

- 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 Litterature Francophone de l'Afrique Francophone et des Antille Francaises  
FR 302 French Literature through the 18th Century  
FR 401 or 402 French Literature of the 19th and 20th Centuries  
FR 403 Le Français en Action  
FR 404 Le Conte Français

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

#### II. Other Program Requirements

- LL 400 Theories and Methods of Learning and Teaching Language  
PSY 227 Child Psychology  
PSY 228 Adolescent Psychology

And successful participation in an approved program of study in a French speaking country for at least one summer session or semester.

#### II. Proficiency Exam

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

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

## GENDER STUDIES

### 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 (2 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 3XX Gender History\*  
PHIL XXX Philosophy & Gender\*  
THEO 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  
THEO 220 Sexuality, Marriage, & the Family  
THEO 210 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 (GIS)**

### **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 final three classes, although they may be taken in any order, must be taken at Carroll and passed with at least a C. 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.  
GLORIA J. LAMBERTZ, ED.D.  
BRUCE PARKER  
JAMES TRUDNOWSKI, ED.D.

### **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 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.

A common model for most Health and Physical Education programs includes five dimensions of optimal well being (physical, emotional, social, spiritual, and environmental). Within these five dimensions can be found the essence of the Carroll College Mission Statement, as well as that of the Health and Physical Education program. The Carroll College Mission Statement and the Carroll College goals and objectives guide and direct the development of the Health and Physical Education non-teaching major.

### **Goals and Objectives**

The Department of Education: Health and Physical offers a non-teaching degree with a concentration in Sport Management and a K-12 HPE degree. It also provides coursework essential to the Teacher Education curriculum, other Carroll College programs, and the promotion of healthy lifestyles.

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

Objective #1: To prepare Health and Physical Education graduates with theoretical knowledge and skills necessary for careers in health and physical education-related fields (e.g., recreation, physical fitness, athletic coaching, pedagogy, sport management, and community health). 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. organization and management;
2. program planning, implementation, and evaluation;
3. educational strategies;
4. instructional decision making;
5. problem-solving inquiry;
6. learner/client diagnosis;
7. media and technology resource;
8. effective peer group interaction;
9. managing stress;
10. subject matter comprehension;
11. knowledge and application of law and ethics;
12. knowledge of referral systems;
13. oral and written communication competence;
14. critical thinking;
15. meeting the needs of diverse populations;
16. application of foundation knowledge in human development, learning styles, self concepts, philosophy of health and physical education, and;
17. comprehension, analysis, and evaluation of professional information.

Objective #2: To ensure that the Health and Physical Education graduate is a well-rounded individual who demonstrates the ability to integrate his/her field with the concepts, theories, and methodologies of other disciplines. Student Outcomes: Upon graduation the student will demonstrate the ability to: obtain, evaluate, and use new information to make health-promoting decisions; integrate and synthesize information from a variety of sources and disciplines; participate in multidisciplinary discussions of health and fitness.

Objective #3: To ensure that the Health and Physical Education graduate is conversant in the dimensions of optimal well being (physical, emotional, intellectual, social, spiritual, and environmental). Student Outcomes: Upon graduation the student will have documented his/her development and practice of attitudes, skills, and behaviors that enhance quality of life; development and practice of attitudes, skills, and behaviors that maximize personal and community potential; consistent participation in a personal wellness program; and study of the physical, emotional, intellectual, social, spiritual, and environmental aspects of health and well being.