHIL 113 Formal Logic 3 Cr
The analysis of arguments and the rules which determine valid from fallacious reasoning. Mathematical notation is introduced as a part of course content. Subject matter is particularly useful to students majoring in computer science and political science (pre-law interests). Not recommended as a second core course after PHIL 114 Critical Thinking. Fall semester.

PHIL 114 Critical Thinking 3 Cr
A study of the informal logic of the use of language in everyday contexts. The course emphasizes factors such as ambiguity, generalization, and analogy operating in common argument situations. 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 what constitutes humanity. The course examines such features as the existence of a soul, the nature of human knowing, and the possibility of human freedom. Subject matter is particularly useful to students in biology, psychology and the social sciences. Each Fall; Spring semester, odd-numbered years.

PHIL 151 Ancient Philosophy 3 Cr
An examination of the origins of philosophical speculation in Western culture. Special emphasis is given to the writings of Plato and Aristotle, the cultural setting for these writings, and their continued effect on Western civilization. PHIL 151 is the initial course in the History of Philosophy sequence. Each semester.

PHIL 202 Medieval Philosophy 3 Cr
An examination of philosophical thought from early Christian times through the late Middle Ages and Renaissance. Special emphasis is

given to the period's neo-Platonic and neo-Aristotelian synthesis. Some acquaintance with Plato and Aristotle's work is advised. PHIL 202 is the second course in the History of Philosophy sequence. Spring semester.

PHIL 203 Islam: Philosophy and Culture 3 Cr
A survey of the Islamic faith and its expression in a variety of cultures around the world. Because Islam is reality-defining for its adherents, the religion is examined by reviewing its philosophy, theology, history, and social dimension. Fulfills Global Diversity requirement. Each semester.

PHIL 206 Environmental Ethics 3 Cr
An ethical examination of human responsibilities and obligations to the environment and other species. The course includes a consideration of different environmental perspectives as well as applications to local issues like land use, wilderness protection, and food resources. Spring semester, even-numbered years.

PHIL 207 Business Ethics 3 Cr
The ethical investigation of business, business life, and their relationship to the good life. Course content includes an analysis of economic justice, corporate and personal responsibility, employee and consumer rights, and the meaning of work. Case studies give students practice in making rationally defensible moral judgments in accord with sound moral principles. Fall semester.

PHIL 208 Bioethics 3 Cr
An examination of moral issues that arise in medicine and related fields. Course topics include the right to life, forgoing medical treatment, informed consent, confidentiality, medical experimentation, and reproductive control. Case studies give students practice in making rationally defensible moral judgments in accord with sound moral principles. Spring semester.

PHIL 216 Philosophy of God and Religion 3 Cr
An exploration of the philosophical reflection on God and other topics key to religious thinking and practice. Course material includes arguments for and against the existence of God, the relation between theology and philosophy, the problem of evil, and the nature of religious experience. This course would be of special interest to students in theology. Spring semester, even-numbered years.

PHIL 223 Oriental Philosophy 3 Cr
An historical overview of the principal philosophies of Eastern cultures including Hinduism, Buddhism, Confucianism, and Taoism. Class lectures include an analysis of the philosophical status of Eastern 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. Central to this study is 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 the application of this analysis to a variety of art forms. Class discussions develop the student's skills in art criticism and aesthetic recognition. Fall semester, odd-numbered years.

PHIL 256 Social and Political Philosophy 3 Cr
A critical review of theories of political, social, and economic organization that have shaped Western social and political thinking in the 19th and 20th centuries. The philosophical underpinnings of "political theory" will be explored through a close examination of historical events and the relationship between theory and practice. Spring semester. May fulfill Writing Intensive requirement.

PHIL 261 Philosophy and Gender 3 Cr

An investigation of main concepts and key issues at the heart of gender-feminist studies. Particular attention is devoted to the examination of major theories, their specific contribution, their critique, and the broad spectrum of perspectives at stake. Prerequisite: Previous philosophy course or consent of instructor. Fall semester, odd-numbered years.

PHIL 303 Modern Philosophy 3 Cr

A study of the philosophical movements known as British empiricism, Continental rationalism, and German idealism. Course material will be developed by reviewing a selection of writings from the leading philosophers of the period. PHIL 303 is the third course in the History of Philosophy sequence. Prerequisite: Previous philosophy course or consent of instructor. Fall semester, odd-numbered years.

PHIL 304 Contemporary Philosophy 3 Cr

An investigation of recent traditions and problems within philosophy. Class discussion explores the expression of these traditions and problems in contemporary philosophical literature that deals with culture and society. PHIL 304 is the fourth course in the History of Philosophy sequence. Prerequisite: Previous philosophy course or consent 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. Course content explores such topics as the distinction of knowledge from belief, the sources of knowledge, the justification of knowledge claims, and the nature of evidence and truth. Prerequisite: Previous philosophy course or consent of instructor. Fall semester, even-numbered years.

PHIL 315 Continental Philosophy 3 Cr

An investigation of the most salient movements in philosophy that have developed in 20th century Europe. These include: Existentialism, Phenomenology, Hermeneutics, Structuralism, Post-Structuralism and Critical theory. Prerequisite: 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. Fulfills Writing Intensive requirement.

PHIL 495 Philosophy Seminar 3 Cr

In a seminar setting, a discussion of pre-selected philosophical issues or important texts (seminar topics change from year to year). Required of all philosophy majors and minors, but open to any student who had a previous philosophy course and who has obtained the permission of the Philosophy Department. Prerequisite: Previous philosophy course or consent of instructor. Fall semester, odd-numbered years.

PHIL 496 Ethical Issues in Contemporary Media 3 Cr

In a seminar setting, a discussion of the ethics implicit in various modern media, including specific media presentations of ethical issues. Seminar conversation focuses on a clarification of the philosophical implications of these issues and possible resolutions based on recognized ethical theories. Required for Ethics and Values majors and minors, but open to any student who had a previous philosophy course and who has obtained permission to enroll from the class instructor. Fall semester, even-numbered years.

PHYS: Courses in Physics

Department of Natural Science

PHYS 103 Physical Science 4 Cr

One-semester course designed to meet the physical science requirement for elementary education or the science requirement for the CORE. Topics will include mechanics, heat, electricity, magnetism, sound, and light. Additional topics may include chemistry, fluids, nuclear physics, or astronomy. Three one-hour lectures and one 2-hour laboratory per week. Prerequisite: none. Equivalent of high school algebra recommended. Fall semester. Lab fee required.

PHYS 201 Physics I: Mechanics, Wave Motion, & Sound 4 Cr

An introductory algebra-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 hours lecture and one 2-hour laboratory per week. Prerequisites: Proficiency in high school algebra and trigonometry or MA 112. Students must pass prerequisites with a grade of “C” or better to enroll in PHYS 201. 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 hours lecture and one 2-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

An introductory calculus-based physics course for chemistry and engineering majors. Topics include statics, kinematics, and dynamics of particles and rigid bodies, work and energy, conservation of energy and momentum (linear and angular), harmonic motion. Three (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

A continuation of PHYS 205. Topics include 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 2-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 206, MA 232, and 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 hours lecture and one 2-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 hours lecture per week. Prerequisites: Grades of "C" or better in PHYS 205-206, MA 232, and MA 233. Spring semester.

PHYS 321 Geometrical Optics 1 Cr

A survey of geometrical optics, including lenses, ray-tracing, analysis of simple optical instruments (microscopes, telescopes) and an introduction to interference phenomena. This course consists of the first five weeks of PHYS 323. Two 75-minute periods per week, one of which may be used for laboratory exercises. Prerequisites: Grades of "C" or better in PHYS 206, MA 232, and MA 233. 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 hours lecture per week. Prerequisites: Grades of "C" or better in PHYS 206; MA 232 and MA 233. 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 to 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 2-hour laboratory per week. Prerequisite: co-enrollment in PHYS 322. Offered spring semesters if warranted by sufficient demand.

PHYS 323 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 75-minute periods per week, one of which may be used for laboratory exercises. Prerequisites: Grades of "C" or better in PHYS 206, MA 232, and MA 233. Offered fall semesters if warranted by sufficient demand.

PMGT: Courses in Project Management

PMGT 110 Intro to Project and Program Management 3 Cr

Based on *A Guide to the Project Management Body of Knowledge (PM-BOK)* a publication of the Project Management Institute (PMI), this course the student will learn the processes for effectively managing all phases of a project. They learn the project management framework of initiation, planning, execution, control, and formal closing, and discover what it takes to ensure project success. This skills-building course focuses on practical tools and techniques as students spend 75% of the course working on a project from initiation to close. Students work individually and in teams to write objectives, conduct stakeholder analysis, and develop a project charter, work break-down structure, project schedule and project management plan for a case study project

as well as practice estimating techniques, dependency analysis, and network diagramming. Fall semester.

PMGT 210 Planning and Scheduling for Projects 3 Cr

This course will improve the student's ability to realistically plan, schedule and complete project work. Through case simulation exercises, the students will experience creating realistic and high-quality project schedules. Students will be required to solve planning challenges in the roles of project managers, leads, and team members in a cross-functional planning process, allowing the student to learn step-by-step techniques for creating sound schedules and planning documents that the team can buy into and successfully execute. Prerequisite: PMGT 110 or equivalent. Fall semester.

PMGT 220 Project Cost Estimating, Control and Risk Management 3 Cr

This course will focus on the principles and practice of managing project cost and risk. Through role playing and individual and team activities students will gain valuable experience in risk analysis, cost-estimating, developing, project performance monitoring, and developing budgets for completing the planned scope of their project. Students will learn to use qualitative and quantitative risk analysis techniques to identify risks, determine impact, and plan responses. Types of risk that commonly plague projects will be examined. Cost control and monitoring techniques will be emphasized along with skills in estimating costs through scope and schedule definition. Spring semester odd-numbered years.

PMGT 310 Project Leadership: Leading Change and The Essential Elements of Success 3 Cr

This course is designed to help the student set realistic objectives, create strategies to overcome resistance, and implement for success. Students will learn how to gain buy-in and motivate others to change as well as identify stressors, modify negative patterns, and manage conflict and challenging situations. Through the use of hands-on exercises and case studies the student centers on the importance and types of project requirements, how to partner with stakeholders and use teamwork in the requirements gathering process, how to identify requirements-related project start-up issues, the essential elements of communicating requirements, and being agile. Students will work individually and in teams using case studies from actual projects to apply the techniques and practices discussed in the class. Prerequisite: PMGT 110 or equivalent. Spring semester, even-numbered years.

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. Spring 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 combined with LSAT preparation. Lectures by attorneys, law clerks, and judges; supplemented by films and field trips. Pass/fail only. Spring semester.

PO 205 Early Modern Political Thought 3 Cr

This course is an examination of the political thinkers from the Renaissance to the Enlightenment through detailed study of selected writings of Machiavelli, Bacon, Descartes, Hobbes, Locke, and selected writings of the American Founders. The goal of this course is to gain a better understanding of the intellectual roots of modern politics and to examine early modern opinions concerning human nature, good governance, and justice within and among nations. Particular attention will be devoted to the dominant ideology of the modern world, liberalism. Offered fall semester. Fulfills Writing Intensive requirement.

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. Fall semester, even-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 225 Politics and Film 3 Cr

This course examines the portrayal of American politics and culture in film. We will evaluate how films address themes in American politics, comparative politics and international relations. We will also evaluate how films depict American culture and values, and how American culture can be influenced by film. Students will be expected to demonstrate their understanding of the role of film in politics and culture through examinations, written assignments and active participation in classroom discussions. Summer session only as scheduled.

PO 244 Contemporary Global Issues 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. Fall semester, odd-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 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 Topics in Comparative Politics of Industrialized Countries 3 Cr

This course is an upper-division seminar in comparative politics. The course may be arranged thematically (e.g., a comparative study of constitutions, a survey of the development of the European Union, or a comparison of countries' relations with indigenous peoples), or may be a detailed study of a country or countries (e.g., a study of Canadian politics or a comparison of the political development and institutions of China and Russia). Previous lower division study of politics is helpful, but not required. Fall semester, odd-numbered years.

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 ana-

lyze 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, green political thought, modernity and postmodernity). Previous lower division study of political ideas is helpful but not required. Fall semester, even-numbered years.

PO 331 Classical Political Thought 3 Cr

This course is a survey of ancient political philosophy through detailed study of selected writings of Plato, Xenophon, Aristotle, Thucydides and others. The goal of this course is to gain a better understanding of the classical alternatives to our way of thinking about politics, justice, and the proper ends of human life. Particular attention will be devoted to the thought of Plato and the character of Socrates. Previous lower division study of political ideas is helpful, but not required. Offered spring semester, even-numbered years.

PO 332 Late Modern Political Thought 3 Cr

This course is a survey of the political thinkers from the French Revolution to the twentieth century through detailed study of selected writings of Rousseau, Hegel, Marx, Mill, Nietzsche, and contemporary authors. The goal of this course is to gain a better understanding of the intellectual debates that have arisen among liberals, as well as the prominent alternatives to liberalism that exist. Previous lower division study of political ideas is helpful, but not required. Offered spring semester, odd-numbered years.

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, even-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. Spring semester, odd-numbered years. Fulfills Global Diversity requirement.

PO 380 Moot Court Team* 2 cr.

The course will focus on the preparation of an appellate legal brief to a mock United States Supreme Court analyzing constitutional law. Students will be challenged to read and analyze key United States Supreme Court cases and trained to orally argue before a panel of judges while responding to the panel's questions. Moot Court Team is strongly recommended for students who are interested in attending law school.

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 494/IR 494 Research Seminar in Political Science 3 Cr

A formal seminar in which students concentrate on researching, writing, and evaluating major papers in Political Science based on both primary and secondary source materials. Strongly recommended for Political Science majors who are writing an honors thesis or planning to attend graduate school. Fall semester. Fulfills Writing Intensive requirement.

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 200 Emotional Intelligence and Personal/ Professional Success 1 Cr

Emotional intelligence refers to the dimension of intelligence that is responsible for our ability to manage ourselves and our relationships with others. Research suggests that the skills involved with high emotional intelligence are primary for career success, and it separates performers from those who do not succeed. This course introduces students to theories of emotional intelligence, exposes them to research supporting the concept, and gives them tools to assess and develop their own emotional intelligence. Spring 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. Fulfills 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 psycho-social aspects of school-aged children. Each semester.

PSY 228 Adolescent Psychology 3 Cr

A developmental approach to the cognitive, physical, and psycho-social 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. Prerequisite: PSY 105, PSY 227, or PSY 228, or a PSY course approved by the instructor. 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. Fall semester.

PSY 307 Learning 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. Fall semester.

PSY 309 Research Methods 4 Cr

This course provides skill training in descriptive, experimental and quasi-experimental research methodologies. Descriptive methodologies and data analyses include distributions, normative data analysis and correlations. Experimental and quasi-experimental methodologies include data analyses involving t-tests, one-way analysis of variance and two-way analysis of variance for factorial designs. Emphasis is placed on being able to determine the correct methodology and data analysis for a given research question. In addition to developing critical analytical skills students are required to complete a research project and submit it written in APA style. Prerequisites: Junior status, psychology major and MA 207. Fulfills Writing Intensive requirement. Fall semester.

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. Spring semester.

PSY 314 Cognitive Psychology 3 Cr

This new course offering provides an introduction to the study of mental processes and discusses how the cognitive perspective has

shaped modern psychology. Both behavioral and neuropsychological approaches to theory will be explored. The course includes such topics as the history of cognition, an introduction to cognitive neuroscience, attention, perception, language processing, memory, decision making, and consciousness. Students will review and replicate classical and contemporary cognitive psychology experiments. Students will also augment their critical thinking skills through the critique of experimental methodology and the application of scientific reasoning to common cognitive problems. Prerequisite: PSY 105. Offered spring semester annually.

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, or 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: 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 laboratory 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**PSY 425 Psychology Internship**

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 Independent Research or Teaching in Psychology 1-3 Cr

Individualized instruction course through which a student engages in either research on a topic chosen in conjunction with a psychology department faculty member or teaching/tutoring general psychology students under the supervision of the psychology department. Weekly conferences with supervising faculty are required. Credits are variable for the research option. Tutoring/Teaching students will register for 1 credit. Research option offered both semesters. Teaching option offered spring semester only. Prerequisite: PSY 307.

SA: Courses in Education Abroad**Interdepartmental****SA 275, 375, 385, 395 Education Abroad****Variable Cr with permission only**

Recognizing the value of a Global Diversity experience, and in the spirit of cross-cultural inquiry, Education Abroad offers students the genuine opportunity to interact within the cultural milieu of another country, or countries, through a variety of scheduled Education Abroad

journeys. Coordinated by the Education Abroad Office, faculty for Education 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 Education Abroad Office, the Academic Dean and the President. Specific academic requirements for credit within an approved Education Abroad experience generally include preprogram readings and meetings with the faculty director(s) involved, a journal chronicling the experience, and a final academic paper. Individual academic departments offering course credit for Education Abroad experiences will specify additional requirements and protocols. Course may be repeated for credit with approval of departments involved. Cultures and Natural History of Belize; the biennial program to India, which alternates between regions; BA 395 and ENGR 395 fulfill Global Diversity requirement.

Students studying on a semester-long exchange will register for 12 credits. Current exchange partners are the International Student Exchange Program (ISEP), Kumamoto Gakuen University in Japan and Université de Caen Basse Normandie, in France. Current affiliate partners are GlobalLinks; the Institute for Foreign Study and International Studies Abroad; the Arts and Humanities in Siena, Italy; and Campion College in Sydney, Australia.

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 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/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, even-numbered years. 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. Odd-year, Fall semester. Fulfills National Diversity requirement.

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. Fulfills National Diversity requirement.

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. Spring semester, even-numbered years.

SO 225 Sociology of Gender 3 Cr

While there are biological differences between the sexes, in this course we will explore the social aspects of gender from a sociological perspective. From this view, gender is treated as separate from sex, because gender is the study of differing social expectations for people according to their sex. We will examine how gender is defined, constructed, and reinforced within society, and how all this relates to gender identities and gender inequality. With a critical eye on gender's social construction, we will address issues of gender acquisition and explore the interactions between gender and other socially-constructed categories such as race/ethnicity and class as well as social institutions. Prerequisites: SO 101, PSY 105, or CO 101. Fall semester, odd numbered years.

SO 230 Social Movements and Collective Action 3 Cr

When groups want to affect social change but even traditional democratic means (lobbying, voting, etc.) have failed, what are their options? How effective are these options in different circumstances? When has a social movement or form of collective action been successful? Would you say the environmental movement has been successful? The women's movement? The simplicity movement? In this course, we will explore why social movements and collective action are so common, even in democratic states, as a means for redressing grievances. We will look at the origins, circumstances, consequences, and competing theories of riots, crazes, panics, reforms and revolutionary movements. This is a course for anyone interested in how significant, systematic social change happens, or doesn't happen. Prerequisite: SO 101. Pending approval for National Diversity requirement effective fall 2011.

SO231 Demography* 3 Cr

This course is concerned with population studies and the effects of population growth, loss, morbidity, and mortality on society. The age distribution within a society has important implications for social, economic, and political planning. In order to plan for the future we have to understand why some populations are growing while others are shrinking and what happens to societies as their patterns of birth, death, or migration change. Are we in the midst of a population explosion? Is the growing size of the senior population going to break the economy? These are all questions that will be explored. First offered fall 2012. Prerequisite: SO 101

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. Fall semester, odd-numbered years.

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. Pending approval for National Diversity requirement effective fall 2011. Offered every third semester.

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. Prerequisite: SO 101. Offered every third semester (Fall 2010). Fulfills National Diversity requirement.

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. Offered every third semester. Fulfills 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 2010). 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. Fall semester. Fulfills National Diversity requirement.

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. Odd-year, spring semester. Fulfills Global Diversity requirement.

SO 331 Social Science Research Methods 4 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 335 Domestic Violence 3 Cr

Domestic Violence includes violence against spouses and partners, children, and elders in our society. It is a serious and often hidden problem. The Judicial Committee of the United States Senate estimates that close to 5 million assaults, murders, and rapes are committed against women in their homes each year. The statistics in reported incidences of reported child abuse are staggering and increasing dramatically. And while men are often too embarrassed to report it, men also are raped and battered. In this course we will use the sociological imagination to shift through competing perspectives on the causes of this violence. Prerequisite: SO 101. Fall semester, even-numbered years.

SO 340 Sociology of Organizations 3 Cr

Organizations are the fundamental unit of modern society. Organizations shape the ways we interact, how we accomplish goals, how we transfer resources, and how we develop our own sense of self. Organizations are extremely diverse. They can be small and local, like our Helena Brewers baseball team or Carroll's SAVE group. They can be large and international, like Microsoft or the World Bank. They can be voluntary, like a club. They can be involuntary, like a prison. In this course we will focus on the diversity in organizations and examine how they work, why they empower some people and hinder others, and how they reflect and shape society. We will look at a variety of theories attempting to understand organizations, and evaluate each for their usefulness. We will then apply these theories to specific organizations we read about through course material, and then you will have a chance to apply the theories in your own case study of an organization of your choosing. Prerequisite: SO101. Spring semester, odd-numbered years.

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 public health, health science, medicine, health care delivery, or social work. Prerequisite: SO 101 or consent of instructor. Spring semester. Fulfills National Diversity requirement.

SO 355 Sociology of Emotions 3 Cr

In this course we look at emotions from a sociological perspective and ask such questions as: Are emotions the glue that holds society together?; Where do emotions come from?; Are emotions logical or illogical?; and Do neurobiological processes create emotions or do emotions inform neurobiological responses? As human beings we experience emotions, yet social interaction necessitates that certain kinds of emotions are appropriate in some settings and not in others. At this point we must ask ourselves how much our emotions are influenced and constrained by cultural norms, values, beliefs, and vocabularies. We especially have to control our emotions in the workplace; does this create emotion-work? We will also look at emotional relationships between humans, society, and pets. Prerequisite: SO101, Junior Standing. Spring semester, odd-numbered years.

SO 360 Environmental Sociology 3 Cr

This course will examine the relationships between human society and the natural environment with a particular emphasis on how different social classes, races and genders experience or affect the environment. We will study how factors such as consumption, population growth, development, technology, political ideologies and social movements affect the identification, emergence and resolutions of environmental problems—from local to global levels. By the end of the course students will be able to think critically about the relationships between the social and the natural worlds, and will analyze and begin to suggest solutions to contemporary environmental problems. Prerequisite: SO 101. Spring semester, even-numbered years.

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.

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. Fulfills Writing Intensive requirement.

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 or National Diversity requirement. May not be used for both.

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 or National Diversity requirement. May not be used for both.

SP 301-302 Spanish Conversation 6 Cr

This course is intended as a bridge between the two first-years of Spanish classes and upper-division courses. The class provides students with opportunities to expand, practice, and further develop their speaking and presentational skills expected in advanced courses. The 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 participation in extensive and intensive conversation, listening, and reading through active, open, and authentic dialogue. The course also introduces students to popular everyday idiomatic words, phrases, and expressions not usually used in the Spanish classrooms. Prerequisite: SP 204 or by consent of instructor. Spring and/or fall semesters at the discretion of the Department. Fulfills Global or National Diversity requirement. May not be used for both.

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; LL220 recommended. 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 abilities in reading and writing in Spanish and to help develop their abilities in the appreciation and understanding of fictional and non-fictional Spanish works as required in upper division classes. It will also focus on the interpretation and analysis of Spanish literary works. 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. ; LL220 recommended. Spring semester.

SP 307-308 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. These courses focus on the development of major literary movements of the Latin American 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 or consent of the instructor. Spring and/or fall Semesters at the discretion of the Department. Satisfies CORE literature and fulfills Global Diversity requirement.

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 or consent of the instructor. 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, culture, 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 or consent of the instructor. Spring and/or fall Semesters at the discretion of the Department. Fulfills National and Global Diversity requirement. May not be used for both.

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 or PSY 307 or consent of instructor. Each semester.

SPED 304 Students with Mild/Moderate Disabilities 3 Cr

This course focuses on the physical, sensory, communication, cognitive, and behavioral characteristics of students with mild/moderate disabilities. Characteristics of learning disabilities, developmental disabilities, emotional disabilities, and communication disorders will be covered with specific emphasis on the impact of these characteristics on learning, curriculum, program development, and needed services and support. Prerequisite: SPED 300. Spring semester.

SPED 305 Students with Severe Disabilities 3 Cr

This course focuses on severe disabilities as manifested in individuals from early childhood through the adult years. Emphasis will be placed on defining disabilities (including etiology), and the diagnosis and provision of services. Attention on school based services, including response to intervention and inclusion will be presented. Multicultural issues will be discussed such as the impact of certain disabilities on families from Native American and other various cultures in Montana. Students will begin to develop skills in instructional methods and materials for students with severe disabilities. Various types of classroom assessments will be studied. Prerequisite: SPED 300. Spring semester.

SPED 306 Collaboration and Conferencing Techniques for Special Educators 3 Cr

This course is designed to develop knowledge, skills and abilities relative to collaboration and teamwork. Provides educators with the information and skills necessary to collaborate and consult with other professionals, families, and support agencies regarding the design and implementation of educational programs for students with and without disabilities. Prerequisite: 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 304 and SPED 305; 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 35 hour practicum experience in a classroom with students with disabilities is required of all students. Prerequisites: SPED 300, SPED 304 and SPED 305; or consent of instructor. Spring semester.

TESOL: Courses in Teaching English to Speakers of Other Languages**Department of Languages and Literature****TESL 391 TESOL Methods and Applications: Listening and Speaking 3 Cr**

In this course, students will gain a greater understanding of the theory and practice of teaching listening and speaking to non-native English speakers. Students will learn about past and current teaching methods, become familiar with current research in the field and learn how to create original teaching materials for the ESL/EFL classroom. Fall semester, odd-numbered years. Fulfills Global Diversity requirement.

TESL 392 TESOL Methods and Applications: Reading and Writing 3 Cr

In this course, students will gain a greater understanding of the theory and practice of teaching reading, writing and grammar to non-native English speakers. Students will learn about past and current teaching methods, become familiar with current research in the field and learn how to create original teaching materials for the ESL/EFL classroom. Spring semester, even-numbered years. Fulfills Writing Intensive requirement.

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, odd-numbered years.

- TH 202 Christian Spirituality 3 Cr**
An exploration of the Christian spiritual tradition, with a focus on Catholic approaches to spiritual experience and practices. Offered at the discretion of the department.
- TH 205 Theology and Film 3 Cr**
In this course students will study the various ways that theology and film interact with one another; the manner with which film has been studied for theological themes as well as the influence of the religious imagination in the cinema. Students will view and analyze a variety of films from a cross-section of world cinema. Offered at the discretion of the department.
- TH 206 American Cinema and the Catholic Imagination* 3 Cr**
In this course students will study four American filmmakers (Frank Capra, John Ford, Francis Ford Coppola, Martin Scorsese) and how their films express a Catholic imagination formed in their childhood. Not all of these filmmakers retained an active Catholic faith into adulthood. However, students will explore how Catholicism as a culture continues to resonate in their films through ideas such as sacramentality, mediation, and communion. Students will also study how these concepts are shaped by the distinguishing cultural expressions of Catholicism brought to America by the Italian and Irish forebears of these filmmakers. By viewing such classic movies as *The Searchers*, *It's a Wonderful Life*, *The Godfather*, and *Taxi Driver* students will study how these directors present a distinctly Catholic vision of America. Offered at the discretion of the department.
- 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 20th century, including sacramentality, tradition, the faith and reason relationship, and Catholic understandings of authority and community. Offered at the discretion of the department. Spring semester.
- TH 211 Comparative Religion 3 Cr**
A study of the origins and beliefs of major world religions in historical contexts. Fulfills global diversity requirement. Offered at the discretion of the department.
- TH 212 Medieval Women Mystics 3 Cr**
The course explores the development of a theology of mysticism that emerged in the context of neo-platonism and its chief proponent within the Christian context, Pseudo-Dionysius. Following that, the course explores several texts by women mystical writers of the High Middle Ages as one access point to the interconnections that exist between mystical experience and lay piety. Fall semester; even-numbered years.
- TH 220 Moral Theology 3 Cr**
An introduction to moral decision making and moral action in light of biblical principles and changing contexts. Fall and spring semesters.
- TH 222 Health Care Ethics 3 Cr**
Description pending approval.
- TH 231 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. Fulfills writing intensive requirement.
- TH 232 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. Fulfills writing intensive requirement.
- TH 245 Eastern Christian Traditions 3 Cr**
The course traces the development of Christian churches of the East, including especially those that were beyond the borders of the Roman and, later, Byzantine empires. In large part, these churches developed in response to the Christological controversies of the fourth through seventh centuries, so the course traces the development of the eastern churches as one means of understanding the broader implications of Christology. Finally, this course introduces students to the existence of other rites that fall within the purview of the Catholic Church and are in communion with those under the Latin rite. Fulfills Global Diversity requirement. Fall semester, even-numbered years.
- TH 246 Research Topics in History and Religion 3 Cr**
An in-depth study of one problem at the intersection of the fields of history and religion, with particular attention paid to an issue where further academic work needs to be done. The research topics change, though special concern is given towards topics that either span an era or cross geographic and ethnic boundaries. Students will work together with the professor to produce one, publication-quality article addressing the research problem. Fall semester.
- TH 252 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. Offered at the discretion of the department.
- TH 254 Theology and Science 3 Cr**
This course examines how and why the relation of Theology and Science has taken shape in the history of Christianity, particularly in its becoming problematic since the rise of modernity. This requires a critical reflection upon philosophical positioning of these disciplines, drawing out important differences in "truth and method" while seeking a non-reductive dialogue. Based on these philosophical underpinnings, a theological re-thinking of God ("after Darwin") and of creation will be explored, both in its opportunities and challenges for contemporary Christian faith. Spring semester, odd-numbered years.
- TH 261 Wealth & Poverty in the Bible & Early Church 3 Cr**
This is an exploration of the biblical theme of justice as it relates to wealth and poverty with an attention to the importance of this theme for modern Christian social ideas. Based upon readings of primary texts from the Bible and early Christianity, the course explores the potential contributions and limitations of early Christian social thought to contemporary socio-ethical discourse. Offered at the discretion of the department.
- TH 263 Modern Catholic Social Teaching* 3 Cr.**
A study of the cultural, political, and economic spheres of social life in the light of Catholic moral teachings, theologies, and action. Magisterial and scholarly writings from 1891 to the present receive primary emphasis. The course also includes a service learning component. Fall semester, even-years.
- TH 264 Theologies of Liberation* 3 Cr.**
This course first examines the beginnings of Liberation Theology in Latin America and critically considers how this has both challenged and nourished the Christian tradition and the fundamentals of theology therein. The course will then examine how this has begun to blossom into a rich variety of 'theologies of liberation' in diverse contexts throughout the world. In this context, the course explores new ways of (re)thinking Christianity as fruitfully engaging the world by 'building of the Kingdom of God' in and through the 'option for the poor'. Fulfills Global Diversity requirement. 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 20th century novelists. Offered at the discretion of the department.

TH 341 History of Christian Thought: Early Church & Patristics 3 Cr

A study of major Christian doctrinal developments in their historical contexts, from the New Testament era through the Patristics. Fall semester, odd-numbered years.

TH 342 History of Christian Thought: Middle Ages through the Reformation 3 Cr

A study of major Christian doctrinal developments in their historical contexts, from the Middle Ages through the Reformation. Spring semester, even-numbered years.

TH 352 Christology 3 Cr

An analysis of interpretations of Jesus Christ's humanity and divinity, from biblical statements to contemporary explorations. Prerequisite: TH 208. Fall semester, even-numbered years.

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 1 Cr

Theology majors must develop and present for the Department of Theology a theology honor's thesis or a departmental research paper/project. The student will work with a professor in developing and fulfilling this requirement. The paper or project should provide evidence of scholarship in biblical studies, moral theology, church history, doctrine/systematics, and in another field of study as appropriate and approved by the department chair.

THT: Courses in Theatre Arts

Department of Fine Arts

THT 104-108 Theatre Practicum 1-2 Cr

Students can earn one to 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 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 Introduction to 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 Theatre Appreciation 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 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 150 Introduction to Arts Management 3 Cr

A course designed to give an understanding of the contemporary business of art-making in the U.S., emphasizing rural artists' challenges. It will touch on related career opportunities and the skill-sets necessary for arts managers and artists. It will introduce students to practical experience in developing and applying some of these skills. This course will be offered in the fall semester of every year.

THT 160 Improvisation 3 Cr

This course will give practical knowledge and experience in improvisational theatre. Study will include Theatre games, and improvisational exercises developed by Viola Spolin and by the Mark Taper Forum. Coursework will develop skills in American Mime, juggling, voice and body movement, and animal images. Fall semester.

THT 212 Acting: Advanced Methods 3 Cr

This is the study of roles and scenes with emphasis upon character analysis and development, as well as styles of production, such as Greek, Elizabethan, Commedia and Restoration theatre. Prerequisite: THT 111. Spring semester.

THT 220 Scenic Art 3 Cr

A practical course offering instruction in the materials, tools and techniques of scenic artists, as well as a look at the history of scenic art. The majority of class sessions will be spent on scene painting techniques and application. Students will learn common faux finish and mural techniques and paint two pieces of scenic art, architectural and environmental. No prerequisites: Fall semester, even-numbered years.

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, even-numbered years.

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. Fall semester.

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. Spring 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. Fall semester, even-numbered years.

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 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. Fulfills Writing Intensive requirement. Spring semester, odd-numbered years.

THT 321 Sound and Stage 3 Cr

This course gives focus on two key functions in theatre: Stage Management and Sound Design. This course features discussion and practical application in both areas. The first eight weeks are spent on Stage management theory. Students who complete this class are eligible to serve as stage managers for Performing Arts productions. The last 8 weeks of the semester are spent on Sound Design, and students will create a show design recording. Prerequisite: THT 121. Fall 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, odd-numbered years.

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, even-numbered years.

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.

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. Spring semester, even-numbered years.

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 semester, odd-numbered years.



All charges listed in the financial section are those that are current at the time of the printing of this catalog. These charges are subject to change without notice by the College.

Student tuition, room and board, and applicable course fees are due by August 1st for fall semester and January 1st for spring semester. Summer fees are due the Friday before the first day of class. Students unable to meet these obligations may apply for financial assistance through the Financial Aid Office, prior to the first day of classes.

Full-time tuition entitles the student to take 12 to 19 semester credits. Additional charges for each semester credit over 19 are made at part-time tuition rates. Auditor's tuition entitles a student to attend class lectures without grades or credit.

Application Fee (non-refundable) \$35

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 & Fees

Tuition and fees are adjusted on an annual basis. The following fee schedules are in effect for the 2011-2012 academic year:

Full-time Tuition: per semester \$12,324

Students registered for 12 through 19 semester credits.

Part-time Tuition: per semester credit \$1,027

Students registered for less than 12 semester credits or more than 19 credits.

Auditors' Tuition: per semester credit \$150

Students enrolled without credit.

Senior Citizens' Tuition: per semester credit \$50

Students 60 years and over, enrolled for audit only.

Post-Baccalaureate Tuition: per semester credit \$565

Carroll and non-Carroll graduates may take a maximum of 19 credits per semester at the post baccalaureate rate.

Students who take more than 19 credits will be charged full tuition for the additional credits.

Advanced College Enrollment Tuition \$100

High school student—per semester credit—maximum of 11 credits per semester

Study Abroad Faculty Led Tuition

- 1 semester credit: \$1,027
 - 3 or more credits: per semester credit \$565
- Study Abroad Administration Fee \$225-\$375

Summer Term Tuition and Fees

Refer to the current summer term bulletin.

Technology Fee per semester \$100

- Part-time students registered for 6 to 11.99 credits \$50

Fee supports technology on campus, including infrastructure, labs, classrooms and internet access.

Student Activities Fee per semester \$125

- Part-time students registered for 6 to 11.99 credits \$62.50

Fee supports lectures, activities and events.

Health Center Fee per semester \$50

- Part-time students registered for 6 to 11.99 credits \$25

Fee supports campus nurse, vaccinations and health information.

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. This deposit will be credited to the student's account in the first semester of enrollment.

Room and Board Requirement for Living on Campus

As part of Carroll College's commitment to being a uniquely engaged residential learning community, students will be expected to live in campus housing as part of their education. Research has shown that students who live on campus have higher academic performance, greater participation in campus activities, closer relationships with faculty and staff, greater satisfaction with their college education and utilize the overall resources of the college at a higher level than students who do not live on campus. The education of students is significantly enhanced by the connection of learning in and out of the classroom. The value of living in a community and the relationships developed from a residential experience has a lifelong impact on the student. All unmarried students under the age of 21 are required to live on campus for the first two years and are expected to live on campus all four years. All students residing at the college must have a meal plan. Carroll College does not make exceptions on their requirements for housing and participation in a meal plan unless the student is married, has dependent children, has a medical condition the college is unable to accommodate or has experienced a financial catastrophe.

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 Dining Services Director.
2. Carroll does not assume responsibility for loss or damage to any student's personal property. Students are encouraged to obtain renter's insurance for their personal property or consult their parent's homeowner's insurance policy for coverage.
3. Personal effects of returning students may be left in the room during the regular term vacations. However, all personal effects must be removed from the college residence halls at the end of the academic year or upon withdrawal from the college.
4. Occupancy of the student room or boarding on campus is not permitted after a student withdraws from the college.

Room and Board Rates Per-Semester Cost (2011-2012):

Saint Charles, Borromeo, and Guadalupe Halls

Single-occupancy room (Borromeo)	\$2,163
Single-occupancy room (St. Charles/Guadalupe)	\$2,313
Double-occupancy room	\$2,063
Triple-occupancy room	\$2,063

Trinity Hall

Four-person suite, Single bedrooms	\$2,438
Four-person suite, Double bedrooms	\$2,188
Two-person suite, Single bedrooms	\$2,579

Note: Charges listed are subject to change without notice.

Meal Plans

Since much of our learning takes place among and between students, in and out of the classroom, all students are encouraged to participate in a meal plan. All students living on campus are required to participate in a meal plan. Please contact the Dining Services Director for help with medical or other accommodations.

Meal plan selections are for the academic year and are non-transferable. 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 use their flex dollars. Unused fall meals do not transfer to spring semester. However, unused flex points from fall semester will carry over to a spring semester meal plan, providing a meal plan is purchased spring semester. Unused flex points do not carry over at the end of spring semester. For dining hours and further information, please check the website or contact the general manager of Sodexho at 447-5194.

CARROLL COLLEGE MEAL PLAN SELECTION

Meal Plan	Type	Block Meals	Flex	Late Night	Cost per Semester
Saints	MPA4	None	\$100	Yes	\$1,982
Purple	MPB3	None	\$50	No	\$1,812
Halo	MP225	225	\$275	Yes	\$1,982
Charlie	MP175	175	\$375	Yes	\$1,812
Gold	MP110	110	\$210	Yes	\$1,110
Silver	MP64	64	\$165	Yes	\$662
Bronze	MP40	40	\$365	Yes	\$662

Meal Options For:

Guadalupe	St. Charles	Borromeo/3rd-5thYr	Trinity/3rd-5thYrOnly	Commuters
MPA4/MPB3	MPA4/MPB3	MPA4/MPB3	MPA4/MPB3	MPA4/MPB3
MP225/MP175	MP225/MP175	MP225/MP175	MP225/MP175	MP225/MP175
	MP110	MP110	MP110	MP110/MP64/MP40

All meal plans have access to breakfast, lunch, and dinner. In addition, all meal plans have late night access except for the Purple Plan.

The Block meal plans give students a set number of meals to eat throughout the semester and more Flex Points. Students with the Block plan can choose to eat at any time the dining hall is open. Flex Points are dollar amounts that can be used at all campus dining locations.

New Student Orientation Fee (non-refundable) \$100

This fee is required of all entering new, full-time students, including transfers.

Student Liability Insurance Fee per semester \$15

Applies to students in nursing clinical.

Student Health Insurance (Per Year) \$1,655

All full-time students are required to carry health insurance.

Full-time students are automatically charged the premium for Carroll College-sponsored health insurance. However, if the student has health insurance through an individual, family, or state-assisted health

insurance policy, they must complete and return the Private Health Insurance Information form and provide proof of insurance to waive the college-sponsored health insurance. To receive full credit for the health insurance premium billed to the student, the completed form must be submitted to the Business Office on or before the 15th class day of the semester. Waivers received after the 15th class day of the semester will not go into effect until the following semester. Completion of this form is required every academic year. It is the responsibility of the student to inform the College of any change in health insurance coverage beyond the initial information submitted.

Part-time students registered for four credits but less than twelve may request Carroll College-sponsored health insurance by submitting the Private Health Insurance Information form. The completed form must be submitted to the Business Office on or before the 15th class day of the semester.

Program, Laboratory, Course, and Workshop Fees

The College levies program, laboratory, course, and workshop fees for courses involving specialized equipment, software, or other supplies. In addition, some courses may require the student to purchase materials or equipment for their own use.

A list of the courses requiring such fees or purchases is published each semester and is available in the Registrar's Office.

Other Fees

Late Fee Payment, Validation, Registration \$100

This fee is charged to all students who do not register, pay the required fees, and/or validate their enrollment prior to August 1st for fall semester and January 1st for spring semester. It applies regardless of cause, due to additional work involved when a student's payment, validation, or registration is late. If registration changes are made after August 1st or January 1st that result in additional charges, payment is due immediately.

Senior Activity Fee \$145

This non-refundable fee covers activity costs and is charged to all graduates in their senior year whether or not they attend the commencement exercises.

Transcript Fee: per copy \$5

Parking Permit

Per academic year, per vehicle (non-refundable)

Proximity Parking-Lots A	\$165
Perimeter Parking-Lots B	\$90

All students who use campus parking facilities must register their vehicle with the Student Life Office and purchase a parking permit. Fines are charged to any student who does not have a current decal properly exhibited on the vehicle while on campus or for failure to comply with parking regulations.

Other fees may be charged for requirements in programs or courses, but are not listed in this bulletin because they were not known at the time of publication.

Payment Information

Payment Policy

All registration charges must be paid by August 1st for fall semester and January 1st for spring semester. Summer session registration charges are due Friday before the first day of class. 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. 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.

Carroll College offers students an interest-free Five (5) Month Installment Payment Plan for fall and spring semesters. To enroll in the Payment Plan, students need to return a completed Payment Plan Agreement to the Business Office on or before June 1st for fall semester and on or before November 1st for spring semester. Late enrollment is not offered. A non-refundable \$50.00 set-up fee will be charged per semester agreement. Fall semester installments begin July and continue through November. Spring semester installments begin December and continue through April. Payments are due the first day of the month and delinquent if not received by the 10th day. Delinquent accounts are subject to a \$10 late fee. Students need to complete a new Payment Plan Agreement each semester. The terms and conditions of the Payment Plan, along with the agreement can be found at www.carroll.edu.

Carroll reserves the right to refuse subsequent semester payment by installment for students who have more than two late payments within a semester.

Students are expected to pay course fees and additional tuition upon adding classes after the start of the semester.

The College accepts cash or checks at the Business Office. Tuition payments by Electronic Check, MasterCard, Discover or American Express may be made on-line at <https://my.carroll.edu> or by calling 1-866-477-2331. A 2.5% service fee applies to tuition payments by credit cards.

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.

Return of Credit Balances

Students who receive loans, grants, or scholarships that are greater than the cost of tuition, fees, and room and board receive a refund after the funds are applied and a credit balance over \$100 results. If the student has a balance remaining from a previous semester the credit balance will not be refunded until the prior balance is paid in full. During drop/add week, students with a credit balance may request to use their credit, up to \$500, at the Bookstore by obtaining a Book Voucher from the Business Office. Students who choose to have a credit balance remain on their account must sign a request form in the Business Office.

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 or the official date of suspension. In instances where the start date of a class is other than the first week of the semester, the Add/Drop period will be the first five days of that class.

Refund and Withdrawal

Semester Tuition, Technology, Activity and Health Center Fees

In instances where a student withdraws from Carroll College due to personal reasons or suspension; the student's tuition, technology, activity and health center fees will be charged based on the date of withdrawal during the first three weeks of the semester. No refund is issued beyond the 3rd week of the semester.

Withdrawal Date	Refund
Within 1st Week of semester	100% refund, less minimum \$25 Registration Fee
Within 2nd Week of semester	75% refund
Within 3rd Week of semester	50% refund
Beyond the 3rd Week of semester	0% refund

Minimum Registration Fee \$25

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 Carroll College Scholarships and Grants

In instances where a student withdraws from Carroll College due to personal reasons or suspension; the student's institutional financial aid will be reduced based on the date of withdrawal during the first three weeks of the semester. This follows the tuition refund policy.

Withdrawal Date	Scholarship/Grant Award
Within 1st Week of semester	100% decrease
Within 2nd Week of semester	75% decrease
Within 3rd Week of semester	50% decrease
Beyond the 3rd Week of semester	0% decrease

Return of Federal Funds Policy

Federal regulations require that a portion of Title IV grants or loans be returned to the Title IV program upon a recipient's withdrawal from school. The full financial aid refund policy for federal and institutional aid is available on-line or in the Financial Aid Office.

Refund of Room

All rooms are contracted and assigned on the assumption that the student will occupy the room for the fall and spring semesters. When a student withdraws from the College, room charges 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. Students are charged for meals and flex points used over the prorated amount.

Withdrawal Appeals

The Appeals 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 and Administration; Carroll College; Helena, MT 59625-0002.

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 has an unpaid financial obligation to the college.
- Tuition and fees become final at the last day to change course enrollment as indicated in the semester schedule.
- The College does not assume responsibility for loss or damage to the personal property of a student.
- Communications concerning student accounts should be addressed to Carroll College Business Office, 1601 N. Benton Ave., Helena, MT 59625-0002.

Dishonored Check Policy

A charge of \$30 will be assessed each time that a check is returned by a bank; this amount will be charged to the student's account. After notification, a "hold" may be placed on all the student's records.

Any check received in payment of tuition, fees, and/or room and board which is subsequently returned by the bank may result in postponement of the student's registration for the semester.



The People of Carroll College

FACULTY & STAFF

The Board of Trustees

- Mr. Richard Anderson
- Ms. Caroline Boitano
- Mr. J. E. “Shaun” Corette, III
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- Mr. Raymond Kuntz
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- Mr. Raymond Messer, Chair
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- Dr. Donald Olson
- Mr. Robert Peccia
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- Ms. Sarah Power
- Mr. Ronald Rickman
- Mr. Mark Semmens
- Ms. Harlan Shropshire, Secretary
- Ms. Dannette Sullivan
- Bishop George Thomas, Chancellor
- Dr. Thomas Trebon
- Mr. John Walda
- Mr. Curtis Yarlott
- John McInnis, Esq., Trustee Emeritus

The Presidents of Carroll College

- Rev. Stephen J. Sullivan 1910-1912
- Rev. John L. McMullen 1912-1917
- Rev. Peter F. MacDonald 1917-1919
- Rev. John J. Tracy 1919-1920
- Rt. Rev. Norbert C. Hoff 1920-1932
- Rt. Rev. Emmet J. Riley 1932-1951
- Rt. Rev. R. Vincent Kavanagh 1951-1957
- Rt. Rev. Raymond G. Hunthausen 1957-1962
- Rt. Rev. Anthony M. Brown 1962-1969
- Rev. Joseph D. Harrington 1969-1974
- Dr. Francis J. Kerins 1974-1989
- Dr. Matthew J. Quinn 1989-2000
- Rev. Stephen C. Rowan, Interim 2000-2001
- Dr. Thomas J. Trebon 2001-

The College Administration

Office of the President

- Dr. Thomas Trebon President of Carroll College
- Dr. Dawn Gallinger Director of Institutional Effectiveness
- Linda Granzow Executive Assistant to the President
- Dominick Speranza Data Analyst/Reporting Specialist

Office of Academic Affairs

- Dr. Paula McNutt Senior Vice President for Academic Affairs and Dean of the College
- Catherine Day Registrar
- Christian Frazza Director of the Library
- Dr. Christopher Fuller Director of Honors Scholars Program
- Dr. Jeanette Fregulia Director of Alpha Seminar
- Dr. Jeffrey Morris Faculty Dean
- Joan Stottley Director of Academic Resource Center
- Shanni K. Berry Executive Associate of Academic Affairs and VA Certifying Official

Office of Enrollment Services

- Nina Lococo Associate Vice President for Enrollment Management
- Cynthia Thornquist Director of Admission & Enrollment Operations
- Janet Riis Director of Financial Aid
- Annette Walstad Director of Student Academic Services & Advising
- Michelle Lewis Director of International Programs
- R. Tyler Eisbach Sr. Associate Director, Northwest Regional Office
- Scott Knickerbocker Associate Director of Admission
- Jessica Savage Associate Director of Admission (Administrative leave)
- TBA Assistant Director of Admission
- Keith Carparelli Associate Director of Financial Aid
- Jamie Jones Admission Counselor
- Liz Delwoo Admission Counselor
- Carrie Lutkehus Admission Counselor/Telecounseling Supervisor
- Tina Wagner Financial Aid Advisor
- Leslie Olsen Financial Aid Assistant

Office of Student Life

- Dr. Jim Hardwick Vice President for Student Life
- Bennett MacIntyre Director of Community Living
- Jackie Clawson Assistant Director of Community Living / Trinity and Borromeo Hall
- Scott Forthofer Assistant Director of Community Living
- Maria Ochoa Assistant Director of Community Living / Guad Hall
- Patrick Harris Director of Student Activities & Leadership
- Rosalie Walsh Director of Career and Testing Services
- Nisan Burbridge Internship Coordinator
- Kathleen Trudnowski Director of Health Services
- Kerry Rigsby Registered Nurse
- Denise Smigaj Nurse Practitioner
- Dr. K. Mike Franklin Director of Counseling Services
- Megan Patrick-Thompson Associate Director of Counseling Services
- Rev. Marc Lenneman College Chaplain/Director of Campus

	Ministry
Colleen Dunne	Director of Campus Ministry Programs
Bruce Parker	Athletic Director
Renee Wall	Associate Director of Athletics
Jennifer Bingham	Athletic Business Manager
Brandon Veltri	Head Coach, Men's Basketball
Brock Veltri	Assistant Coach, Men's Basketball & Sports Information Director
Rachelle Sayers	Head Coach, Women's Basketball
Bill Ballinger	Head Coach, Men's & Women's Cross Country
Mike VanDiest	Head Coach, Football
Jim Hogan	Assistant Coach, Football
Nick Howlett	Assistant Coach, Football
Jarrod Wirt	Assistant Coach, Football
Bennett MacIntyre	Head Coach, Men's and Women's Golf
David Thorvilson	Head Coach, Women's Soccer
Maureen Boyle	Head Coach, Women's Volleyball
Matt Morris	Head Coach, Men's and Women's Track and Field
Brian Coble	Athletic Trainer
Nissa Ryder	Assistant Athletic Trainer
Steve Jones	Facility Coordinator, PE Center
Linda Bahr	Dining Services Manager

Office of Finance and Administration

Lori Peterson	Interim Vice President for Finance & Administration
Loretta Andrews	Director of Campus Computing & Information Technology
Renee McMahon	Director of Human Resources & Administrative Services
Lori Ladas	Interim Controller
Kari Brustkern	Assistant Controller

Office of Community Relations

Tom McCarvel	Vice President for Community Relations
Butch Biskupiak	Director of Facilities
Sarah Windmueller	Director of Campus Events & Conferencing
Gerald Landby	Director of Grounds
Kitty Sullivan	Manager of the Bookstore

Office of Advancement

Tom McCarvel	Interim Vice President for Institutional Advancement
Candace Cain	Executive Director of Development and Alumni
Gayle Agostinelli	Director of Advancement-Annual Fund
TBA	Director of Integrated Marketing
Kathy Ramirez	Director of Alumni
Dan Minor	Director of Major Gifts/Development Officer
Vicki Kirk	Grant Writer and Foundation Relations
Kellie Goebel	Annual Giving Officer
Wendy Tonkovich	Accountant for Development
Maureen Kloker	Database Manager for Development
Ashley Oliverio	Public Relations Coordinator
Laura Ottoson	Publications Coordinator
Nona Keeler	Executive Assistant for Development

Department Chairs, 2011-2012 Academic Year

(NAME OF DEPARTMENT: Chairperson)

BUSINESS:

Beth Wilson

COMMUNICATION STUDIES:

Brent Northup

EDUCATION: HEALTH, PHYSICAL & TEACHER:

Dr. Robert Stansberry

FINE ARTS:

Ralph Esposito

HISTORY:

Dr. Robert Swartout

LANGUAGES & LITERATURE:

Dr. Jeffrey Morris

MATHEMATICS, ENGINEERING & COMPUTER SCIENCE:

Dr. Mary Keeffe

Dr. Mark Parker, Acting Chair fall 2011

NATURAL SCIENCES (BIOLOGY, CHEMISTRY, PHYSICS & EARTH SCIENCE):

Dr. Grant Hokit

NURSING AND HEALTH SCIENCES:

Dr. Jennifer Elison (Nursing)

Dr. Laurie Fahlberg (Health Sciences)

Kelly Parsley (Acting Director Health Sciences) (Health Sciences)

PHILOSOPHY:

Dr. Barry Ferst

POLITICAL SCIENCE:

Dr. William Parsons

PSYCHOLOGY:

Dr. Brad Elison

SOCIOLOGY:

Dr. Libbie Chute

THEOLOGY:

Dr. John Ries

Program Directors

(NAME OF PROGRAM: Director/Phone)

ANTHROZOOLOGY

Dr. Anne Perkins, Director

CHEMISTRY:

Dr. Kyle Strode

EDUCATION ABROAD AND INTERNATIONAL/US OVERSEAS STUDENTS:

Michelle Lewis

ENGINEERING:

Dr. John Scharf

ENVIRONMENTAL STUDIES:

Dr. Willis Weight

HUNTHAUSEN CENTER FOR PEACE AND JUSTICE

Dr. Christopher Fuller

INTERNATIONAL RELATIONS:

Dr. Erik Pratt

LATIN AMERICAN STUDIES

Tomas Graman

ROTC:

Major Mark McGinley

SISTER ANNETTE MORAN CENTER:

Dr. John Ries

Carroll College Faculty

PRESIDENT

THOMAS TREBON (2001)

Professor

B.A., 1965, Seattle University

M.A., 1970, University of Denver

Ph.D., 1980, University of Denver

JOHN S. ADDIS (1985)

Professor of Biology

B.A., 1969, Northwestern University

Ph.D., 1977, University of Michigan

SAMUEL ALVEY (2001)

Associate Professor of Biology

B.S., 1992, California Polytechnic State University,

San Luis Obispo

Ph.D., 1996, University of California, Riverside

LESLIE A. ANGEL (2009)

Assistant Professor of Psychology

B.A., 2001, Wright State University

M.A., 2003, University of Dayton, OH

DEBRA BERNARDI (1997)

Associate Professor of English

A.B., Franklin & Marshall College

M.A., University of Wisconsin-Madison

Ph.D., University of Wisconsin-Madison

MARIA BROSNAN (2006)

Assistant Professor of Nursing

B.S., 1990, Loyola University of Chicago

M.S., 1999, Rush University of Chicago

NATHALIE CAULLIEZ (1983)

Professor of French

D.U.E.L., 1973, Facultes Catholiques

Licence, 1974, Universite de Lille, III

M.A., University of Montana

ELIZABETH CHUTE (2001)

Associate Professor of Sociology

B.A., 1986, SUNY Stony Brook

M.A., 1989, SUNY Stony Brook

Ph.D., 1998, SUNY Stony Brook

KELLY CLINE (2003)

Associate Professor of Mathematics and Astronomy

B.S., 1998, Eastern Oregon University

M.S., 2000, University of Colorado

Ph.D., 2003, University of Colorado at Boulder

CHRISTOPHER M. COLLINS (2011)

Instructor of Psychology

B.S., 2005, The University of Montana

M.A., 2008, The University of Montana

Ph.D., 2010 The University of Montana

JAMIE M. DOLAN (2008, 2009)

Assistant Professor of Sociology

B.A., 2002, Carroll College

M.A., 2004, University of Arizona

Ph.D., 2009, University of Arizona

CHARLES D. DRISCOLL (1993)

Professor of Fine Arts: Theatre

B.A., 1978, Washington State University

M.F.A., 1994, University of Washington

BRAD ELISON (2003)

Associate Professor of Psychology

B.A., 1983, Whitman College

M.Ed., 1988, College of William and Mary

Ed.D., 1992, College of William and Mary

JENNIFER ELISON (2008)

Assistant Professor of Nursing

B.S., 1979, Virginia Commonwealth University

M.S., 1987, Virginia Commonwealth University

Ed.D., 1991, College of William and Mary

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

LAURI FAHLBERG (1997)

Associate Professor of Community Health

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

GARY FISCHER (2006)

Associate Professor of Engineering

B.S., 1978, Montana State University

M.S., 1986, University of California-Davis

JEANETTE FREGULIA (2007)

Assistant Professor of History

B.A., 1982, University of the Pacific

M.A., 1987, University of London

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

CHRISTOPHER FULLER (2004)

Associate Professor of Theology

B.A., 1988, UCLA

M.A., 1994, Graduate Theological Union

Ph.D., 2004, Graduate Theological Union

KIM GARRISON (1996)

Associate Professor of Nursing

A.D., 1978, Northern Montana College

B.S.N., 1980, Montana State University

M.N., 1984, University of Washington

JENNIFER GEIGER (2003)

Associate Professor of Biology

B.S., 1997, Boise State University

Ph.D., 2003, University of Colorado

GILLIAN GLAES (2006)

Associate Professor of History

B.A., 1997, University of Montana

M.A., 1999, University of Oregon

Ph.D., 2007, University of Wisconsin

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
- DANIEL G. GRETCH (2007)
Associate Professor of Natural Science
B. S., 1988, College of Great Falls
Ph.D., 1995, University of Wisconsin
- BETH HAILE (2011)
Assistant Professor of Theology
B.A., 2006, University of Virginia
PH.D., 2011, Boston College
- ALAN D. HANSEN II (2008)
Associate Professor of Communication Studies
B.A., 1996, Boise State University
Ph.D., 2002, University at Albany, SUNY
- R. STEPHEN HARPER (1988)
Associate Professor of Computer Science
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)
Associate Professor of Psychology
B.A., 1969, Chapman University
M.A., 1981, Columbia Pacific University
Ph.D., 1981, Columbia Pacific University
- JEREMY JOHNSON (2011)
Assistant Professor of Political Science
B.A., 1997, University of Pennsylvania
M.A., 2000, Villanova University
M.P.A., 2005, Villanova University
A.M., 2007, Brown University
Ph.D., 2010, Brown University
- CHARLOTTE M. JONES (1993)
Professor of Communication Studies
B.A., University of Montana
M.A., San Diego State University
Ph.D., University of Texas-Austin
- MARY E. KEEFFE (1997)
Associate Professor of Mathematics, Engineering & Physics
B.S., 1984, University of Notre Dame
M.S., 1987, Cornell University
Ph. D., 1994, Cornell University
- MEREDITH KRUTAR (2010)
Assistant Professor of Nursing
B.S., 1999, University of Virginia-Charlottesville
M.S., 2005, Johns Hopkins University
APRN-BC, FNP, RN
- DOREEN KUTUFAM (2006)
Assistant Professor of Communication Studies
H.N.D., 1995, National Film and Television Institute, Accra, Ghana
M.S., 1999, Syracuse University
Ph.D., 2007, Syracuse University
- GLORIA J. LAMBERTZ (1987)
Professor of Physical Education
B.S., 1979, Mayville State College
M.S., 1981, Montana State University
Ed.D, 1998, Montana State University
- MICHELLE LEWIS (2006)
Director of International Programs, TESOL
B.A., 1988, University of Arizona
M.A., 1991, American University, Washington, D.C.
- JENNIFER LOWELL (2011)
Assistant Professor of Health Science
B.S., 1995, University of Arizona
M.S., 2000, Colorado State University
Ph.D., 2007, Colorado State University
- DOUGLAS MACKENZIE (2011)
Assistant Professor of Business
B.A., 1989, Kean University
M.A., 1994, University of Connecticut
Ph.D., 2006, George Mason University
- BELLE MARIE (1992)
Professor of Business
B.S., 1982, University of Montana
M.B.A., 1988, University of Montana
C.P.A., C.M.A., C.I.A.
- DAVID C. MARSHALL (2005)
Associate Professor of Computer Science
B.A., 1978, St. Olaf College
M.S., 1982, Montana State University
CCNA, CCAI
- JONATHAN C. MATTHEWS (1998)
Associate Professor of Education
B.A., 1980, University of California, Los Angeles
Ph.D., 1994, Stanford University
- BRIAN MATZ (2008)
Assistant Professor of Theology
B.S., 1995, Washington University in St. Louis
Th.M., 2001, Dallas Theological Seminary
Ph.D., 2006, Saint Louis University
S.T.D./Ph.D., 2009, Katholieke Universiteit Leuven-Leuven, Belgium
- MELVIN McFETRIDGE (2008)
Associate Professor of Business
B.A., 1968, Western State College
M.A., 1973, Western State College
- PAULA M. MCNUTT (2009)
Professor of Religious Studies (Hebrew Bible) and Anthropology
B.A., 1978, University of Colorado
M.A., 1983, University of Montana
Ph.D., 1989, Vanderbilt University
- JASON MEGILL (2011)
Assistant Professor of Philosophy
B.A. Political Science, Penn State
M.A. Philosophy, Louisiana State University
Ph.D., 2008, University of Virginia
- TIMOTHY MELVIN (2011)
Instructor of Mathematics
B.S., 2004, University of the Pacific
M.A., 2009, California State University-Sacramento
Ph.D. Candidate, Washington State University

JEFFREY B. MORRIS (1994)

Professor of English

B.A., 1985, Boise State University

M.A., 1988, Pennsylvania State University

Ph.D., 1993, Pennsylvania State University

ANANDA L. MORSE (2010)

Instructor of Natural Sciences

B.A., 1998, Montana State University

M.S., 2003, Montana State University

JULIA L. MULL (Spring 2011)

Associate Professor of Business

B.A., 1984, University of Louisville, Kentucky

M.A., 1990, University of Denver, Colorado

M.B.A., 2006, Indiana University at Fort Wayne

TERENCE J. MULLEN (1983)

Professor of Mathematics, Engineering, and Physics

B.A., 1980, Carroll College

M.S., 1982, Columbia University

P.E., 1989

BRENT NORTHUP (1989)

Professor of Communication Studies/Director of Forensics

B.A., 1968, Whitman College

M.A., 1976, University of Missouri-Columbia

JACK E. OBERWEISER, JR. (1993)

Associate Professor of Mathematics

B.A., 1971, Carroll College

M.A.T., 1985, University of Montana

STEFANIE OTTO-HITT (2011)

Assistant Professor of Biology

B.S., 2001, SUNY at Stony Brook

Ph.D., 2007, SUNY at Stony Brook

MARK R. PARKER (2000)

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B. A., 1984, University of Colorado

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Ph. D., 1995, University of Colorado

KELLY PARSLEY

Instructor of Health Sciences

B.A., 1998, Pennsylvania State University

M.A., 1990, Pennsylvania State University

WILLIAM B. PARSON, JR. (2007)

Assistant Professor of Political Science

B.A., 1988, University of Maine

M.A., 1999, University of Toronto

Ph.D., 2007, University of Toronto

ANNE PERKINS (1990)

Professor of Psychology

B.S., 1975, University of California-Davis

M.S., 1982, Montana State University

Ph.D., 1991, University of California-Davis

LYNN L. PETERSEN (1999)

Associate Professor of Music

B.S., 1984, Dr. Martin Luther College

M.C.M., 1986, Concordia College

Ph.D., 1989, University of Minnesota

CAROLINE PHARR (2011)

Assistant Professor of Chemistry

B.A., 2003, Carroll College

Ph.D., 2008, University of Wisconsin-Madison

ERIK K. PRATT (1990)

Professor of Political Science

B.A., 1976, California State University-Fullerton

M.A., 1979, California State University-Fullerton

Ph.D., 1989, University of California-Riverside

ROBERT D. PSURNY JR. (2007)

Associate Professor of Fine Arts

B.Mus., 1988, The University of Toledo

M.Mus., 1989, Ohio University

M.Mus., 1990, Ohio University

D.M.A., 1994, The Cleveland Institute of Music

JOHN RIES (2004)

Associate Professor of Philosophy and Theology

B.A., 1982, Cardinal Glennon College-St. Louis, MO

S.T.B. I & II, 1984 Universita Gregoriana-Rome, Italy

M.A., 1988, St. Louis University-St. Louis, MO

S.T.L./M.A./S.T.D/Ph.D. 1993, Katholieke Universiteit Leuven-Leuven, Belgium

ALEXIS J. RINCÓN (1995)

Assistant Professor of Spanish

B.A., 1981, University of Utah

M.S., 1985, University of Utah

ELVIRA RONCALLI (2005)

Associate Professor of Philosophy

Laurea, 1990, Università degli Studi Milano, Italy

Licenciata, 1992, Université Catholique Louvain-La-Neuve, Belgium

Ph.D., 1998, Université Catholique Louvain-La-Neuve-Belgium

PHILIP B. ROSE (1982)

Professor of Computer Science and Mathematics

B.A., 1963, Kalamazoo College

M.A., 1966, University of Colorado

M.Sc., 1987, Oxford University

ANNETTE RYERSON (2011)

Associate Professor of Business

B.A., 1986, Rutgers, The State University

M.B.A., 1988, College of William and Mary

D.B.A., 2003, Nova Southeastern University

JOHN SALZSIEDER (1997)

Professor of Chemistry

B.S., 1969, North Dakota State University

Ph.D., 1975, North Dakota State University

KAY A. SATRE (1992)

Associate Professor of English

B.A., 1978, Carroll College

M.A., 1981, Boston College

Ph.D., 1998, University of Massachusetts at Amherst

JOHN L. SCHARF (1976, 1988)

Professor of Mathematics and Engineering

B.A., 1973, Carroll College

M.S., 1975, Columbia University

Ph.D., 1990, University of Notre Dame

REV. DANIEL SHEA (1996)

Associate Professor of Languages

A.B., 1965, Carroll College

M.Div., 1971, Sulpician Seminary

M.Ed., 1976, Montana State University

Ph.D., 1984, Boston College

BRANDON SHEAFOR (2010)

Associate Professor of Biology

B.A., 1988, Colorado College

Ph.D., 1997, University of Colorado at Boulder

GERALD SHIELDS (1999)
James J. Manion Endowed Chair of Biology
B.A., 1966, Carroll College
M.A., 1970, Central Washington State College
Ph.D., 1974, University of Toronto

WILLIAM MARK SMILLIE (1995)
Associate Professor of Philosophy
B.A., 1983, Thomas Aquinas College
Ph.D., 1992, University of Notre Dame

ROBERT J. STANSBERRY (2001)
Associate Professor of Special Education
B.A., 1971 Newberry College
M.A., 1976 Ball State University
Ed.S., 1982 Georgia State University
Ed.D., 1989 University of Georgia

KEVIN C. STEWART (2010)
Assistant Professor of English/Creative Writing
B.S. Civil Engineering Technology, B.S. Architectural Engineering
Technology, 1987, Bluefield State College
B.A., English, May 1991, Concord University
M.A., English, May 1993, Radford University
M.F.A., 1996, University of Arkansas

RONALD S. STOTTLEMYER (1984)
Professor of English
B.A., 1965, University of Tennessee
M.A., 1967, University of Tennessee
Ph.D., 1983, University of Arizona

KYLE S. STRODE (2000)
Associate Professor of Chemistry
B.A., 1986, Manchester College
Ph.D., 1993, Montana State University

ROBERT R. SWARTOUT, JR. (1978)
Professor of History
B.S., 1969, Portland State University
M.A., 1974, Portland State University
Ph.D., 1978, Washington State University

ANTHONY M. SZPILKA (1993)
Professor of Mathematics, Engineering, and Physics
B.S., 1979, Princeton University
M.S., 1983, Cornell University
Ph.D., 1985, Cornell University

COLIN A. THOMAS (2008)
Assistant Professor of Chemistry
B.S., 2000, University of California at Davis
Ph.D., 2006, Georgia Institute of Technology

RICHARD P. TIMMINS (2010)
Associate Professor of Psychology, Human-Animal Bond Program
B.A., 1969, University of Iowa
D.V.M., 1977, University of California, Davis
International Veterinary Acupuncture Society, 1995
Teaching Scholars Certificate, 2005, University of California, Davis

JONI WALTON (2004)
Associate Professor of Nursing
B.S.N., 1979, Montana State University
M.S.N., 1983, University of Alabama
Ph.D., 1997, University of Missouri-Kansas City

CYNDE WATKINS (2009)
Assistant Professor of Nursing
B.A., 1992, Carroll College
M.S.N., 2006, Gonzaga University

WILLIS WEIGHT (SPRING 2009)
Professor of Engineering
B.S., 1980, Brigham Young University
Ph.D., 1989, University of Wyoming

RON L. WILDE (1997)
Professor of Chemistry
B.S., 1973, South Dakota State University
M.S., 1975, South Dakota State University
Ph.D., 1984, Colorado State University

BETHALEE J. WILSON (1987)
Professor of Business
B.S., 1972, Central Michigan University
M.A., 1974, Central Michigan University
M.S., 1978, Central Michigan University
M.B.A., 1984, University of Montana

HOLLY ZULLO (2000)
Associate Professor of Mathematics
B.S., 1991, Rensselaer Polytechnic Institute
M.S., 1993, University of Colorado
Ph.D., 1995, University of Colorado

LYNETTE E. ZUROFF (1981)
Professor of Education
B.A., 1970, Carroll College
M.Ed., 1978, Montana State University
Ed.D., 1982, Montana State University

Professors Emeriti

GUIDO BUGNI, Natural Sciences
HANK BURGESS, Languages and Literature
DR. JOHN CHRISTENSON, Biology
REV. HUMPHREY COURTNEY, Languages and Literature
JOHN DOWNS, Psychology
LOIS A. FITZPATRICK, Director of Corette Library
EUGENE C. FRANKS, Business
REV. WILLIAM GREYTAK, History
MSGR. JOSEPH HARRINGTON, Natural Sciences
TOM KELLY, Health and Physical Education
DR. RICHARD LAMBERT, Philosophy
REV. JEREMIAH LOWNY, Sociology
THOMAS W. HAMILTON, Psychology
JOSEPH W. MUNZENRIDER, Music
DR. MIRIAM CLARK ROESLER, Languages and Literature
DR. MARILYN S. SCHENDEL, Biology and Chemistry
DR. JOHN E. SEMMENS, Languages and Literature
DR. HARRY SMITH, Communication
DR. JEAN SMITH, Natural Sciences
REV. JEREMIAH T. SULLIVAN, History
DR. RODERICK M. THRONSON, Education
MARIE M. VANISKO, Mathematics
DR. JOSEPH T. WARD, Languages and Literature
DR. ART WESTWELL, Natural Sciences
DENNIS E. WIEDMANN, Political Science



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