With sincere gratitude to Rev. Stephen Rowan, Ph.D., Carroll College Interim President, 2017-2018, who was instrumental in creating this Academic Advising Manual—thank you for your time, effort and encouragement to always advise our students with timely graduation, retention, and career/life in mind.

Carroll College would like to acknowledge NACADA, Elmhurst College, Rensselaer Polytechnic Institute, St. Martin's University, and Montana State University-Bozeman for use of information from their advising manuals and websites.

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The fundamental purpose of academic advising is to help students become effective agents for their own lifelong learning and development.”
—Art Chickering, 1994

The Power of Academic Advising
Few experiences have as much potential for influencing students’ development as academic advising. Through regular contact with students—whether face-to-face, through the mail, on the telephone, or through computer mediated systems—advisors help students to feel part of the academic community, develop sound academic and career goals, and to become successful learners.

Students place a great deal of trust in their advisors and deserve the highest quality of programs and services we can provide to them.

Academic Advising at Carroll College
Academic advising is an intentional and collaborative partnership between advisors and students, the focus of which is to help students create and realize their long-term educational, professional, and personal goals, and develop critical skills that will support a lifetime of learning.

A student’s ability to meet the challenges of higher education depends on his/her learning style, academic preparation, problem-solving skills, family/community responsibilities, motivation, and, also, assistance received from an academic advisor. It is the privilege of an advisor to assist students with meeting these challenges, succeeding in college, and preparing for life after college.

Advising Wheel
The Advising Wheel on the following page provides a synoptic grid of a student’s total educational experience at Carroll College. It outlines the goals of the college’s Core program, the components of a student’s major, minor, and certificate programs, and selected programs in Student Life and Co-curricula activities. Although not arranged according to a necessary sequence, the four outer to inner circles suggest in a general way progression of challenge and opportunity as a student proceeds toward graduation.

The purpose of the wheel is to guide conversation about the entire range of opportunities available at Carroll College and to encourage students to persist in their education; to challenge themselves; and to explore the many opportunities for growth in mind, body, and spirit.
responsibilities of the advisor

Academic advising is complex, occurs in a variety of settings, requires a variety of tasks, and relies on the diverse backgrounds and experiences of advisors. Even with such diversity, we are united as advisors at Carroll College by our commitment to the following responsibilities:

We are accessible to students on a regular, predictable basis
We encourage students in self-direction in learning and assuming responsibility for their own educational plans
We assist students in selecting courses that reflect individual interests, abilities, program requirements, and plans for life and career
We help students with academic planning by regularly re-evaluating their plans
We assist students in achieving academic, career, and personal goals
We know graduation requirements and other institutional policies outlined in the college catalog
We take a proactive approach to student welfare and academics through the Carroll Success Network (CSN) committee
We refer students to appropriate campus resources
We help students learn about academic policies and procedures
We increase our advising skills through regular training and collegial assistance
We understand the shared responsibilities among advisor, advisee, and the Advising Office

Types of Academic Advising at Carroll

Effective advisors will respect a student’s degree of preparation for College and familiarity with academic programs and policies. Students’ needs vary along a spectrum from admission to graduation:

First-year Advising
All first-year students take a 3-credit First-Year Cohort (FYC) course during their first semester at Carroll. Honors students take HNR 150 in place of this FYC course. The First-Year Cohort/Honors professor serves as academic advisor for students in their section for most of the academic year. Continued →

Advisees are ultimately responsible for their own academic success and exercise their responsibility in the following ways:

They make appointments with the advisor—giving 24-hour notice if possible
They utilize Student Planning to keep track of their academic requirements and monitor progress toward degree completion and graduation
They are prepared for their meetings with the academic advisor and bring academic plans and questions that will contribute to a productive session
They familiarize themselves with the Catalog from their entry year, which is available on the Carroll webpage at www.carroll.edu/academics
They are knowledgeable about graduation and degree requirements and other institutional policies and procedures
They develop plans for achieving academic, career, and personal goals
They make use of the full range of campus resources
They meet with their advisor and course instructor at the first sign of academic difficulty
They take responsibility for their decisions
They understand the shared responsibilities among advisor, advisee, and the Advising Office

legal considerations

The academic advisor is on the “front line” of the college when dealing with students. It is a critical position, and the success or failure of the student’s education and growth is influenced greatly by the advising function. In today’s litigious atmosphere, the advising function is more critical than ever.

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

It is the responsibility of both the advisor and student to understand the academic requirements and procedures set forth in the college catalog. Advisors are expected to understand such things as scheduling and registration procedures and degree and program requirements. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions will help solve any disputes over the content of previous advising and also serve as legitimate protection against claims of erroneous advising. Guidance and support for academic advising is available from the Registrar, Director of Academic Advising, Associate Vice President of Enrollment Management, and other campus officials.

FERPA

The Family Educational Rights and Privacy Act commonly known as FERPA is a federal law designed to protect the privacy of educational records while upholding the right of students to inspect or review their records and to provide guidelines for the correction of inaccurate or misleading data. In essence this means that college students must be permitted to review their own educational records. Furthermore, colleges may not disclose personally identifiable information about students and their educational records nor allow inspection of their records by a third party (including parents) without their written permission, unless the disclosure is covered by certain exceptions permitted by law.

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Beliefs about Students

Academic advisors seek to strengthen the importance, dignity, potential, and unique nature of each individual served within the academic setting. As advisors, we believe that:

• Students are responsible for their own behavior.
• Students can be successful in establishing their individual goals and efforts.
• Students have a desire to learn.
• Learning needs vary according to individual skills, goals and experiences.
• Students’ beliefs and opinions deserve respectful attention.

comprehensive, legal considerations
Advising timeline

AUGUST
- Advisors can view their assigned advisees in Self-Service/Advising
- Review the information available in Student Planning: Course Plan (class schedule); Timeline (includes AP and transfer credit). Notes (includes information from the Advising Questionnaire [AQ]; registration and schedule notes, etc.); Test Scores (ACT or SAT scores), etc. for each advisee
- Review class schedule for the upcoming semester to ensure appropriate course selection, number of credits, balanced schedule, etc.
- Contact the Advising Office with any questions about placement, course selection, etc.
- Review graduation audits prepared by the Registrar’s office of all advisees with 85+ earned credits to verify that all requirements will be completed by expected graduation date.

SEPTEMBER
- Communicate with advisees via email or in person to welcome them back to campus and to confirm they are settling into the semester
- Review midterm grades for all advisees
- Schedule advising appointments to discuss midterm grades and preregistration for Spring classes
- Hold advising conferences with students as needed to discuss poor academic performance
- Registration for current students begins the first week in April as advising appointments should begin after Spring Break (mid March)
- Remind students of the last day to withdraw from a class and receive a “W” (Thursday, April 9, 2020)
- Confirm Spring registration for all advisees
- Review final grades for all advisees (available on MyCarroll and Student Planning in mid-May)
- Contact advisees on probation to discuss steps for academic recovery
- Assist students in reviewing Fall class schedule as necessary (repeat courses, reduce credits, change majors, etc.)

OCTOBER
- Review midterm grades for all advisees
- Schedule advising appointments to discuss mid-term grades and preregistration for Spring classes
- Hold advising conferences with students as needed to discuss poor academic performance
- Registration for current students begins the last week in October
- Remind students of the last day to withdraw from a class and receive a “W” (Tuesday, November 19, 2019)
- Confirm Spring registration for all advisees
- Meet with all graduating advisees planning to participate in May Commencement to review their progress and submit their graduation application by early December.
- Review final grades for all advisees (available on MyCarroll and Student Planning in late December)
- Contact advisees on probation to discuss steps for academic recovery
- Review Spring class schedule as necessary (repeat courses, reduce credits, change majors, etc.)

JANUARY
- Hold advising conferences with individual students as needed to discuss poor academic performance
- Advising Office enters advisor changes into the computer system and communicates the new advising assignments to both the advisor and student.
- Registration for current students begins the first week in April as advising appointments should begin after Spring Break (mid March)
- Confirm Spring registration for all advisees
- Review final grades for all advisees (available on MyCarroll and Student Planning in mid-May)
- Contact advisees on probation to discuss steps for academic recovery
- Assist students in reviewing Fall class schedule as necessary (repeat courses, reduce credits, change majors, etc.)
Core Curriculum–Bachelor 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.

FOUNDATIONS: 10 credits to be completed within the first three semesters at Carroll. Foundations classes may not be used to meet other Core requirements.

<table>
<thead>
<tr>
<th>Course number and title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 101 Theological Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ENWR 102 College Composition</td>
<td>4</td>
</tr>
<tr>
<td>CO 101 Basic Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

AREAS OF KNOWLEDGE: 30–31 credits

Course category | Credits
---|---
Fine Arts (Art, Music, Theatre) | 3
History | 3
Mathematics | 3
Literature | 3
Natural Sciences (Astronomy, Biology, Chemistry, Earth Science, Environmental Science, Physics) | 3 to 4 (full course required)
Social Science (Anthropology, Anthropology, Econ, Gender Studies, Political Science, Psych, Sociology) | 6
Theology | 3 (in addition to TH 101)

WRITING-INTENSIVE REQUIREMENT (WI): 2 courses

One inside the major
One outside the major

DIVERSITY REQUIREMENT: 2 courses/experiences (one from each category)

Global Diversity (GD) | approved study abroad
approved credit class (GD) that meets criteria
approved second language course
National Diversity (ND) | 3 credit class (ND) that meets criteria
approved experiential learning opportunity
approved second language course

The Honor Scholars Program (HSP) has unique course requirements and fulfills 15 of the 40–50 Carroll College Core Curriculum (Core) credits. HNR 150 is an approved substitution for the First-Year Experience Course.

Baccalaureate to Bachelor’s Degree

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

- Completion of the Carroll College Core Curriculum Core for the Bachelor degree;
- Completion of all program requirements in the major and minor (if one is taken);
- Completion of 122 semester credits, only 2 of which may be physical education activity courses (MEL 315, LAS 102); and
- Achievement of a cumulative 2.0 grade point average in all courses taken.

For most students, timely graduation means that they will graduate in four years, assuming that they have met all requirements for graduation and that no hardship or change of plans has intervened. Delayed graduation is costly; so it is important that both students and advisors develop a plan of study over four years and stay mindful of policies for such options as double majoring, studying abroad, or taking an “incomplete” grade. There may be good reasons for extending one’s academic studies into a fifth year, but these should be discerned carefully and with an eye to financial consequences.

Crucial to the development of an efficient four-year plan is understanding why timely graduation is necessary. One aspect is financial aid: starting with the entry class of 2017-2018, Base Merit Scholarships are limited to 4 years of study. Students who are not eligible to renew the scholarship must have met all requirements for graduation and that no hardship or change of plans has intervened.

For most students, timely graduation means that they will graduate in four years, assuming that they have met all requirements for graduation and that no hardship or change of plans has intervened. Delayed graduation is costly; so it is important that both students and advisors develop a plan of study over four years and stay mindful of policies for such options as double majoring, studying abroad, or taking an “incomplete” grade. There may be good reasons for extending one’s academic studies into a fifth year, but these should be discerned carefully and with an eye to financial consequences.

Besides wanting to avoid cost, Carroll College emphasizes timely graduation because of our commitment to excellence. Carroll has the highest rate of four-year graduation in Montana, and we remain above the national average for private non-profit institutions. Unfortunately only 48% of students enrolled in Carroll as freshmen graduate within four years. This number jumps to 66% after one additional year but the longer a student takes to earn a degree, the less likely they are to make it to graduation. A quarter of students who make it four years do not graduate but drop out, according to the National Student Clearinghouse Research Center. We want our students to finish their degrees, graduate with their classmates and friends, and enter the world as confident and accomplished young adults.

Multi-Disciplinary Degree

The purpose of the multi-disciplinary major (MDMJ) is to permit students in good academic standing to fulfill their personal academic objectives and complete their BA 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 an MDM will choose a principal advisor and one additional faculty who will work with the student to plan coursework that will provide breadth and depth in the chosen disciplines. For more information, please contact the Registrar’s office.

Experience Course

Experience Course credits. HNR 150 is an approved substitution for the First-Year Experience Course.

For most students, timely graduation means that they will graduate in four years, assuming that they have met all requirements for graduation and that no hardship or change of plans has intervened.
programs that require formal acceptance

Nursing
Clinical placement constraints require limiting the number of students accepted into the Nursing program in their sophomore year to 40–44 students. Here are the requirements for students applying to the nursing major:

Required courses for application: BI 201, BI 202, CH 111, CO 101, ENWR 102, PSY 105, PSY 203. Students may be enrolled in these prerequisites with a “C-” or better at the time of application. Some substitutions such as CH 101 + CH 102 + CH 111 are allowed. All lab science courses must be taken in person.

Overall GPA as well as a selected GPA (BI 201, BI 202, CH 111, CO 101, ENWR 102, PSY 105, and PSY 203) will be considered during the application process.

Applications will be due in February but students won’t be notified until after spring semester grades are available in May. We understand that this raises difficulties with financial aid and registration but we are working with those offices and believe that this will give us a much better predictor of student success than just one semester worth of grades.

Minimum GPA requirement for application remains at 3.0. However, students should strive for well above a 3.25 GPA to be competitive for these limited spaces.

Direct entry students are guaranteed placement in the Nursing program as long as they meet all program requirements.

Placement for Pre-Nursing students is not guaranteed by meeting the minimum requirements.

For more information, please consult the college catalog or the Nursing Department.

Teacher Education
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 Teacher Education Program. The student is responsible to seek admission to the program. Students must meet the following criteria for acceptance:

minimum scores on the Care Academic Skills for Educations Test; grade of “C-” or better in CO 101 and ENWR 102, a minimum of 2.5 cumulative grade point average; an interview with the department; and a portfolio that has met program standards. In addition, students will be assessed based on faculty recommendation, background check, and previous K-12 field experiences.

The candidate’s status will be evaluated by the Department’s admissions committee based on the above criteria. For more information, please consult the college catalog or the Education Department.

Program Reminders

Anthropology no longer has concentrations for majors, but minors must indicate canine or equine.

Business majors are strongly encouraged to complete or concurrently enroll in MA 207—Elementary Statistics before EC 201. We recommend MA 117 or higher in the 1st or 2nd semester, and MA 207 in the 2nd or 3rd semester.


Engineering majors: During the first year, Engineering majors should complete the following classes: MA 121-122 or MA 131; MA 141; ENGR/PHYS 155; ENGR 105; ENGR 104; BIxxx; CH 111 (but other courses can work).

Foreign Language Major programs requiring foreign language: English, French, History, Honor Scholars, International Business, International Relations (optional), Philosophy, Political Science (optional), Spanish, Theology

Health Science majors must take HS 198 and MA 207 in the first 2 semesters because both are now prerequisites for HS 230. By the end of the 2nd year, Health Science majors should have completed these major specific courses: HS 198, HS 230, MA 207.

LAS 102 and MSL 315 are 1-credit courses that can be taken every semester but only 2 credits can be used toward the 122 credit total for graduation.

Internships: Many programs require an internship to graduate. Advises should refer to Course Catalog/Four Year Plan if program requires an internship. Please refer students to Career Services for additional information.

Nursing majors/PNUR & DNUR: In order to apply to the nursing program, pre-nursing and direct-entry nursing students must complete the following courses by the end of the Spring semester: BI 201-202; CH 111; ENWR 102; CO 101; PSY 105; and PSY 203. Students no longer need 30 credits to start the program.

Nursing majors/Direct-entry Nursing students are guaranteed placement in the Nursing program as long as they meet and maintain program requirements.

Majors requiring concentrations: Mathematics and Sociology require a concentration. Beginning of Fall 2019 for entering students with Business Administration degrees, a concentration is no longer required.

National Diversity: Spanish may serve as a National Diversity or Global Diversity course but French may only serve as a Global Diversity course.

ROTC students must follow an approved 104-R as prepared by the ROTC office. Schedule changes require a signature from the ROTC program director.

Veteran Services Students using VA educational benefits must adhere to the polices and regulations as set forth by the VA. Schedule, major, and minor changes require the approval and signature of the Director of Veteran Services.
pre-professional programs

Students who are considering a specific profession after graduation should be recommended to see an advisor of one of several pre-professional programs for additional guidance about requirements for entrance to the profession, recommended courses of study and co-curricular activities, how best to prepare for success, and resources at Carroll College that will help them to achieve their goals. The following is a list of pre-professional programs and their advisors:

PRE-PHYSICIAN’S ASSISTANT PROGRAM

There is a great diversity in the requirements for admission to Physician Assistant programs and the student is advised to check individual websites 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-MEDICAL AND PRE-DENTAL PROGRAMS

Admission to medical or dental school requires completion of courses in biology, chemistry, physics, mathematics, 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. A complete list of recommended minimum requirements and additional information are listed in the Carroll catalog.

PRE-PHARMACY PROGRAM

Additional information and a list of recommended courses can be found in the pre-pharmacy program section of the college catalog 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. Additional information and a list of recommended minimum requirements for Pre-Pharmacy program can be found in the Carroll catalog.

PRE-PHYSICAL THERAPY PROGRAM

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. Additional information and a list of recommended courses can be found in the Carroll catalog.

PRE-PHYSICIAN’S ASSISTANT PROGRAM

Kelly Parsley, Katie Wagner, Pre-Physician’s Assistant Advisors

acarlson@carroll.edu, kparsley@carroll.edu, kwagner@carroll.edu

PRE-VETERINARY PROGRAM

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 and 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. Additional information and a list of recommended courses can be found in the Carroll catalog.

PRE-LAW PROGRAM

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. More information about the pre-law program is available in the catalog. Also available 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

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 in the pre-pharmacy program section of the college catalog 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. Additional information and a list of recommended minimum requirements for Pre-Pharmacy program can be found in the Carroll catalog.

PRE-OPTOMETRY PROGRAM

Dr. Alex Street, Pre-Law Advisor

242 Simperman Hall
406-447-4331
astreet@carroll.edu

Dr. Alyssa Carlson, Pre-Physician’s Assistant Advisor

acarlson@carroll.edu, kparsley@carroll.edu, kwagner@carroll.edu

Dr. Brandon Sheafor, Pre-Veterinary Advisor

St. Francis House
406-447-4360
bsheafor@carroll.edu

PRE-LAW PROGRAM

Dr. Kyle Strode, Pre-Pharmacy Advisor

217 Fortin Science Center
406-447-5556
kstrode@carroll.edu

PRE-MEDICAL AND PRE-DENTAL PROGRAMS

Admission requirements for doctor of optometry programs vary from program to program and students should check individual websites 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-OPTOMETRY PROGRAM

Dr. Jennifer Glowienka, Pre-Optometry Advisor

406-447-4461
jglowienk@carroll.edu

PRE-OPHTHALMOLOGY PROGRAM

Dr. Stefanie Otto-Hitt, Pre-Dental Advisor

343 Simperman Hall
406-447-4718
sottohitt@carroll.edu

3-2 ENGINEERING: MAJOR IN MATHEMATICS

A student who completes the requirements for the 3-2 Engineering Major in Mathematics earns two degrees: 1) a Bachelor of Arts degree with a major in mathematics from Carroll College, and 2) a Bachelor of Science degree with a major in a selected field of engineering from the affiliate institution. A complete list of the affiliated schools and the engineering fields available are listed in the catalog.

PRE-OPTOMETRY PROGRAM

Dr. Ted Wendt, 3-2 Engineering Advisor

142 Barronow Hall
406-447-5345
twendt@carroll.edu

PRE-OPHTHALMOLOGY PROGRAM

Dr. Dan Gretch, Pre-Medical Advisor

318A Simperman Hall
406-447-4463
dgretch@carroll.edu

Dr. Jennifer Glowienka, Pre-Optometry Advisor

406-447-4461
jglowienk@carroll.edu

Kelly Parsley, Katie Wagner, Pre-Physician’s Assistant Advisors

acarlson@carroll.edu, kparsley@carroll.edu, kwagner@carroll.edu

PRE-VETERINARY PROGRAM

Dr. Brandon Sheafor, Pre-Veterinary Advisor

318B Simperman Hall
406-447-4566
bsheafor@carroll.edu

Dr. Maria Suthers, DMV, Pre-Veterinary Advisor

St. Francis House
406-447-4360
msuthers@carroll.edu

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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 from the affiliate institution. A complete list of the affiliated schools and the engineering fields available are listed in the catalog.

PRE-VETERINARY PROGRAM

Dr. Kyle Strode, Pre-Pharmacy Advisor

217 Fortin Science Center
406-447-5556
kstrode@carroll.edu

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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 in the pre-pharmacy program section of the college catalog 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. Additional information and a list of recommended minimum requirements for Pre-Pharmacy program can be found in the Carroll catalog.

PRE-OPHTHALMOLOGY PROGRAM

Dr. Alyssa Carlson, Pre-Physician’s Assistant Advisor

acarlson@carroll.edu, kparsley@carroll.edu, kwagner@carroll.edu

PRE-LAW PROGRAM

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. More information about the pre-law program is available in the catalog. Also available is the Carroll College Pre-Law Handbook, a short guide to prepare for the study of law and law school admissions processes.
At Carroll College, advising is transparent and accessible because advisors and students utilize the Advising module, which helps guide advising conversations and monitor progress to degree completion. Available through the “Self Service” link on Carroll Apps, the Advising module lets advisors view their Advisees’ Course Plan, Timeline, Progress, Course Catalog, Notes, Plan Archive, Test Scores, Unofficial Transcript, and Grades. Advisors should consult all of these when helping students plan a schedule and choose a major. The following information is provided verbally and graphically to assist advisors and advisees with navigating the program.

Student Planning
Available through the “Self Service” link, the Advising module lets Advisors view their Advisees’ Course Plan, Timeline, Progress, Course Catalog, Notes, Plan Archive, Test Scores, Unofficial Transcript, and Grades. Advisors should consult all of these when helping students plan a schedule and choose a major.

• Log into Carroll Apps with your username and password.
• Click on the Carroll Self-Service button (blue icon).
• In the Self-Service window, select Faculty to view your active classes and submit grades and waivers for students.
• Select Advising to view your advisees and provide guidance and feedback on their academic planning.

Continued on next page

Course plan allows you to view your advisee’s schedule, in list or calendar form (pictured below).
Timeline shows all courses attempted and planned by your advisee.
Progress shows how far your advisee is in their degree / graduation requirements.
Course Catalog provides all available courses. You may use the search function to explore courses.
Notes We strongly encourage advisors to use the Notes tab to document communications with their advisees, including meeting summaries and emails. Notes are for your reference, as well as a reference for future advisors.

Please note that once a Note is saved, it may not be edited or deleted. Notes are viewable by students and other advisors and are also subject to FERPA.
Plan Archive lets you save the data in Course Plan as a printable PDF. A plan archive cannot be deleted once it is saved.
Test Score shows student’s ACT, SAT, and AP scores.
Unofficial Transcript provides a printable PDF of your advisee’s current unofficial transcript.
Grades lets you view your advisee’s final and midterm grades in each class they have taken by semester.
Example

Course Plan, Calendar View

The Calendar function in the Course Plan tab lets you view your advisee’s schedule in a grid-format, letting you visualize time spent in class.

Example

Notes

Sample 4-Year Plan

Students and advisors can find 4-Year plans on the Academic page of the Carroll Website at www.carroll.edu/fouryearplans. 4-year plans will assist students to stay on track for timely graduation, especially if they consult their advisor about the schedule for required courses. It is important that students understand that, in some cases, a required course is offered only once a year or, more rarely, in alternate years. To the right is one example.
The requirements of a college curriculum can sometimes seem complex especially to incoming students, while co-curricular opportunities for college life and support services to assist student success are sometimes unsuspected. Advisors may be required to complete an Academic Recovery Plan (ARP) as a condition of continued enrollment at Carroll. The Director of the Saints Success Center, Prof. Kathleen Gilboy, Academic Support Coordinator, of O’Connell Hall 240, 406-447-5434, may be contacted for assistance. The Academic Success Center at 406-447-5532, Borromeo Hall 102. For more information about advising ARP or probationary students, contact the Saints Success Center or the Registrar.

**Special Populations**

**Athletes**

When advising student athletes, it is important to keep the lines of communication open between the student, Advisor, Athletic Director, Coach, and the Registrar. Changes in a student athlete's schedule, credit load, etc. can affect eligibility. For this reason, when a student athlete desires to change his/her semester schedule, he/she must obtain the signature of the coach in addition to the advisor, instructor teaching the course, and the Registrar. For more information about advising student athletes contact the Saints Success Center or the Registrar.

**Advising for Special Populations**

Depending on their preparation for college, intended programs, academic status, and other considerations, students also fall into several populations. It is important that Advisors recognize students’ specific populations and be prepared either to assist them or refer them to an advisor who is qualified for a specific population.

### Academic Difficulty

Retention of at-risk students is an important advising activity and integral to enrollment maintenance. Quality academic advising intervention can and does make a difference with exit-prone students and students in academic difficulty. First, pay attention to your advisees’ performances. Early detection of problems is necessary and can be facilitated by progress reports from the faculty and monitoring student attendance. Once an at-risk student is identified, he or she needs high-quality academic advising. Communicate with the student to determine the reasons for poor academic performance. It is imperative that the student be actively involved in this determination, and the formulation of an "academic recovery plan" for positive change. Most students in academic difficulty do not just need to "study harder." Often students need positive and consistent advising attention to ensure proper course placement, development of study and time management skills, evaluation of educational and career goals, and encouragement to shift college coursework to a higher priority. Students in difficulty benefit from frequent and consistent advisor contact.

The Saints Success Center (SSC) provides academic support for students wishing to enhance their classroom learning experience and improve their chances of achieving academic success at the level they desire. Through direct communication and referrals, the SSC helps students build strong working relationships with faculty, as well as with staff in other student-service and administrative offices.

For more information about advising students with academic difficulties, contact the Saints Success Center at 406-447-5532, Borromeo Hall 102.

### Academic Recovery Plan for Probationary Students

Students who are not making academic and/or financial aid satisfactory progress may be required to complete an Academic Recovery Plan (ARP) as a condition of continued enrollment at Carroll. The Director of the Saints Success Center, in coordination with the Registrar and Director of Financial Aid, assists student in creating the ARP and monitoring progress. Students who do not comply with the ARP conditions may be academically and/or financially suspended or sanctioned. For more information about advising ARP or probationary students, contact the Saints Success Center or the Registrar.

### Academic Eligibility Questions for Carroll Student-Athletes

1. **How many full-time terms have I attended college, and will I run out of time?**
   - You are allowed 10 full-time semesters (summers don’t count at a collegiate university, and four seasons of competition before your eligibility runs out.
   - If you have redshirted and plan to attend college longer than a fifth year (counting any full-time transfer semesters, but not counting dual-enrollment or summer school Semesters during high school), you will need to plan for a part-time semester.

2. **Am I registered in 12 credits or more?**
   - You must be enrolled in at least 12 credits (full-time) each semester you compete.
   - (Exception) Graduating seniors may enroll in as few as 6 credits only if they are taking everything they need to graduate by the end of the term and will not complete after graduation (e.g., as a Masters student).

3. **Have I passed 24 or more credits during my last two terms combined?**
   - If you have completed at least 24 credits in your most recent two terms of attendance in order to be eligible to compete.
   - (Exception) Graduating seniors may enroll in as few as 6 credits only if they are taking everything they need to graduate by the end of the term and will not complete after graduation (e.g., as a Masters student).

4. **Am I repeating any courses in which I previously earned a “D” grade?**
   - If you need to repeat a course in which you previously earned a “D” grade:
     - Only one such course can count toward your 12 credits of enrollment (#2 above)
     - You must earn at least a “C-” grade in the repeat for those credits to count again toward the 24 credit rule (#3 above).

5. **How many total credits have I earned, and is it enough to compete?**
   - You must accumulate a minimum of 48 total credits by the time you are entering your 4th season.

6. **Am I on Academic Probation?**
   - If you received your term GPA or cumulative GPA drops below a 2.00, you will be placed on academic probation if it is your second semester (passing or non-passing), and you will not be eligible to compete for Carroll.
   - To restore good standing, you need to complete a full-time semester, or at least 6 credits of summer school, at Carroll at a level that raises both your term GPA and cumulative GPA to a 2.00 or higher.

7. **Did I get Cleared by the NCAA Eligibility Center?**
   - If you redshirted your freshman year and never received an “eligible” determination from NCAA, you must be reactivated and resubmit your profile. You will also need to work with the Registrar to get your Carroll transcript sent to NCAA (free of charge).

8. **Have I taken any time off? Have I enrolled for any semester as part-time?**
   - If you have a gap in enrollment, you need to submit a special “competitive experience” form that accounts for any outside competition you may have engaged in.
Other opportunities that may benefit non-traditional students are:

**College Level Examination Program (CLEP)**
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 exams, students can demonstrate mastery of general areas and specific subjects for credit and advanced placement. Additional information concerning credit is available from the Registrar’s Office and in the catalog.

**Credit By Challenge Examination**
Upon application by the Registrar and approval of the appropriate faculty member, examinations for advanced credit in courses offered by the college may be taken. Restrictions and fees are outlined in the catalog.

**Credit For Military Training And Education**
Credit for training and education in the armed forces of the United States may be allowed veterans in accordance with the recommendation of the American Council on Education. Inquiries should be directed to the Registrar.

**Veteran Services**
Carroll College is dedicated to providing its veteran student population with the highest quality education, and the assistance and guidance necessary to promote the veteran student’s growth, independence, self-worth and potential, in an effort to secure the veteran students’ future through education.

Additionally, the Office of Veteran Services is available to assist all students using VA educational benefits with academic advising and planning, registration questions, class concerns, transition issues, and benefit questions. The Office of Veteran Services works closely with the Academic Resource Center Director, to ensure that students with documented disabilities receive the accommodations they are deemed eligible for.

Some questions to help undecided/undeclared students start to think about their interests and goals:

- What things interest you the most? (Or, sometimes it’s easier for students to start by talking about the things they really aren’t interested in or don’t like to do.)
- What do you do in your spare time?
- What were your favorite subjects in high school?
- Do you read for pleasure?
- Do you like math?
- What comes easily to you?
- What do you envision yourself doing 5 or 10 years after college?
- How important is money to you?
- How important is money to you?
- How important is money to you?
- What do you want to do? (This one is really important!)

**Shannon Ackerman, Global Education, Saints Success Center**
sackerman@carroll.edu
406-447-4469

109 Borromeo Hall

2 Shannon Ackerman, Global Education, Saints Success Center sackerman@carroll.edu 406-447-4469 Borromeo Hall 109
Procedures

Retaining students sometimes require providing information or services beyond what can be reasonably expected from the general advisor. Sometimes, the most appropriate course of action is to refer the student to other campus or community resources. The student’s designated advisor can provide the best help by observing the following procedures:

• Determine what the referral needs: sometimes students won’t ask for help directly, or sometimes they ask for help in one area but you can see the problem is more basic or in another area.
• Talk with the student about the purpose/goal of the referral (cognitive aspect of referral) and how success will be measured.
• Reassure the student about his or her right to an international experience: study abroad, internship, faculty-led, service learning; etc., and that the student challenges with a new academic or cultural setting.
• Help the student outline the process (steps to be taken) and try to keep the referral chain as simple as possible.
• Explore with the student crucial questions that he or she needs to ask and perhaps even role play a part of the process with the student.

Referring students

Academic Support & Advising
Saints Success Center, 102 Borromeo Hall ext. 5434

Accessibility Services
Dr. Kathleen Gibby
O’Connell Hall ext. 4576

Global Education
Saints Success Center, 106 Borromeo Hall ext. 4469

National Competitive Scholarships
Saints Success Center, 102 Borromeo Hall ext. 5532

Business Office
O’Connell Hall ext. 4493

Campus Ministry
All Saints Chapel ext. 4869

Careers Services
Saints Success Center ext. 5466

Procedures continued

• Make the telephone call to set up the initial appointment with the referral source while the student is in your office. Perhaps you need to explain the situation or perhaps you can give the telephone to the student to do so. If the referral source is not accessible by telephone, agree with the student on a time frame within which he or she will contact the referral source.
• Make an appointment with the student for a return advising session to follow up on the student.
• Summarize the referral goals/purposes and specific directions you want to follow up on with the student.
• When the student returns for the next advising session, discuss results and how he or she feels the referral went. If the student did not follow through, discuss the reasons. Reexamine the problem again. Consider whether you need to take a more or less active role. Consider whether a different referral is necessary.
Carroll College Campus Life is vibrant. Each year there are nearly 350 campus events hosted by students, and Student Activities offers more than three dozen student groups covering interests that range from academics, to music, to faith, to service, to health, to athletics, to the environment, and everything in between. See the full list on the website at www.carroll.edu/ activities-organizations/student-clubs. Also available to students are a number of campus-run activities that offer career skill experience and community. For a more in-depth survey of these activities, please visit www.carroll.edu/campus-life/ activities-organizations.

At the beginning of each fall semester, the Student Activities Department sponsors an Open House Club Fair that hosts all of the Carroll clubs. This event provides students a venue to learn about the variety of activities and leadership opportunities in which to become involved. www.carroll.edu/ activities-organizations/intramurals

Hunthausen Outstanding Collegiate Citizenship Award

This prestigious award for Community Service to deserving students who make outstanding contributions to the college or a community (Helena or other) has been a Carroll tradition since 1986. The award is named for Archbishop Raymond G. Hunthausen because of his commitment to peace and justice in his personal life and in his work within the Catholic Church. The selection committee seeks those students who exhibit a sense of commitment to others, for the goal of assisting and giving to others from their own personal sense of selflessness. All students are eligible. Nominations are accepted all year. Deadline to submit nominations is 5:00 pm the Friday prior to Spring Break. Recipients are acknowledged at the Honors Convocation in April.

SURF – Student Undergraduate Research Festival

The Student Undergraduate Research Festival (SURF) is a celebration of the research done by Carroll College students. The event occurs every April, and everyone is invited to attend. SURF is seen as the highlight of the year for all of the students doing research, and it is a wonderful opportunity for other Carroll students, Carroll faculty and staff members, and community members to see the amazing work done by our students.

Dean’s Honor List

Each semester Carroll places students who completed 12 semester credits or more and whose grade point average for the semester is 3.50 or higher on the Dean’s Honor List.

Graduation with Distinction

To be eligible for graduation with distinction, a student must successfully complete the senior thesis with a grade of “B” (3.0) or higher and must graduate with a cumulative GPA of 3.25 or higher. This designation is announced at Commencement.

Graduation with Honors

To be eligible for graduation honors, a student must graduate with a cumulative grade point average of not less than 3.50. Honors are awarded at three levels: 1) Symma Cum Laude (3.9 GPA); 2) Magna Cum Laude (3.7-3.89); and 3) Cum Laude (3.5-3.69). Honors are announced at Commencement.

Honors Convocation

The Honors Convocation is a celebrated annual event that recognizes Carroll College students for their various academic achievements. It occurs every April.

STUDENT CLUBS, ACTIVITIES AND ORGANIZATIONS

Departmental Clubs

American Society of Civil Engineers (ASCE)

To introduce undergraduate engineers to engineering firms and engineering projects so that they are better prepared after graduation.

American Forest Work Association Club (AWWA)

Society dedicated to providing total water solutions to promote the effective management of water.

Anthropology

To bring people together to share in the common love of animals.

Astronomy

Meet often to look at the stars.

Carroll Cavea Club (Theatre)

To involve as many students as possible in the performance and appreciation of theater shows, scenes, and community and in all the fall and spring semesters.

CSCSM (pre-medical)

Exposes and educates Carroll College’s pre-med and pre-dent students about the world of healthcare and about the process of becoming a great dentist or physician.

CSCNA (Carroll College Student Nurses Association)

Helping further the growth of nursing in various ways, such as involving students with community projects and working together to gain awareness regarding a variety of healthcare issues.

Education Club

We have meetings that will help education majors form a community to perform community service, offer fellowships help, and fun activities.

Enactus

Partnership between business and higher education that is preparing the next generation of entrepreneurial and business leaders to create a better world for everyone.

Engineers without Borders

Partners with developing communities to improve their quality of life through the implementation of environmentally and economically sustainable engineering projects, while teaching and fostering a relationship among internationally responsible engineers.

Green Honors Society

To promote sustainable, environmental practices, service to the community, and academic excellence.

Health Science Club

To bring together a strong student and faculty community devoted to health-related careers both in health science and the public health community.

Psychology Club

Providing Psychology majors with an opportunity to network, awareness of mental health and help break the social stigma.

Prospector Newspaper

Opportunity for Carroll students to earn credit for writing stories about events and people on campus.

Saints to the Front (STF)

To provide students interested in military science the opportunity to learn more about the United States Army and the role it serves on the domestic and foreign theater. To educate students on leadership and improve their leadership abilities through activity and training.

Sociology Club

This club shall provide students of sociology the opportunity to pursue interests and obtain relevant knowledge in the discipline and to engage in activities leading to human welfare.

Social and Service Organizations

Carroll Cares

To support our Carroll College teams by growing up to the games to cheer, and encourage our fellow students in a positive and helpful way.

Circle K

Developing college and university students into a global network of responsible citizens and leaders with a lifelong commitment to service.

College Christian Fellowship (CCF)

A group of college students who believe in living life together and living it to the fullest. We are committed to growing in our own relationship with Christ, and helping others to grow in theirs.

COT (Carroll Outreach Team)

The mission of COT is to bring together students, faculty, alumni and other friends of Carroll College to provide direct service and aid to people in need, at home and around the world.

Crisis Response Club (CRS)

To primarily to lift up those who have been marginalized; this especially includes people who have been forcibly displaced from their homeland, or whose communities have been disrupted by political upheaval, war, or natural disaster.

Democrats Club

We are a group of students who identify with the Mt. Democratic Party (no official affiliation) and work to improve the general civic engagement and political activism of our members.

Feminists Advocating Equality

To provide an environment for discussions on the topic of feminism and equality, and to allow Carroll students the opportunity to explore their beliefs and convictions, and become educated on topics of equality in our society.

Film Club

This club shall provide an environment where students that enjoy film can meet, view, and discuss films. Additionally, this club will work together in order to create films for the many students of Carroll College to enjoy.

F.R.E.E. University

Carroll College seeks to train, equip, and empower the students at Carroll College to raise awareness of sex-trafficking and take a stand in their groups, on the campus and in the city of Helena.

GSA (Gay Straight Alliance)

To help support GLBT’s within our college and encourage their acceptance, including, but not limited to, non-discrimination.

Intercultural Students Network

To enable students from underrepresented communities to engage in meaningful intercultural experiences and dialogue with peers, faculty, staff, and our communities inside and outside of Carroll College.

Love Your Melon

Love Your Melon is an apparel brand dedicated to giving a hat to every child battling cancer in America as well as supporting nonprofit organizations who lead the fight against pediatric cancer.

Saints For Life

A club who promotes the dignity of every human person from conception to natural death.

Saints for St. Jude

Student-run fundraising club with a goal to help the children of St. Jude Children’s Research Hospital.

Recreational Activities

Gamers’ Saints

Shames the values of gaming to the broader Helena community while promoting a friendly, open environment for socialization and community building.

Gardening Club

To provide fresh produce, as well as a basis in gardening experience, to an interest group of the Carroll community.

Gamin’ Saints

A club who promotes the dignity of every human person from conception to natural death.

Ultimate Frisbee Club

To introduce the activity of ultimate frisbee to the Carroll Community, in hopes of creating a fun safe environment, in which those participation can build character and enjoy a healthy activity.

Yoga Club

This club aims to introduce the benefits of yoga to Carroll students by organizing and running events that are fun and accessible on campus.
The following organizations help students to develop skills that are especially valuable in many careers and for life. They stand out on a resume, especially if explained in a cover letter. Supervisors of these organizations can provide valuable letters of recommendation.

ASSOCIATED STUDENTS OF CARROLL COLLEGE (ASCC) Students develop leadership skills through participation in ASCC as an elected to represent students at every grade level. The ASCC Executive Council is the executive branch of the ASCC. The ASCC Executive Council’s primary responsibility is to gather student concerns and present viable solutions to the Senate in the form of Bills of Legislation. In addition, the ASCC Executive Council is charged with maintaining effective communication between students and administrators of Carroll College.

CAMP (Carroll Adventure and Mountaineering Program) www.carroll.edu/camp CAMP is dedicated to helping Carroll students enjoy the great outdoors through mountain biking, hiking, backpacking, climbing, skiing, snowshoeing, wilderness training, and various other outdoor activities.

RESIDENT ASSISTANTS (RA) Resident Assistants (or RAs) are responsible for building floor and building community, representing the college to the students, and ensuring community standards and the Student Code of Conduct are followed. RAs take the time to get to know their residents, help them with problems, and make sure their Carroll education is positive. Students interested in applying should contact Residential Life & Housing.

TECH SAINTS

The network has been created with the help of Tech Saints, CCIT-trained student technology specialists, work as part of the Technology Support Team to assist with a variety of technical needs, including:

- Providing hardware and software support
- Assisting with printing wirelessly from laptops, etc.
- Typically address wireless connection issues, assisting with printing wirelessly from laptops, etc.
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- Tech Saints, CCIT-trained student technology specialists, work as part of the Technology Support Team to assist with a variety of technical needs, including:
- Providing hardware and software support
- Assisting with printing wirelessly from laptops, etc.
- Typically address wireless connection issues, assisting with printing wirelessly from laptops, etc.

ASSOCIATED STUDENTS OF CARROLL COLLEGE (ASCC) Students develop leadership skills through participation in ASCC as an elected to represent students at every grade level. The ASCC Executive Council is the executive branch of the ASCC. The ASCC Executive Council’s primary responsibility is to gather student concerns and present viable solutions to the Senate in the form of Bills of Legislation. In addition, the ASCC Executive Council is charged with maintaining effective communication between students and administrators of Carroll College.

CAMP (Carroll Adventure and Mountaineering Program) www.carroll.edu/camp CAMP is dedicated to helping Carroll students enjoy the great outdoors through mountain biking, hiking, backpacking, climbing, skiing, snowshoeing, wilderness training, and various other outdoor activities.

RESIDENT ASSISTANTS (RA) Resident Assistants (or RAs) are responsible for building floor and building community, representing the college to the students, and ensuring community standards and the Student Code of Conduct are followed. RAs take the time to get to know their residents, help them with problems, and make sure their Carroll education is positive. Students interested in applying should contact Residential Life & Housing.

TECH SAINTS

The network has been created with the help of Tech Saints, CCIT-trained student technology specialists, work as part of the Technology Support Team to assist with a variety of technical needs, including:

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- Typically address wireless connection issues, assisting with printing wirelessly from laptops, etc.
programs for qualifying students

Advisors should be aware that the following programs are available for qualifying students who seek to study great books with a cohort of students in a seminar setting (Honors), to develop leadership and communication (Forensics) skills, to complement on-campus study by studying abroad, or to compete for various academic scholarships such as the Truman, Goldwater, Fulbright, or Rhodes scholarships.

Forensics (Talking Saints)
The Talking Saints offer scholarships in debate, speech and interpretation and welcome students without experience in fields such as pre-law and communication. Competing in debate, platform speaking, and interpretation events, the members of the Carroll College Talking Saints have consistently excelled in tournaments across the country. More importantly, participation on the team provides an opportunity to build career goals, develop interpersonal skills, and build relationships that will last a lifetime.

Honors Scholars Program
The Carroll College Honors Scholars Program (HSP) 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. HSP members are selected in their freshman year from all academic majors and admission to the program is competitive. Honors Scholars participate in classroom seminars, attend a variety of cultural events, and pursue community service projects of their own conception. Students complete a sequence of five interdisciplinary seminars listed as ‘HNR’ course on their transcripts that fulfill 15 of the 49 Carroll College Core Curriculum (Core) credits. The Honors Scholars Program (HSP) upholds rigorous standards in assessing the work of its students. For a complete description of the program and specific course requirements, please consult the college catalog and website.

In addition to completing the five course listed, a student must achieve intermediate competency in a foreign language (200 level or above). Additionally, the Honors Theses requirements have changed:

- Beginning in Fall 2018 (class of 2020), the honors thesis is no longer a requirement for HSP students; in its place, we have developed a 2 credit capstone course.
- During this period of transition, the classes of 2018 and 2019 have the option of either doing a thesis in the senior years or enrolling in a capstone in the spring of 2018.
- The class of 2017 must complete an honors thesis.

Global Learning—Study Abroad Program
Our Global Learning Office coordinates over 150 exchange programs that allow you to study abroad for a semester or a year in exchange for an international student coming to our campus. Carroll College also sponsors long-term, medium length, and short-term study abroad experiences, including faculty-led travel seminars each year to different destinations. This wide variety of options makes study abroad possible within four years for all students, regardless of major. We also encourage students to consider other types of high-impact, international experiences outside the classroom, including service-learning, undergraduate research and internships as well as our Medicine in Mexico program.

Nationally Competitive Scholarships Program
Carroll provides undergraduate students with a range of services to maximize their candidacy for nationally competitive awards, fellowships, and scholarships. To be competitive for awards and fellowships such as Fulbright, Rhodes, Goldwater, Truman, Critical Language, Gates Cambridge, DAAD, etc. it is important that we identify potential applicants early in their academic career. If a professor knows of a student who is driven to succeed academically and professionally, shows scholarly potential, and might be a good applicant for a Nationally Competitive Scholarship, please refer them to the Saints Success Center in Borromeo Hall.

Research Experiences for Undergraduates (REU) Chemistry
One or two students are placed every summer in national REU programs. To find out more about REU programs, a complete list of REU programs, and the REU program at Carroll College, please visit the website of the National Science Foundation at http://www.nsf.gov/crssprgm/reu.
Students with a clear goal in mind have strong motivation to prepare for their careers and for lifelong learning through diligent study and full personal development. Advisors can assist them by suggesting options to pursue and tasks to accomplish that will challenge and prepare them to attain their goals. Carroll College Career Services helps students define their career goals and objectives as they pertain to future employment and/or graduate school opportunities. Effective career planning begins the student’s first year at Carroll College and continues through graduation. Career Services has identified tasks that students could be doing in each of their four years at Carroll College to prepare for life after graduation.

**YEARLY: Develop Academically, Personally, and Professionally**

- **Check out the Carroll College Career Services website, especially the “Careers and Majors” pages**
- **Visit Career Services to identify interests, skills, and work values**
- **Take career assessments: interests, skills, values, personality, along with a brief reflection on possible career options that fit your profile**
- **Build your student profile on “Handshake,” Career Services’ platform**
- **Check Handshake for internship and job opportunities and the resources on the “Job Search” pages of the Career Services website**
- **Apply for scholarships for which you qualify; see the Financial Aid website**
- **Interview a faculty member or community member to gather information about possible careers**
- **Volunteer in the community through the opportunities provided by Campus Ministry**
- **Seek out summer jobs that are of interest**
- **Work with Nationally Competitive Scholarship advisor to find and apply for fully-funded program opportunities**
- **Job shadow and/or complete an internship to gain valuable insight into your future career field.**

**FIRST YEAR: LEARNING ABOUT YOURSELF** (students with 0–29 credits)

- **Consult “Some questions to help undecided/undecided students” on page 21 in this manual**
- **Consider taking the one-credit Career Exploration course offered each semester**
- **Start to explore various majors and get to know faculty**
- **Get the best grades you can**
- **Attend campus events**
- **Join one or possibly two student clubs/organizations through the Student Activities Department or co-curricular activities (such as theater, choir, Taking Saints) where you can get involved, begin networking and explore activities you enjoy**

**SOPHOMORE YEAR: BEGIN TO FOCUS** (students with 30–59 credits)

- **Develop preliminary goals; declare a major by the time you complete 45 credits**
- **Consider taking the one-credit Career Exploration course if you are still fuzzy about a career direction**
- **Investigate nationally competitive scholarship programs for undergraduate research, internships, and immersive study abroad opportunities**
- **Investigate study abroad experiences and undergraduate research opportunities available to Carroll College students**
- **Consider a job shadow experience**
- **Check Career Services website, especially the “Careers and Majors” pages, the “What Can I Do With This Degree?” Handbook and MCB resources**
- **Attend one of the “How to Land Your Ideal Internship” workshops offered during Internship week which occurs early in the spring semester**
- **Meet with the Internship Coordinator to begin making plans to land a great internship during junior year**
- **Create an initial resume (rough draft) with help from the Career Services staff**
- **Remain involved in campus activities and organizations; seek out leadership positions (for example: CA positions, ASCC officer, Peer Ministry, or club leadership)**

**JUNIOR YEAR: TAKE ACTION** (students with 60–89 credits)

- **Consider developing a research proposal/project for the annual SURF event held in April**
- **Consider writing an honors thesis if your GPA qualifies you for this endeavor**
- **Investigate nationally competitive scholarships that can help with graduate school**
- **Investigate graduate school and/or career options for your major**
- **Begin researching graduate programs, if appropriate**
- **Immerse yourself in your academic major**
- **Complete at least one of the following experiences: an internship, undergraduate research opportunities or other undergraduate research experience, job shadow, study abroad experience, service project**
- **Check Handshake for internship opportunities**
- **Conduct interview with professionals in fields of interest**
- **Revise resume; begin to create curriculum vitae (CV) if considering undergraduate research or grad school**
- **Attend advising and career services workshops**
- **Find new ways to gain good experience; take on leadership roles in your activities if you have not already done so**
- **If considering graduate school, attend one of the workshops on “Successful Graduate School Application,” which are offered during fall semester**
- **Attend any alumni special events (including Homecoming related events) that may occur on campus in order to build a network**
- **Attend career fairs and networking socials**
- **Continue action plan for the graduate school application process**

**SENIOR YEAR: THE TIME IS NOW** (students planning to graduate in upcoming spring)

- **Consider developing a research proposal/project for the annual SURF event held in April**
- **Register on Carroll College’s Handshake alumni database**
- **Create and begin building a LinkedIn profile**
- **Finalize resume—targeting appropriate job field, or finalize C.V. for grad school**
- **Attend the various events and workshops offered by Career Services that target seniors**
- **Attend the Senior Etiquette Dinner**
- **Attend the various events and workshops offered by Career Services that target seniors**
- **Attend Career Services office for job search assistance**
- **Conduct research with the staff of the Career Services office on employers and job search issues**
- **Attend any alumni special events (including Homecoming related events) that may occur on campus in order to build a network**
- **Attend career fairs and networking socials**
- **Continue action plan for the graduate school application process**

**ACTION**

- **INFORMATION**

**Handshake** is a Career Services and Advising platform utilized by over 700 colleges and universities throughout the United States. Within the platform students can search for internships, undergraduate research, and job opportunities and full-time and part-time jobs with over 200,000 employers; schedule appointments with various staff around campus; register for events, connect with employers; and manage their internship process(es). Through this system, students are in the driver’s seat of the future, with help and support of dedicated faculty and staff.

Departments currently utilizing the system include Academic Advising, Career Services, Residential Life & Housing, Global Learning, Accessibility Services, Veteran’s Services, and the Registrar’s Office. Carroll students can visit www.carroll.edu/handshake to log in.
Carroll College Career Services empowers students to discover passion, realize potential and pursue lives of purpose.

Career Services is committed to aiding Carroll College students in developing, evaluating, and effectively implementing career and life planning. These services assist students through a process of self-assessment in order to clarify personal goals, work values, career-related interests, and teach decision-making skills. Students who utilize Career Services learn how to obtain occupational information, and explore the full range of employment opportunities or graduate study. In addition, students are equipped with the skills to continue this process of career development throughout their lives.

Career Planning and Assessment
Career Services offers assessments that can help students narrow down majors and careers to those that truly interest them. By taking one or more of these assessments they can learn their skills, interests and strengths and how each of those affects their majors or careers. They can take one of more of these assessments by making an appointment through Handshake, or they can take the one-credit class, LAS 185 - Career Exploration, for a more thorough approach. Students receive course credit to explore personal attributes that influence future academic and professional decisions and to consider the factors that create a meaningful, fulfilling life.

Internships
Academic internships at Carroll College are an opportunity for students to apply academic coursework in a real world setting. An academic internship is a supervised work experience and forms an academic relationship between a student, faculty advisor, and cooperating organization. The internship must relate directly to classroom work in order to qualify for academic credit. Juniors and seniors in any major area may participate with the approval of the department chairperson and/or the faculty internship advisor, the internship coordinator, and the site supervisor. Exceptions to junior or senior status are made on a departmental basis. Credit for internships is granted through an academic department and internship experiences are approved by a designated faculty internship advisor in the department. In some instances where there is not a designated faculty internship advisor the department chair will assign an appropriate faculty member to supervise the internship.

Process: Students are required to submit a completed proposal, through Handshake, for final approval. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may apply a maximum of 12 semester hours to degree requirements; academic departments will determine the number of credits that may count toward the major. Students register for Internship credit during the same semester in which the majority of the work experience takes place. The established ratio for number of hours of work to number of credits received is as follows: 42 hours = 1 credit (internships are typically 1-3 credits). An internship can be started at any point in the semester; however, it is typically a minimum of 8 weeks in duration.

Students will submit an internship proposal through the Career Services system, Handshake. Academic internships require an approved Internship Proposal. Each student must complete academic requirements assigned by their faculty internship advisor. The student meets with her/his faculty internship advisor to establish learning objectives based on practical duties and tasks, determine the content and timing of academic activities, and establishes means for academic assessment and evaluation by the site supervisor. Once all components are approved through Handshake, students will be registered under the appropriate department course number and the student will show up on a class roster. It is the responsibility of the student to confirm registration. Grades will be submitted as all other academic courses.

Graduate School Application
Around 30% of Carroll College seniors pursue an advanced degree immediately following graduation. We can help them research, apply to, and practice interviews for graduate programs. Career Services can review a student’s personal statement, essay, resume/C.V. and cover letter. It is important that students also work closely with the advisors in their academic departments to learn more about how best to prepare for graduate programs in their majors. Professors should review personal statements and resume/C.V. as well.

Job Search
Graduating seniors are provided the necessary career management skills to effectively identify and compete for career opportunities. From establishing and building a robust Handshake, Carroll Connect, LinkedIn, and social media presence to learning to present oneself effectively as a candidate for employment, staff is available to assist Carroll students in launching their professional careers. Staff teach resume and cover letter writing, interview skills, understanding the full range of networking concepts, and learning how to research employers and discerning which job sites to use, as well as how to negotiate salaries and benefits. Comprehensive online resources are available as well.

Career Services is available to provide the following services to students:

Discovering Passion
• Comprehensive online resources for every aspect of career exploration, career development, the graduate school application process, learning to present oneself effectively as a candidate for employment and launching one’s professional career.

Career Assessment and Career Planning
• Career assessment and career planning
• Connecting academic majors to career options
• Occupational information
• Workshops and class presentations on a variety of career development and job search topics

Job Search Assistance
• Job search assistance through Handshake platform and other job sites

Realizing Potential
• Job coaching
• Interview strategies
• Mock interviews
• Resume/C.V. building
• Cover letter writing
• Development of LinkedIn profiles
• Career coaching

Graduate School and Job Search assistance through Handshake platform and other job sites

Pursuing Lives of Purpose
• Information interviews/connections to professionals for information interviews
• Networking opportunities with employers
• Life long career advising
• Annual Career and Graduate School Fair

Career Services Special Events
Career Panels
Professionals from a variety of careers speak about their career paths to freshmen and sophomore students who are still in the process of deciding about an academic major and career direction. They make the point that the academic major students pursue does not completely determine their career or job options, and that they do not have everything figured out all at once.

Career and Graduate School Fair
Hosted by Career Services, the Career and Graduate School Fair is an opportunity to network and engage with employers, graduate schools, and community members to seek and secure, part-time or full-time employment or graduate studies.

Senior Etiquette Dinner
Sponsored by Career Services, Alumni & Family Engagement, and Sodexo, this dinner helps senior students learn what it takes to make a great first impression and how to navigate through a formal business dinner with style. During the meal, students learn the basics of proper dining from use of the napkin, silverware, and glassware to appropriate topics of conversation and what to do at the conclusion of the meal. During the elegant meal, a professional etiquette trainer guides participants through the fine dining experience. The dinner is free to all Carroll seniors who are soon to launch their professional careers. Corporate sponsors pay for the dinner.

Speed Networking Events
Career Services invites employers to attend, and invites students from targeted majors. The students meet with a staff member for 45 minutes prior to the main event during which time they write and practice their own elevator pitches. At the main event, students rotate among tables where the employers are stationed for about 5 minutes at each employer station, during which time the students introduce themselves and practice their elevator pitches. Employers tell students about their business and provide feedback to students. As the students make the rounds of all employers, we serve hors d’oeuvres and everyone mingles.
Advisors should be familiar with the following terms, which come up frequently in the course of advising.

AP CREDIT: High school students who receive scores of 4 or 5 on the College Board Entrance Examination Board Advanced Placement Exam (AP) may, upon enrollment, be granted advanced placement and college credit in appropriate subjects. Applicants with scores of 4 or 5 are granted credits. For additional information and a list of approved AP courses refer to the Advisor’s Guide and Resources Section of this manual.

ACADEMIC PROBATION: After a semester of unsatisfactory work (less than a 2.0 grade point average), a student taking 12 or more semester hours will be placed on academic probation. 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 the cumulative G.P.A. is unsatisfactory, the student will be placed on probation. A student may be taken off probation and restored to good standing when his/her semester and cumulative grade point average are both 2.0 and higher.

ACADEMIC SUSPENSION: Academic suspension will result upon completion of a second consecutive semester of unsatisfactory work or upon completion of a total of three non-consecutive semesters of unsatisfactory work. A detailed explanation of these can be found in the catalog.

ACADEMIC RECOVERY PLAN (ARP): Students who are not making academic and/or financial aid satisfactory progress may be required to complete an Academic Recovery Plan (ARP) as a condition of continued enrollment at Carroll. The Director of Academic Advising, in coordination with the Registrar and Director of Financial Aid, assists student in creating the ARP and monitoring progress. Students who do not comply with the ARP may not be able to continue academically and/or financially suspended or sanctioned.

CALCULATING A GRADE POINT AVERAGE: Each grade is assigned a corresponding point value: A=4 points; A-=3.667 points; B+=3.333 points; B=3 points; B-=2.667 points; C+=2.333 points; C=2 points; C-=1.667 points; D=1 point; F=no points; Incomplete=no points. The numerical average is computed by dividing the total grade point by the total credit hours attempted. The student must be doing academic work when the grade is only given under unusual circumstances which cause a delay in a student’s completion of a course. The student must be doing passing work before an Incomplete can be given. The student must make specific arrangements with a faculty member for the completion of the course, and 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.

GRADE OF INCOMPLETE: An “I” grade is only given under unusual circumstances which cause a delay in a student’s completion of a course. The student must be doing passing work before an Incomplete can be given. The student must make specific arrangements with a faculty member for the completion of the course, and 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.

FIRST-YEAR COHORT (FYC): Course: One course with an FYC designation is required for all first-year students and is taken in the fall semester. FYC is taught by a faculty or staff member who serves as the students’ first-year advisor for the first year of attendance or changes majors. Students who are expected to graduate under the requirements of the catalog in effect at the time of graduation must indicate this choice during registration or the regular “add” period of each semester.

STANDARDIZED TEST SCORES: Students entering Carroll College must submit either ACT or SAT scores. Test scores are utilized when considering students for admission to the college, and for placement into certain courses. The Admissions Office and the Registrar can provide definitive information and answer related questions.

STUDENT PLANNING AND ADVISING MODULES: Available through the “Self Service” link, Student Planning and Advising modules let student and advisor view the student’s Course Plan, Timeline, Progress, Course Catalog, Notes, Plan Archive, Test Scores, Unofficial Transcript, and Grades. Advisors should consult all of these when helping students plan a schedule and choose a major.

TRANSFERABILITY OF COURSEWORK: All final decisions regarding transfer of credit from other institutions are made by the Registrar. Carroll students wishing to take courses at another institution are encouraged to obtain prior approval by utilizing the form entitled “Request to Transfer Courses to Another Institution” available from the Registrar.

FINANCIAL AID: Financial aid administered by the Financial Aid Office is based on an evaluation of academic achievements, financial needs, and availability of resources. Academic advisors and students should be aware that changes in enrollment status may result in a revision of financial aid awards. Actions such as changing the number of enrolled credits, academic probation, and withdrawal from the college may have an adverse effect on a student’s financial aid. For detailed information see the Financial Aid section of the catalog or contact the Carroll College Financial Aid office at ext. 5425 or 5427.

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4-YEAR PLANS: Most majors have a published 4-Year Plan that shows the sequence of required courses semester by semester. These forms are updated yearly to match the Carroll catalog. Copies of 4-Year Plans by program are available in the Academic page on the Carroll website.

GRADUATION REQUIREMENTS: Students must fulfill all graduation requirements to be eligible for a degree. Courses must be completed with a grade of “C-” or above.

STUDENT INFORMATION: The college must provide written notice to students of their rights and privacy of educational records, as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). The college must disclose student information only to those persons who have a legitimate educational interest in the student’s education. The college must disclose student information only if the student has given written permission naming those eligible to receive the information.

FERPA: The Family Educational Rights and Privacy Act of 1974 is a federal law that protects the privacy of educational records, allows students to inspect their own educational records, and limits the types of personal information an institution discloses to others. Students enrolled in a post-secondary institution must provide written permission naming those eligible to review their academic information. A summary of the complete FERPA guidelines is included in the Advisor’s Guide. Signed release forms are kept on file in the Registrar’s office.

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## IB: International Baccalaureate Course Equivalencies

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<thead>
<tr>
<th>EXAMINATION TITLE</th>
<th>CARROLL COURSE EQUIVALENCY</th>
<th>CREDITS AWARDED</th>
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<td>Mathematics</td>
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<td>History of Europe</td>
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<td>Mathematics</td>
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<td>Psychology</td>
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<td>Social /Cultural Anthropology</td>
<td>AN 204</td>
<td>3</td>
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<td>Spanish Language</td>
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## College Board Advanced Placement Examination Equivalencies

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<td>Art: 3D Design</td>
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<td>Art: Studio Art – General</td>
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<td>Economics: Macroeconomics</td>
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<td>English Language/Composition</td>
<td>3</td>
<td>ENWR 101</td>
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<td>English Literature/Composition</td>
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</tr>
<tr>
<td>Environmental Science</td>
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<tr>
<td>European History</td>
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<td>HI 209</td>
</tr>
<tr>
<td>French Language</td>
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<td>FR 101</td>
</tr>
<tr>
<td>German Language</td>
<td>3</td>
<td>GM 101</td>
</tr>
<tr>
<td>Government &amp; Politics: Comparative</td>
<td>3</td>
<td>PO 102</td>
</tr>
<tr>
<td>Government &amp; Politics: US</td>
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<td>PO 102</td>
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<tr>
<td>Human Geography</td>
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<tr>
<td>Italian Language and Culture</td>
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<td>FL 189</td>
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<td>Japanese Language and Culture</td>
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<td>FL 189</td>
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<tr>
<td>Latin</td>
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<td>LA 101</td>
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<tr>
<td>Music Theory</td>
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<td>Physics</td>
<td>4</td>
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</tr>
<tr>
<td>Physics 2</td>
<td>4</td>
<td>PHYS 202</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>4</td>
<td>PHYS 205</td>
</tr>
<tr>
<td>Physics C: Electricity/Magnetism</td>
<td>4</td>
<td>PHYS 206</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>PSY 105</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>3</td>
<td>SP 101</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>3</td>
<td>SP 289</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>MA 207</td>
</tr>
<tr>
<td>United States History</td>
<td>3</td>
<td>HI 121</td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
<td>HI 103</td>
</tr>
</tbody>
</table>

* Students who accept this credit cannot then take MA 121-122 or MA 131. However, students who feel uncomfortable with their calculus background may opt to decline their AP calculus credit. It is noted in the catalog that no student may receive credit for both MA 121-122 and MA 131.

** Note: Scores are awarded for scores of 5 or higher.
Math Placement Guidelines


The following are the placement guidelines for MA 121/MA 131. Please note that the sequence MA 121-122 is considered to be the equivalent of MA 131. For strong students, it is advantageous to take MA 131 to complete calculus in 4 credits rather than 6. Placement of students with border-line background may require discussion between the student and math or science faculty.

Please note: A student must have a pre-calculus class in high school or college before taking MA 121, MA 131, or MA 141 at Carroll. If a student has not taken pre-calculus, place either in MA 117 followed by MA 112, or wait to take MA 112 in the Spring.

Math/Chemistry/Computer Science Majors

SAT Math score of at least 630 or ACT Math score of at least 25  
place into MA 131

SAT Math score between 570 and 620, or ACT Math score between 23 or 28  
discuss with student

SAT Math score of 560 or less or ACT Math score of 22 or less  
place into MA 121

SAT Math score below 560 or ACT Math score below 22  
consult with Mathematics Program Director for placement as needed

Engineering Majors

SAT Math score of 560 or ACT Math score of at least 22 or higher  
place into MA 141

ACT Math score below 22  
consult with Engineering Program Director for placement

Biology Majors

SAT Math score of at least 630 or ACT Math score of at least 25, plus previous calculus experience  
place into MA 131 (Due to the difficult course-load of the freshmen biology major, a stronger background in mathematics is recommended for MA 131.)

SAT Math score between 570 and 620, or ACT Math score of 23 or 24, or higher score with no previous calculus experience  
likely place into MA 121, but discuss with student, using questions to the right.

SAT Math score of 560 or less or ACT Math score of 22 or less  
place into MA 121 or defer math for the first semester and enroll in MA 112 (pre-calculus) in the Spring. Use questions to the right to determine appropriate placement of the individual student.

Discussion questions to help determine placement for those with borderline background

- How are your pre-calculus (algebra, trigonometry, etc.) grades?
- Do you feel that you have strong algebra skills?
- Have you had calculus before?
- How well did you learn the material in that course?
- Do you feel ready to see that material at a faster pace, or would you appreciate a moderate pace with some pre-calculus review?
- Do you like math?

Place in courses depending on the answers...

If the answers to these questions are all affirmative, place the student in MA 131.

If the answers are affirmative but the student has not had calculus before, then this is still a borderline case – ask the student which they would be more comfortable with – a fast-paced, 4-credit course, or a slower-paced, 6-credit sequence.

If the answers are somewhat affirmative, but not real strong, then place the student in MA 121. If the answers are quite negative and the student has low test scores, consider placing the student in MA 117 in the Fall and MA 112 in the Spring, or deferring math in the Fall and taking MA 112 in the Spring.

If a student has not had pre-calculus in high school, do not place the student in MA 121. Place either in MA 117 followed by MA 112, or wait to take MA 112 in the Spring.

Biology Students Placement Guidelines

Placement into Freshman courses is very difficult. The following guidelines should be tempered with individual evaluation of personal factors – motivation, study skills, and maturity. These attributes can be evaluated by high school GPA and difficulty of high school curriculum – AP courses (any area), advanced science courses: Biology II, Chemistry II, Physics, advanced math courses: pre-calculus, calculus. Math placement should follow the guidelines provided by the Math, Engineering, and Computer Science Department.

ACT scores of 24 (SAT 1160-1190) or better  
signs of strong personal factors  
Course schedule 1

ACT scores of 23 (SAT 1130-1150) or better  
signs of very strong personal factors  
Course schedule 1 or 2

ACT scores of 22 (SAT 1100-1120) or better  
concerns over personal factors  
Course schedule 2 or 3

ACT scores of 21 (SAT 1080) or lower  
Course schedule 4

*See placement guidelines for math.

**Core Classes: ENWR 102, CO 101, TH 101

If math is deferred it can be taken sophomore year.

If math is deferred it can be taken the sophomore year.

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If math is deferred it can be taken sophomore year.

*If you are unsure about your placement, consult with Engineering Program Director for placement as needed.

**Core Classes: Math, Engineering, and Computer Science Department.

There is no perfect algorithm to ensure academic success.

If biology is deferred it can be taken in the Spring of the Freshman year; if biology is deferred it can be taken the sophomore year.

All options allow students to graduate in 4 years.

There is no perfect algorithm to ensure academic success.

If you are unsure about your placement, consult with Engineering Program Director for placement as needed.
ENWR 102 – College Composition II is a foundational Core requirement for all Carroll students. All entering students are placed in an appropriate level of English composition based on a review of academic records which may include ACT English sub-scores, SAT writing sub-scores, ACT/SAT essay, Montana Writing Assessment (MWA) essay, AP scores, or IB scores. Students with no scores, low scores, or no essay are placed in ENWR 101 Basic Composition. Students who meet the established placement guidelines listed below are placed in ENWR 102 College Composition II.

<table>
<thead>
<tr>
<th>Placement</th>
<th>Writing Score: ACT/SAT essay</th>
<th>ACT/SAT score: ACT English sub score, SAT reading/writing sub score</th>
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<tbody>
<tr>
<td>ENWR 102</td>
<td>8+ ACT/SAT essay</td>
<td>20 ACT or 530 SAT or higher</td>
</tr>
<tr>
<td>ENWR 102</td>
<td>7 ACT/SAT essay</td>
<td>21 ACT or 550 SAT or higher</td>
</tr>
<tr>
<td>ENWR 102</td>
<td>6 ACT/SAT essay</td>
<td>22 ACT or 570 SAT or higher</td>
</tr>
<tr>
<td>ENWR 102</td>
<td>No essay</td>
<td>23 ACT or 590 SAT or higher</td>
</tr>
<tr>
<td>ENWR 102</td>
<td>IB Credit</td>
<td>Score of 4 on the English Language/Comp Exam Please note: IB scores of 5, 6 or 7 earn credit for ENWR 102</td>
</tr>
<tr>
<td>ENWR 102</td>
<td>AP credit</td>
<td>Score of 4 on the English Lang/Comp Exam Please note: A score of 3 on the AP Lang/Comp Exam earns credit for ENWR 102</td>
</tr>
</tbody>
</table>

If a student doesn’t meet the requirements in each category, both the writing score + ACT/SAT sub score the file is reviewed by the Language and Literature department or designee.

ENWR 101 is used in most programs as elective credit and does not satisfy a Core requirement.

A student placed in ENWR 101 must pass the course before registering for ENWR 102.

Language Placement Guidelines
Placement into foreign language courses at Carroll is based on previous study in high school or college. If advisors or students are uncertain about the course placement level or if they wish to request an exception, they should consult with Language faculty. (reviewed May 2015)

<table>
<thead>
<tr>
<th>High School</th>
<th>Course Placement at Carroll</th>
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</thead>
<tbody>
<tr>
<td>One year or less French or Spanish</td>
<td>FR/SP 101</td>
</tr>
<tr>
<td>Two years of French or Spanish</td>
<td>FR/SP 101 or 102</td>
</tr>
<tr>
<td>Three years of French or Spanish</td>
<td>FR/SP 203</td>
</tr>
<tr>
<td>Four years of French or Spanish</td>
<td>FR/SP 203 or 204</td>
</tr>
<tr>
<td>College Courses</td>
<td>Course Placement at Carroll</td>
</tr>
<tr>
<td>None</td>
<td>FR/SP 101</td>
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<tr>
<td>FR/SP 101</td>
<td>FR/SP 102</td>
</tr>
<tr>
<td>FR/SP 102</td>
<td>FR/SP 203</td>
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<tr>
<td>FR/SP 203</td>
<td>FR/SP 204</td>
</tr>
<tr>
<td>FR/SP 204</td>
<td>FR/SP upper level courses</td>
</tr>
</tbody>
</table>

Reviewed: August 2017

ENWR 102 – College Composition II

When financial aid is granted it is assumed that students will make progress toward a degree, 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.

Measurement Date
SAP measurement is made after completion each term (fall/spring/summer). It is the student’s responsibility to know a violation has occurred whether or not the student receives notification.

Students must meet SAP in two ways:
Qualitative Measurement
A student must possess a cumulative GPA of 2.0 or higher. A student must meet the qualitative standard in addition to the quantitative standards discussed below. Students accepted into the Nursing Program must possess a cumulative GPA of 2.75 or higher. Students in the Masters of Accountancy program must possess a cumulative GPA of 3.00 or higher.

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. If repeating a course, the most recent grade shall be the one counted in computing GPA. The credit hours for a repeated course will be counted only once as completed but both count toward attempted. Incompletes are considered as credits attempted when determining maximum time frames but not GPA. If a student withdrew from a class or classes, the student is considered to have attempted those classes, even if the credits were not earned. When financial aid is granted it is assumed that students will make progress toward a degree, 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.

**Measurement Date**
SAP measurement is made after completion each term (fall/spring/summer). It is the student’s responsibility to know a violation has occurred whether or not the student receives notification.

**Students must meet SAP in two ways:**

* **Qualitative Measurement**
  A student must possess a cumulative GPA of 2.0 or higher. A student must meet the qualitative standard in addition to the quantitative standards discussed below. Students accepted into the Nursing Program must possess a cumulative GPA of 2.75 or higher. Students in the Masters of Accountancy program must possess a cumulative GPA of 3.00 or higher.

* **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. If repeating a course, the most recent grade shall be the one counted in computing GPA. The credit hours for a repeated course will be counted only once as completed but both count toward attempted. Incompletes are considered as credits attempted when determining maximum time frames but not GPA. If a student withdrew from a class or classes, the student is considered to have attempted those classes, even if the credits were not earned.
verifying attendance procedure—
financial aid office

Before federal funds can be disbursed to a student account, Carroll must confirm that he or she has begun attendance in the classes for which he or she has registered. Carroll College does not have a student initiated, electronic registration confirmation process. The college is also not required by an outside entity to take attendance. The following procedures are in place to ensure a student has begun attendance in each of their classes.

During add/drop week and by census day

Faculty are advised through email by the Registrar each semester to report any student on their class roster that does not attend the first day of class, or who stops attending prior to the census date. The Business Office, Registrar’s Office, Student Life, Admission Office, and Financial Aid Office work closely on a daily basis prior to census day to determine who is enrolled and also who has made payment arrangements. Students who are categorized as “never enrolled” are dropped from all classes prior to census day and aid is cancelled. Students who are enrolled part-time as of census day have aid adjusted accordingly.

At mid-term

The mid-term grading module has a last date of attendance (LDA) field to be completed by faculty for students earning an F or no grade at mid-term. A quality control report is run after mid-term grades are posted to determine if students never attended. Also, if a student has all F’s they are contacted to determine if they meant to withdraw from the college. Aid is adjusted accordingly.

At the time of withdrawal from a class

Withdrawal forms or drop cards require a last date of attendance to be completed by the student and/or faculty. If a LDA is prior to the first day of class or is recorded as not attending the Registrar’s Office notifies the Financial Aid Office. Aid is adjusted accordingly. Quality control report is run monthly to determine if students who withdrew or dropped a class never attended (RGER report). Aid is adjusted accordingly.

At the time of grading for a student with an incomplete grade (I)

Academic policy states a grade of I can only be given if at least 60% of the term has been passed and attended. Therefore, no adjustments to aid are necessary. Any exceptions will refer to the Financial Aid Office.

At the time of grading for a student with an F grade

Faculty enters LDA for students who have a grade of F. A quality control report is run after final grades are posted to determine if students never attended. Aid is adjusted accordingly. Students who have earned all F’s and have been determined to have unofficially withdrawn from the college have federal Return of Title IV aid calculations completed and aid is adjusted accordingly. If a student has actually “earned” the F, faculty should enter the last day of the term under LDA.

At the time of withdrawal from the college

Withdrawal forms have a statement signed by the student indicating they had begun attendance in each of the classes they are withdrawing from. LDA is a required field on the final grading module for all W or F grades.

return of institutional and 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 Institutional and Federal Title IV funds to be returned for a student who has withdrawn from all classes.

This policy governs the return of Institutional and 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 which is different than the federal refund policy.

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 disbursable aid for that period that the student earned. A student who remains enrolled beyond the 60% point earns all aid for the period (typically around the first or second week of November for fall term and around the first or second week of April for spring term).

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.
degree audit and renewal of institutional aid

Federal aid is based on the “required” credits remaining to complete a degree. Federal Pell Grants are most commonly affected and can be pro-rated at less than half-time, half-time or three-quarter time. Loans typically can remain at the original full-time amount but they must have at least 6 credits or more “required” credits to be eligible.

Institutional aid is based on year of entry and limits on aid. Students may visit the aid office to review their individual scholarship renewal policies. Students must also be full-time (12 or more credits) to maintain most institutional aid. For example: if a student is taking 12 credits with only 6 required of degree but they have not surpassed the limit on the institutional aid then they can continue to receive their institutional aid for the full 12 credits.

### CLEP: College Level Examination Program

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

CLEP may enable Carroll students to receive college credit for what they already know, to bypass introductory courses, or to fulfill Carroll College Core Curriculum or major and program requirements. Using CLEP credit to fulfill major and program requirements requires approval of the department chairperson. Students will not receive credit for courses whose content is at a lower level than what they have already completed at Carroll College. Carroll follows the College Board’s recommendations for awarding credit based on B-level scores. Academic departments determine the specific CLEP examination which may fulfill requirements for classes in their majors or programs in their respective academic areas. Candidates should consult the Registrar to determine the application of CLEP credits to individual programs of study. Up to 30 semester hours may be earned through CLEP. These credits are not graded.

Please see next page for a full list of CLEP exams accepted for addition to Carroll transcripts. For information, please visit the CLEP webpage.

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**Carroll College CLEP Standards**

<table>
<thead>
<tr>
<th>Examination</th>
<th>B-Level Score</th>
<th>Semester Hours</th>
<th>Approved Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Financial Accounting</td>
<td>65</td>
<td>3</td>
<td>BA 189</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>59</td>
<td>3</td>
<td>BA 189</td>
</tr>
<tr>
<td>Introductory Business Law</td>
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<td>3</td>
<td>BA 189</td>
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<tr>
<td>Principles of Management</td>
<td>63</td>
<td>3</td>
<td>BA 189</td>
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<td>Principles of Marketing</td>
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<td>3</td>
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<td><strong>Composition and Literature</strong></td>
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<tr>
<td>American Literature</td>
<td>58</td>
<td>3</td>
<td>ENLT 215</td>
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<td>Analyzing and Interpreting Literature</td>
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<td>3</td>
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<td>ENWR 101</td>
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<td>Humanities</td>
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<td><strong>History and Social Sciences</strong></td>
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<td>American Government</td>
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<td>3</td>
<td>PO 104</td>
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<td>History of the United States I</td>
<td>56</td>
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<td>Human Growth and Development</td>
<td>63</td>
<td>3</td>
<td>PSY 189</td>
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<td>Introduction to Educational Psychology</td>
<td>62</td>
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<tr>
<td>Introductory Psychology</td>
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<td>Introductory Sociology</td>
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<td>SO 101</td>
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<tr>
<td>Principles of Macroeconomics</td>
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<td>EC 200</td>
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<td>Principles of Microeconomics</td>
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<td>3</td>
<td>EC 201</td>
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<tr>
<td>Social Sciences and History</td>
<td>62</td>
<td>3</td>
<td>HI 189</td>
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<tr>
<td>Western Civilization I</td>
<td>57</td>
<td>3</td>
<td>HI 101</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>56</td>
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<tr>
<td><strong>Science and Mathematics</strong></td>
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<td>3</td>
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<td>Precalculus</td>
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<td>FR 102</td>
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<td>French Language, Level 2</td>
<td>69</td>
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<td>German Language, Level 1</td>
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<td>German Language, Level 2</td>
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</tr>
<tr>
<td>Spanish Language, Level 1</td>
<td>56</td>
<td>3</td>
<td>SP 102</td>
</tr>
<tr>
<td>Spanish Language, Level 2</td>
<td>68</td>
<td>3</td>
<td>SP 204</td>
</tr>
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</table>

Revised April 2015
academic advising

MANUAL