



Regional Accreditation

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Notice of Non-Discrimination policy

Carroll College does not discriminate in any manner contrary to law or justice on the basis of race, color, sex, age, religion, sexual orientation, national origin, disability or veteran's status in administration of its educational, admission, financial aid, athletic or other college policies and programs nor in the employment of its faculty and staff.

Carroll College Address and Phone Numbers

Carroll College, 100 N. East Ave., Waukesha, Wisconsin 53186

For general information, call 262-547-1211

To contact the admission office, call 262-524-7220 locally
or toll-free at 1-800-CARROLL (1-800-227-7655)

FAX: 262-524-7139

www.cc.edu

NOTE TO STUDENTS

This catalog provides general information about Carroll College graduate programs, and it summarizes important information about the college's policies, requirements for graduation, regulations and procedures. It is not intended to establish, nor does it establish, a contractual relationship with students. Rather, the catalog is published to acquaint students with information that will be helpful to them during their graduate careers.

It is necessary in the general administration of the college to establish requirements and regulations governing the granting of degrees. Academic advisers, other faculty, and academic staff members are available to aid students in understanding the requirements and regulations. It is the student's responsibility, however, to meet them. Students are encouraged to keep this catalog as a reference, should questions arise.

Changes in curricular requirements may occur between catalog publications. Students will be informed of such changes. When this occurs, per individual graduate program policy, students may follow the requirements in effect at the time they entered or they may follow the changed requirements. Students must choose to follow one catalog or the other; they may not pick and choose from the various requirements outlined in two or more catalogs. Students must follow the curriculum requirements of any one catalog in effect during their enrollment. Students returning to the college after an absence of one academic year or more must meet the degree requirements of the catalog in effect upon their return or of a subsequent catalog. Reasonable substitutions will be made for discontinued and changed courses by the program director with approval of the divisional dean.

The college reserves the right to make other necessary changes without further notice.

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AN INTRODUCTION TO CARROLL COLLEGE

In 1841, settlers living in the Wisconsin Territory community of Prairieville established the academy that five years later would become Carroll College. Soon after its founding, Carroll affiliated with the Presbyterian Church and adopted the motto, "Christo et Litteris," which means "for Christ and Learning." The college's early patrons believed that higher education would serve as an instrument for civilizing the wilderness, spreading the Gospel and planting the roots of democracy deep in the prairie soil. They also sought to provide for the prosperity of their children and future generations. As Wisconsin's oldest institution of higher learning, Carroll is known today as the "Pioneer College."

Throughout its history, the hallmarks of the Carroll educational experience have been teaching excellence and individualized attention. These values find expression in four important documents: the Mission Statement, the "Four Pillars," the Statement of Educational Goals and the Carroll Compact.

Carroll College Mission Statement

"We will provide a superior educational opportunity to our students, one grounded in the liberal arts tradition and focused on career preparation and lifelong learning.

We will demonstrate Christian values by our example.

We shall succeed in our mission when our graduates are prepared for careers of their choice and lives of fulfillment, service and accomplishment."

The Four Pillars

Today, the institution draws upon its rich liberal arts tradition to prepare students to achieve their full potential in our ever-changing society. The college's educational philosophy is sustained by the four pillars of integrated knowledge, lifelong skills, gateway experiences and enduring values.

Integrated Knowledge is the very foundation of a quality liberal arts program. The Carroll curriculum emphasizes breadth and depth of learning. Our purpose is to encourage students to recognize the interrelationships among ideas. We believe that students with this understanding will continue to learn, grow and succeed long after they leave the campus.

Lifelong Skills help students prepare for life and work in a world of rapid and constant change. We believe that graduates will continue to evolve and contribute to their communities long after they earn their degrees. To that end, our mission is to help students learn to think critically and creatively, adapt to changing technologies, work efficiently and effectively, collaborate with others, and communicate clear, compelling ideas.

Enduring Values help students to consider always the impact of their actions on the world around them. We believe that effective leaders draw their inspiration from strong personal value systems. Our goal, therefore, is to offer students multiple opportunities to make decisions and then to reflect upon their consequences.

Gateway Experiences occur both upon entering and upon leaving Carroll College. We believe that our educational responsibility extends beyond the classroom into every aspect of our students' lives. That is why we place a special emphasis on preparing incoming students for college life and on helping graduates make successful transitions into their first jobs, or graduate and professional schools.

The four pillars undergird all that we do at Carroll College. They are integral to our undergraduate curriculum and guide our post-baccalaureate and graduate programs. In other words, they provide the broad inspiration for the Carroll experience and the many relationships we nurture with other organizations and institutions.

Statement of Graduate Studies

Educational Goals

Graduate Education at Carroll College offers the student a logical extension of undergraduate programs. Graduate Education focuses on professional development, intellectual discipline, self-directed critical analysis, and research methodologies common to each field of study.

Our goal is to provide the knowledge and skills necessary for meaningful professional and intellectual development. The graduate programs integrate theory with practice to provide a comprehensive educational experience. Because graduate education is an extension of a small undergraduate college, Carroll's graduate programs dialog with recognized leaders in appropriate fields in order to remain current, anticipate future developments, and keep a global perspective of the individual field.

In order to accomplish this goal, the College offers graduate certificate, entry-level post-baccalaureate degree and advanced master's degree programs in fields consistent with the mission of the institution. In every case, the College provides adequate resources and recruits well qualified faculty in order to offer graduate programs that extend Carroll's tradition of excellence and enhance life-long inquiry.

The Carroll Compact

Carroll College is a community for learning. As individuals, we come to the campus from different homes and cultures. We bring with us our distinctive perspectives, traditions and experiences. Here we become participants in a community dedicated to the pursuit of academic excellence, personal fulfillment and spiritual meaning. Choosing to join such a community obligates each member to consider thoughtfully the values espoused by the larger group. We therefore invite you to contemplate these ideals and strive toward their realization. We ask that you enter into a voluntary compact with the other members of the community which is Carroll College to live and work according to these values.

INTRODUCTION

I will value the human diversity and dignity of all people and will respect their ideas, opinions and traditions. This ideal requires openness of mind, a willingness to affirm the differences which exist among us, and a desire to develop shared understanding. Dedication to the ideal is inconsistent with behaviors which compromise or demean individuals and groups.

I will practice personal academic integrity. This ideal requires a commitment to honesty, a regard for the rights and feelings of others, and the courage to speak one's convictions. It obligates each member of the community to support creation of a positive learning and living environment and is inconsistent with cheating in classes, games or sports; lying, excuse making or plagiarizing; and infidelity, coercion or disloyalty in personal relationships.

I will care for the physical environment of the campus and its neighborhood setting. This ideal requires stewardship of the resources allocated to us and a commitment to upholding the natural ecology of the campus and the larger community of Waukesha. Devotion to this ideal is inconsistent with all forms of theft, vandalism and misappropriation; wastefulness or destruction; and violation of the rights of others to live, learn and work in a clean and healthy environment.

I will support and enhance the development of others. This ideal requires a commitment to creation of an empowering learning and working environment, where collaboration, trust and cooperation are favored over suspicion and excessive competition. Dedication to this ideal is inconsistent with blaming or inhibiting the growth of others.

I will encourage creativity, artistic expression and excellence in all areas of our lives. This ideal requires the understanding that beauty and boldness are inherent to the human spirit. A commitment to this ideal is inconsistent with devaluing the work, performance or expressions of another person.

I will seek to understand my purpose in the world. This ideal requires the development of a global vision, an understanding that one is a citizen of the international community. Dedication to this idea is inconsistent with parochialism, bigotry and selfish use or allocation of shared resources.

I will dedicate myself to exploration of personal values and the spiritual quest for meaning. This ideal requires the willingness to explore one's inner life through reflection, study and inquiry.

ACADEMIC POLICIES

ATTENDANCE

The college expects students to be prompt and regular in attendance at all scheduled classes. Records of attendance are maintained by each individual professor, and official notification is given to any student with excessive absences. Attendance at clinical and field experiences, if appropriate, is mandatory for all students.

CREDITS

The unit of credit is the semester hour. It is defined as one 50-minute class period per week (or its equivalent) for one semester. Thus a lecture-discussion course that meets three 50-minute periods a week ordinarily carries three semester credits. See individual program for laboratory credit equivalencies.

GRADING SYSTEM

A system of letter grades is used in courses for which degree credit may be earned. A 4.00 grade point system is used under which a student earns grade points for each credit completed.*

Letter	Grade points	Description
A	4.00	Excellent
AB	3.50	Intermediate grade
B	3.00	Good
BC	2.50	
C	2.00	
D	1.00	
F	0.00	Failure
I		Incomplete
IP		In progress
S		Satisfactory (A, A/B, B level)
U		Unsatisfactory (D or F level)
W		Withdrawal

*This is the general grading system of the graduate programs. Grading policy may vary for specific programs.

GRADE POINT CALCULATION

The grade point values when multiplied by the number of course credits give the total number of grade points earned for that particular course. In a three-credit course, for example, a grade of B yields 9 grade points; a grade of A yields 12 grade points. The grade point average is the ratio between total academic grade points and total academic hours: that is, the quotient obtained by dividing the total number of academic grade points earned by the total number of academic hours attempted. For example, a program of 12 academic credits in which 36 grade points are earned will yield a grade point average of 3.00 or an average of B (36 divided by 12 = 3.00).

INCOMPLETE GRADING

A report of incomplete means that the student has been unable to complete the required work for a valid reason; it is not given for neglected work. In order to receive an incomplete, the student must initiate the request by submitting a properly completed form to the instructor (incomplete forms are available from the registrar's office). If the instructor agrees to the request, the completed form is signed by the student and the instructor and submitted by the instructor to the registrar at the time the final grades are reported. An incomplete must be removed by the end of the next semester or it automatically becomes a failure. An extension may be granted only with written consent from the student, the instructor and the director of the graduate program.

MEDICAL OR PERSONAL LEAVE

If a student must be absent from the program for an extended period of time for medical or personal reasons or jury duty, written notice must be given to the director of the specific graduate program. Written notice must also be given to the director of the specific graduate program prior to the student's return to the program. If applicable, the student may be asked to verify that he or she has complied with any technical standards previously imposed and with conditions for the leave. In addition, remediation or course repetition may be required of the student dependent on the length of the absence or curriculum revisions approved during the leave. Any course, laboratory, outside learning experience or full-time clinical make-up or remediation is dependent upon academic scheduling and professional faculty and facility availability.

ACADEMIC HONESTY

Cheating on examinations, plagiarism, improper acknowledgment of proper sources in written material, and inaccurate claims of work done are serious offenses in an academic setting. These forms of unethical behavior will be subject to severe disciplinary action.

The Carroll College Policies and Procedures on Student Academic Integrity can be found in the Student Handbook (available on the college's web site) under the section entitled Academic Policies and Procedures.

ADDING OR DROPPING COURSES

A student may add a course only during the first week of the fall or spring semesters. For summer sessions and other specially timed courses, refer to the published timetables for deadline dates to add courses. A student may drop a registered course through the eighth complete week of the fall or spring semesters. For summer sessions and other specially timed courses, refer to the published timetables for deadline dates to drop courses. (Drop policy may vary for specific programs.) The course will appear on the transcript as attempted credits; however, the grade will be a W (withdrawal) and will not affect the grade point average. Courses improperly dropped will be designated by the grade of F.

INDEPENDENT STUDY

Independent study may be offered by individual graduate programs. See specific program for detailed guidelines regarding independent study. Independent study courses must be approved by the instructor, program director and divisional dean.

INTERNSHIPS OR WORK-ORIENTED EXPERIENCES

Internships and field experiences are under the direct supervision or coordination of a member of the Carroll College faculty. Such courses are taken for academic credit with the appropriate grading (letter grades or S/U) from an assigned instructor. Each individual program will determine whether an internship or work-oriented experience will be offered. These courses are subject to the general regulations that govern any course offered, including registration within the time period allowed for an on-campus course. A student must consult with the program director or an appropriate faculty member to arrange for an internship or field experience.

TRANSCRIPTS

The registrar's office supplies official transcripts of records of those students who make a written request and who have no outstanding obligations to the college. Transcripts cannot be released without the express written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. Transcripts cost \$4.00 per copy. A check made payable to Carroll College for the amount of the fees must accompany the written transcript request and be mailed to Registrar's Office, Carroll College, 100 N. East Ave., Waukesha, WI 53186.

POLICY ON STUDENT RECORDS

Several information sources are maintained concerning each student at Carroll College: the admission file, the permanent academic record, the student personnel file, the placement file, the alumni file, the publicity file and the financial aid file for students applying for aid. A student may review the applicable files, except for material provided in confidence, with a professional staff member under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended.

FERPA¹ gives certain rights to parents regarding their children's educational records. These rights transfer to the student who has reached the age of 18 or is attending school beyond the high school level. Generally the school must have the student's written permission to release any educational information to anyone, including the student's parents. The law does allow for the following exceptions: school employees who have a need to know; other schools to which a student is transferring; certain government officials to carry out lawful functions; accrediting organizations; persons who need to know in cases of health and safety concerns.

Schools may disclose "directory information" or information published in the student directory unless the student signs a Right to Privacy form available at the Registrar's office. Carroll College has adopted a policy that will only allow the disclosure of directory information if the party asking for the information can identify himself/herself in

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writing (this Carroll College policy is within FERPA regulations, which allow individual institutions to determine their own policies concerning directory information).

The FERPA law also grants the student the right to review those records, files, etc., that are maintained by the college. The student must make an appointment with the College Registrar to do so. Students may challenge any information they believe to be inaccurate. If the college official does not agree to modify the information, the student may file a written appeal and has a right to a hearing.

FERPA also states that all institutions must disclose graduation rates to current and prospective students. These rates are available in the office of admission.

ACADEMIC STANDING

GOOD STANDING

All students are expected to maintain at least a B (3.00) grade point average in all graduate course work. Any student who does not maintain at least a 3.00 semester or cumulative average in graduate course work is subject to academic action following a review by the Graduate and Professional Studies - Academic Steering Committee (GPS-ASC).

PROBATION

As soon as a student's graduate semester or cumulative grade point average drops below 3.00, that student is placed on academic probation. A student in specific programs can also be placed on probation for a "U" in field or clinical experience. See specific program guidelines for possibilities to change the "U" grade. To be removed from academic probation a student must earn a 3.00 in the following semester or raise his/her semester or cumulative grade point average as appropriate to the program.

DISMISSAL

A student on probation, after careful review, may be dismissed at the close of any semester because of failure to achieve an acceptable level of academic work. A student may appeal probation or dismissal to the GPS-ASC

GRADUATION

An Application for Graduation form must be filed with the registrar's office one year before the expected date of graduation. Forms are available at the registrar's counter. After the application is filed, a degree audit is sent to the student indicating remaining requirements to be completed.

AWARDING OF DIPLOMAS

Diplomas are awarded three times a year (May, August and December) to graduates who have completed all degree requirements. The formal conferring of diplomas for the year occurs at the May commencement ceremony. All graduating students are expected to attend. Permission to graduate in absentia must be requested in writing from the registrar's office before May 1. To participate in the May Commencement ceremony all graduate students must have all degree requirements completed.

GRADUATE STUDIES AT CARROLL

Carroll College offers increasingly varied opportunities to earn graduate degrees. Currently the College offers the Master of Education, the entry-level Master of Physical Therapy or Doctor of Physical Therapy, and the Master of Software Engineering. Three emphases are available within the Master of Education degree: curriculum and instruction, adult and continuing education, and health education.

Graduate education focuses on intellectual challenge and the development of critical thinking skills. Working professionals are encouraged to reflect on their current and future practice. Recognizing the compelling need for continuing education today, Carroll's graduate programs are designed to stay abreast of the latest knowledge in each field of study.

BENEFITS OF GRADUATE WORK AT CARROLL

Carroll's graduate programs are well suited to the needs of working professionals. While the entry-level Master of Physical Therapy and Doctor of Physical Therapy program requires full-time attendance, the Graduate Education and Software Engineering programs are intended to be completed on a part-time basis. Entire degrees are available through evening attendance. Graduate students in these programs may enroll on a year-round basis, while studying at their own pace. Individualized advising is available through faculty advisors supplemented by counselors in the Office of Part-time Studies and the Office of Admission.

Graduate students are encouraged to apply learning to their current positions. They benefit from the opportunity to network with others in their field as they develop professional expertise. Classes are highly interactive as students and faculty share ideas, questions, and viewpoints. Educational relevance is a primary commitment within each graduate curriculum.

GRADUATE PROGRAM IN EDUCATION

RoseAnn Donovan	Assistant Professor
Kathrine Kramer	Assistant Professor
Emily S. Long	Associate Professor
Pamela Pinahs-Schultz	Associate Professor
Wilma J. Robinson	Assistant Professor
Sally Schumacher	Assistant Professor
Bruce L. Strom	Associate Professor
Tammi M. Summers	Assistant Professor
James B. Vopat	Professor of English, Director of the Milwaukee Writing Project
Mary Ann Wisniewski	Associate Professor, Director

The Carroll College graduate program in Education is designed to serve students seeking a Master of Education (M.Ed.) Degree, who are working in a variety of educational contexts. Students can also take classes for individual professional development and/or to extend their professional certification.

Through the Education Program, the college offers flexible master's degree programs designed to empower professionals who want to combine professional development along with their work and family responsibilities. The curriculum blends emphases on professional skill development and mastery of knowledge to create a learning environment where adults thrive. Built on current theory and practice, the program is of particular interest to K-12 teachers, post secondary and technical college educators, corporate trainers, health education professionals, and adult educators/trainers.

The graduate program extends the college's mission of providing excellence in teaching at all levels. An intensive approach is utilized to help educators strengthen their professional abilities. The program concentrates on the improvement of teaching and learning in settings where teachers, instructors, or trainers are currently working, or where they anticipate the opportunity to teach at some future time.

To achieve its intents, the M.Ed. program relies on a curriculum which includes three content emphases: curriculum and instruction, adult and continuing education, and health education.

The student learning outcomes of the M.Ed program are:

- To develop students' personal sense of competency as excellent teachers in a variety of educational contexts
- To promote ideals of lifelong learning and professional development

GRADUATE PROGRAM IN EDUCATION

- To develop reflective skills in educators that enable them to connect new knowledge from the coursework they select with the educational settings in which they work
- To encourage research and practice that empowers educators to be forces of transformation in their educational setting.

GENERAL DEGREE REQUIREMENTS

The M.Ed. is a 33 credit program. Nine credits with grades of B and above may be transferred toward the master's degree from other accredited institutions after review by the Director.

Students may enter the program at the start of any academic term throughout the year. Students must be registered for a minimum of 6 credits to be eligible for financial aid.

The graduate program in Education at Carroll requires the completion of a research core and a thesis related to the course of study. This experience allows students to study in greater depth an issue which is important to their professional interest.

ADMISSION

Applicants begin the admission process by completing a Carroll College Graduate Studies Application. Applications and official transcripts of all previous post-secondary coursework are submitted to the Carroll College Part-time Studies office.

Applicants must have an undergraduate degree from an accredited college or university and an undergraduate grade point average of 2.5 on a 4.0 scale. Admission decisions are made when applications are complete.

Applicants may complete up to 9 credits as a non-degree graduate student prior to being formally admitted to the graduate program.

A Carroll undergraduate student with senior status may enroll in a graduate course with the permission of the director of the graduate education program.

ACADEMIC PLANNING

Initially, interested students meet with an advisor to discuss how their background and educational goals relate to the graduate education program. They will then work closely with an advisor to design their M.Ed. curriculum.

Most graduate education students attend Carroll on a part-time basis. Classes are generally taught in the evening with some daytime summer classes. At times, courses are offered on weekends. Half-time students enroll in 6-8 credits per semester while full-time students enroll in at least 12 credits per semester. (At least 6 credits are needed in order to qualify for financial aid.)

Once students begin the graduate education program, they are given seven years to complete the program. Students who interrupt their studies for one full academic year must reapply and must follow any new requirements upon reentering.

GRADUATE PROGRAM IN EDUCATION

TUITION

Tuition for graduate courses in education for 2006-07 is \$325 per credit.

FINANCIAL ASSISTANCE

Financial aid in the form of student loans is available to M.Ed. students who are enrolled at least on a half-time (6 credits per semester) basis. Refer to page 54 for complete information regarding financial assistance.

For further information, call the Office of Financial Aid at 262-524-7296.

TRANSFER CREDITS

With approval of the graduate program director, up to nine semester hours of graduate coursework in education, taken within the past seven years, may be transferred from other accredited colleges or universities. Transfer courses are evaluated on an individual basis. Transfer graduate credits (or previously earned Carroll graduate credits) can be used to reduce the program requirement of 33 semester hours only if the transfer courses (or Carroll courses) are deemed by the director to form a legitimate content strand by themselves, to either duplicate offerings in the program or complement one of the program's existing emphases, or to transfer in as an elective.

MASTER OF EDUCATION PROGRAM (33 credits)

Core Courses (12 Credits)

EDU641, Teaching and Learning Across the Lifespan (3 credits)

EDU601, Educators as Researchers (3 credits)

EDU602, Structuring Inquiry: Framing and Researching a Problem (3 credits)

EDU603, Data Collection and Analysis (3 credits)

There are three distinct emphases in the M.Ed. Program: Curriculum and Instruction; Adult and Continuing Education; and Health Education. Students choose one of the emphases in their graduate program.

Curriculum and Instruction Emphasis

- Students choose two of three content strands: Literacy, Contemporary Curriculum Issues, and Sociocultural Issues. Students must earn nine credits in each strand. Alternately, students may choose to earn the Wisconsin Reading Teacher License #316 as part of their M.Ed. program. This option requires completion of the Wisconsin Reading Teacher License #316 strand.
- Students must also complete three to six credits of electives from any strand or from other areas in the Master's program.

Literacy Strand

EDU 625, Teaching the Writing Process

EDU 626, Teacher as Writer

EDU 675, Emergent Literacy

EDU 677, Issues in Children's and Adolescent Literature

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EDU 678, Reading Assessment in the K-12 Classroom

EDU 680, Practicum in Assessing and Teaching Reading

Contemporary Curriculum Issues Strand (can include the adaptive education certification license #859)

EDU 631, Cognitively Guided Instruction (CGI) in Mathematics – Workshop

EDU 634, Applying Educational Technologies in K-12 Classrooms

EDU 640, Foundations of Gifted and Talented Education

EDU 643, Curriculum Making: Past and Present

EDU 644, Education of Gifted and Talented Students – Workshop

EDU 645, Collaboration in the Classroom

EDU 654, Developing Multicultural and Global Curricula

EDU 682, Supervision of Student Teachers: Theory and Practice
(1-3 credits)

EDU 660, Strategies for Diagnostic Assessment

EDU 661, Language Development/Disorders of the Exceptional Child

EDU 662, Instructional Strategies for Students with Special Needs

EDU 663, Serving Students Beyond the Classroom

EDU 664, Field Experience in Adaptive Education

Sociocultural Issues (can include the Wisconsin alternative education license #952)

EDU 650, Sociology of Education

EDU 652, Culturally Responsive Teaching Practice

EDU 653, Rethinking "At Risk" Students: Creating Promise

EDU 654, Developing Multicultural and Global Curricula

EDU 655, Families in Society

EDU 657, Pedagogy for Alternative Learning Environments

EDU 658, Philosophical/Ethical Issues in Education

Wisconsin Reading Teacher License #316

EDU 306*, Literacy in Secondary School Content Areas

EDU 324*, Literacy in the Elementary/Middle School

EDU 625, Teaching the Writing Process **OR**

EDU 626, Teacher as Writer

EDU 675, Emergent Literacy

EDU 677, Issues in Children's and Adolescent Literature

EDU 678, Reading Assessment in the K-12 Classroom

EDU 680, Practicum in Assessing and Teaching Reading

Students pursuing the #316 license must have an initial Wisconsin teaching license and two years of teaching experience.

*Students who have not taken EDU 324 and EDU 306 at the undergraduate level (or had equivalent courses within the past 7 years) may enroll

GRADUATE PROGRAM IN EDUCATION

in these courses as undergraduate special students. Students will not be granted graduate credits for prior undergraduate course work. A graduate option is also available for these courses.

Students seeking the #316 license must earn a grade of BC or higher in each reading course and must have an overall minimum reading course grade point average of 3.00.

Adult and Continuing Education Emphasis

The Adult and Continuing Education Emphasis is designed to provide professionals who are engaged in educating adults in a variety of settings with the most current information possible in the practice, theory, and research relevant to this dynamic and expanding field. Adult education issues related to learning, curriculum, program planning, and administration are explored. Students prepare projects and research topics that are relevant to their particular educational setting. The 33 program credits consist of the core courses, electives and required courses.

Required Courses 12 credits

EDU 646, Administration of Adult Education Programs (required)
EDU 647, Foundations of Adult Education (required)
EDU 648, Facilitating Learning for Adults (required)
EDU 649, Curriculum and Program Development in Adult Continuing Education (required)

Health Education Emphasis

The Health Education Emphasis is designed to provide the most current information available, focusing on the future well-being of our society, to professionals who are engaged in the health education promotion of individuals and/or groups in school settings, regional, state, public or private agencies.

This emphasis prepares students for professional roles in health education and promotion. The primary objective of the curriculum is to provide students with the knowledge and skills to plan, develop, implement, monitor and evaluate behavior change programs for improving health status. Courses feature methods for diagnosing and assessing the health needs of communities and organizations; theories of health behavior and their application, the planning and design of public health programs; approaches to measuring and monitoring the implementation of interventions; and strategies for evaluating the impact of programs on cognitive, behavioral, and health status endpoints.

The 33 program credits consist of the core courses, electives and required courses.

Required Courses (15 credits)

HED 650, Theory and Foundations of Health Education
HED 651, Planning and Implementation of Health Education Programs
HED 652, Evaluation and Assessment of Health Education Programs
HED 653, Principles of Health Behavior

GRADUATE PROGRAM IN EDUCATION

Choose one of the following:

HED 660, Epidemiology and Public Health Issues

HED 661, Resources for Health Education

HED 662, Administration of Health Education Programs

The National Commission for Health Education Credentialing has specific requirements for receipt of Certified Health Education Specialist (C.H.E.S.) status. The criteria include a minimum level of participation in health education degree-granting programs as well as demonstration of basic competencies. The Health Education Emphasis meets National Commission criteria and addresses the competencies required for C.H.E.S. certification.

Components of this emphasis can be used in conjunction with the undergraduate health certificate requirements to obtain the Wisconsin Health Certificate. This certificate requires completion of the Wisconsin Department of Public Instruction criteria to be accomplished at the undergraduate or graduate level. Students choosing to obtain this certificate must complete BIO 103, HSC 101, HSC 103, HED 201, HED 202, HED 203, and HED 204 at the undergraduate or graduate level (or have completed courses with comparable course material) within the past 7 years prior to enrolling in HED 651 and 652 at the graduate level.

LICENSE/CERTIFICATION PROGRAMS

The following programs can be taken for licensing or certification only.

THE WISCONSIN READING TEACHER LICENSE (#316) PROGRAM

Graduate students who have an initial Wisconsin teaching license and two years of teaching experience can earn a second teaching license as K-12 Reading Teachers by completing Carroll's Reading Teacher sequence. Eighteen semester hours of course work (12 at the graduate level) are required. EDU 675, 677, 678, and 680 compose the graduate level requirements for the #316 license. Students who have not taken EDU 324 and EDU 306 at the undergraduate level (or completed equivalent courses within the past 7 years) may enroll in these courses as undergraduate special students. Graduate credit options for 306 and 324 are also available. Students seeking the #316 license must earn a grade of BC or higher in each reading course and must have an overall minimum reading course grade point average of 3.00.

THE WISCONSIN ALTERNATIVE LEARNING ENVIRONMENTS CERTIFICATION

A set of three courses provides the competencies teachers need to qualify for the Alternative Learning Environments Certificate (#952). Effective July 1, 1996, this 6-12 certification is required by the Wisconsin Department of Public Instruction for all teachers who teach students in non-traditional environments. The three courses, EDU 653, 655, and 657, may be taken without enrollment in the M.Ed. program, or they may count toward degree completion in the C & I emphasis.

GRADUATE PROGRAM IN EDUCATION

WISCONSIN ADAPTIVE EDUCATION LICENSE

This five course sequence, combined with a field placement, will enable credentialed teachers to earn the #859 license at the graduate level. The coursework enables teachers to work effectively with special education students who are mainstreamed or integrated into their classrooms. Students enrolled in the certification sequence will maintain a portfolio that will include selected information from each course, demonstrating how the competencies they are acquiring are applied to their particular educational contexts. A course in the education of the exceptional child is a prerequisite. Courses can be combined with the M.Ed. program in the contemporary curriculum issues strand or taken for licensure only. The courses are EDU 660, EDU 661, EDU 662, EDU 663, EDU 664.

CERTIFIED HEALTH EDUCATION SPECIALIST

The National Commission for Health Education Credentialing has specific requirements for receipt of C.H.E.S. status. The criteria include a minimum level of participation in health education degree-granting programs as well as demonstration of basic competencies. The health education emphasis meets national criteria and addresses the competencies required to sit for the C.H.E.S. certification exam.

COURSE DESCRIPTIONS

EDU 601. Educators as Researchers

3 credits

The educational researcher needs a variety of approaches to study today's complex educational issues. Educators must be familiar with both quantitative and qualitative approaches to inquiry and have a solid understanding of multiple research designs. Students will learn a range of research approaches and determine the most appropriate methodology for their individually-selected projects. Students will identify a research problem, begin a literature review, and choose a research methodology. Prerequisite: minimum of 18 graduate credits

EDU 602. Structuring Inquiry: Framing and Researching a Problem

3 credits

Extends work in the research area through the selection and refinement of student projects. Students develop statistical, library and information technology skills. Students complete literature reviews and research methodology relevant to their research project. Prerequisite EDU 601.

EDU 603. Data Collection and Analysis

3 credits

Students collect and analyze their data and prepare a final report. Students participate in an annual colloquium to share their research or project with the Carroll community. Prerequisite: EDU 601 and EDU 602.

EDU 605. Thesis Preparation

3 credit

Students who are unable to complete thesis projects while enrolled in EDU 603 are required to register for thesis preparation during each successive term until the project is satisfactorily completed. Thesis preparation is conducted as an independent study by each student's thesis advisor. May be repeated.

GRADUATE PROGRAM IN EDUCATION

- EDU 620. The Writing Process: Theory and Practice (MWP)** 3 credits
Offered occasionally
- EDU 621. Writing Across the Curriculum: Leadership Institute (MWP only)** 3 credits
Offered occasionally.
- EDU 622. Writing Project Practicum: Publication (MWP)** 3 credits
- EDU 625. Teaching the Writing Process** 3 credits
Through a variety of exercises, participants focus on their own writing to explore the writing process in developing authors. Basic writing theory is translated into applied writing instruction. Emphasis is on creating a classroom writing environment. Course includes development and assessment of writing portfolios.
- EDU 626. Teacher as Writer: Facilitating Better Student Writing** 3 credits
Students continue to deepen and individualize the use of the writing process as a means to curricular reform. Students define their areas of professional and personal writing expertise. Individuals and cohort groups work to develop a timetable for publishing writing-to-learn activities. Peer response groups are used and studied as a means to revise and edit in the classroom.
- EDU 631. Cognitively Guided Instruction in Mathematics – Workshop** 3 credits
Focuses on children's developmental phases in math/arithmetic skills and problem-solving activities. Engage in hands-on learning and teaching approaches to skill development in the four basic math operations. Share in group activities to produce math materials for classroom use. Emphasis is on math education in all elementary grades K-6.
- EDU 634. Applying Educational Technologies in K-12 Classrooms** 3 credits
This course provides practical opportunities to become proficient in 21st Century information literacy skills. Students will integrate these skills into lessons that utilize technology and assess student learning to meet the Wisconsin Academic Standards. Students will have hands-on software experience and will explore current research to support technology in the classroom. The Internet and BlackBaord will be used extensively.
- EDU 640. Foundations of Gifted and Talented Education** 3 credits
Characteristics of giftedness are discussed. Several identification methods and programming models are studied, including the Wisconsin Comprehensive Integrated Gifted Programming Model. Students investigate the 5 areas of giftedness as defined by federal and state governments as well as the psychology of giftedness in children and adolescents including cognitive and social-emotional dimensions. Practical strategies for accommodating the needs of gifted and talented learners in the classroom and in the home are explored. Legal issues related to Wisconsin Standards are considered; critical perspectives on gifted education are explored.

GRADUATE PROGRAM IN EDUCATION

EDU 641. Teaching and Learning across the Life Span (required) 3 credits
Reviews learning and developmental theories which underlie constructivist pedagogy and pedagogy for alternative educational settings. Presents current research related to the learning process. Studies the improvement of teaching and learning through facilitation of thinking skills including creativity and critical thinking. Examines human development, including cognitive and social aspects, throughout life from childhood through adulthood. Situates the learning process in a sociocultural context.

EDU 643. Curriculum Making: Past and Present 3 credits
Examines the myriad of elements that determine curricular content and discusses the ways that the social, political, and historical contexts of the times have defined the education children have received in American public schools. Various theories and historical perspectives will be studied in understanding the struggles for and evolution of the American curriculum.

EDU 644. Education of Gifted and Talented Students – Workshop 3 credits
Emphasizes meeting the needs of gifted children through curriculum differentiation. Students develop programming strategies and techniques for accommodating gifted learners in the general classroom in ways that are aligned with the Wisconsin Comprehensive Integrated Gifted Programming (Pyramid) Model. Effective instructional practices related to each of the following areas of giftedness are studied: general intellectual, specific academic, creative thinking, leadership, and visual/performing arts.

EDU 645. Collaboration in the Classroom 3 credits
Participants examine theory and practice of cooperative learning and other collaborative and community-building strategies and investigate the cooperative learning literature to develop a repertoire of strategies. Strategies are critiqued for application to specific curricula and particular student groups.

EDU 646. Administration of Adult Education Programs 3 credits
This course relates administrative theory to current practice in adult continuing education. Topics covered include management styles, effective personal development, the tools of administrative practice, organizational contexts, and ethical decision-making. Effective leadership is distinguished from effective management. Prerequisite: EDU 641 and EDU 647 or consent of instructor.

EDU 647. Foundations of Adult Education 3 credits
This course introduces students to a variety of concepts which serve as the foundation of the field of adult education. Topics covered include a definition of adult education, a historical overview of the field, participation and nonparticipation factors, adult education in formal and informal settings. The course also examines six theories of learning as they relate to adult education and begins building the foundation for a theory of adult learning.

EDU 648. Facilitating Learning for Adults 3 credits
The course focuses on identifying special needs of the adult learner including the adult as an independent learner. The unique relationship between adult student and facilitator

GRADUATE PROGRAM IN EDUCATION

is explored. The course also examines current research and theory relating to successful practice in adult education. Prerequisite: EDU 641, and 647, or consent of instructor.

EDU 649. Curriculum and Program Development in Adult Continuing Education 3 credits

Theory and processes of program planning and curriculum development as they relate to education and training programs designed for the adult learner. The focus is on program philosophy, program planning models, needs analysis, program design, and evaluation. Prerequisite EDU 647.

EDU 650. Sociology of Education 3 credits

An overview of the sociocultural foundations of educational practice in a variety of community environments within the political and economic contexts of society. Focuses on historical ideas, current practices, and future directions in education in relation to major social issues in America. Analyzes the role of schooling in transmitting cultural assumptions about American society and its ideologies. Discusses sociocultural forces which influence schools, teaching and learning. Students review ethnographies and other forms of research to study education as a cultural institution.

EDU 652. Culturally Responsive Teaching Practice 3 credits

Focuses on what makes an effective learning environment for students of diverse backgrounds as a means for considering ways to improve learning contexts for all children. Examines the many pedagogies and practices which work effectively with students from a variety of backgrounds. Considers learning styles, language behaviors, participant structures, and social interactions all within the sociocultural context of the classroom and the school. Students design lessons/projects/learning environments to fit the sociocultural context of their own classrooms/schools.

EDU 653. Rethinking "At Risk" Students: Creating Promise 3 credits

"At-Risk" is a term which is used to describe an increasingly large population of children who are linguistically, economically or ethnically different from the mainstream. Students critically analyze the educational, social, and political views of children "at risk" and explore alternatives of viewing such children as "at-promise." Students address ways to view children's heritage and experiences as strengths rather than deficits, and consider strategies for implementing the "at-promise" concept in classrooms, families, schools, and communities. This course can be used for 6-12 alternative learning environments certification.

EDU 654. Developing Multicultural and Global Curricula 3 credits

Explores theoretical and political issues underlying the development and implementation of curriculum which has a multicultural/global focus. In light of these issues, students research and develop curriculum materials relevant to their individual teaching situation. Central course concepts include change, diversity, and interdependence within a multicultural/global framework. Students work to enhance both personal and professional sensitivities to global cultural issues.

GRADUATE PROGRAM IN EDUCATION

EDU 655. Families in Society

3 credits

Explores contemporary family issues from the perspective of educators and public and social service workers. Reviews the history of the American family. Considers current family issues and questions related to dynamics and values, cross-cultural perspectives, alternative structures (including teen pregnancy, single parent families, etc.), and poverty (including homelessness, welfare reform, etc.). Examines changing roles of parents, feminization of poverty, divorce, child care outside the home, and family educational and social policies. In addition to academic sources, topics are explored through modern fiction and the media. This course can be used for the 6-12 alternative learning environments certification.

EDU 657. Pedagogy for Alternative Learning Environments

3 credits

This course is designed to explore and develop programs which will meet the needs of students who have not thrived in traditional school settings and thus have been identified as being "at risk" of not completing school. Research on existing and exemplary programs will be reviewed. An analysis of the needs of students will be made. Course topics include teaching with technology, building community, providing motivation, establishing a learning environment, and using appropriate assessment strategies. This course can be used for the 6-12 alternative learning environments certification.

EDU 658. Philosophical/Ethical Issues in Education

3 credits

Develops a "macro" view of the larger foundations affecting and driving education using theoretical, critical, and practical perspectives. By personally and collectively engaging with issues such as moral education, school reform, funding equity, popular culture, and the hidden curriculum, students will increase their situated awareness as a professional, encouraging thought and action beyond the walls of the classroom and the limits of their own history.

EDU 660. Strategies for Diagnostic Assessment

3 credits

Introductory course in diagnostic assessment. Provides core theoretical and practical background necessary to evaluate students having special education needs. Surveys familiar educational assessment of individuals with disabling conditions. Emphasizes testing for IEP development and applications for the individual contexts of practicing teachers. Teachers will become familiar with a variety of formal and informal assessment techniques enabling them not only to interpret psychological and academic reports, but also to carry on an ongoing assessment of the progress of the special education students enrolled in their class. Hands on experience with testing will be provided.

EDU 661. Language Development/Disorders of the Exceptional Child

3 credits

Presents background information about normal language development of children as a foundation for evaluating speech and language disorders in children. Emphasis will be placed on current methods of identifying language disorders in school age students and methods for modifying classroom activities to enhance language skills of speaking, listening, reading, and writing.

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EDU 662. Instructional Strategies for Students with Special Needs 3 credits
Considers strategies for modifications students with special needs may require to learn content knowledge. Environmental adaptations and varied approaches to delivering instruction will also be presented. Teachers will prepare examples of modifications appropriate for their teaching situations.

EDU 663. Serving Students Beyond the Classroom 3 credits
Enables teachers to become effective collaborators with parents of exceptional children and with community agencies that also serve the needs of their students. Teachers will also explore effective practices for assisting individuals with disabilities in making successful transitions between grade levels and from school to post-secondary training and/or employment. Representatives of community agencies will be invited presenters in the class.

EDU 664. Field Experience in Adaptive Education 1 credit
This 40 hour experience can be taken any time during the school year in teachers' own classrooms working with the special education students enrolled in their classes and the special education teachers who also serve these students. Interactive journals with the course instructor will be the primary vehicle for implementing this field work and assessing its success.

EDU 675. Emergent Literacy 3 credits
Study of developmentally appropriate ways to facilitate emergent literacy of young children in the context of their lives in a literate community. Topics explored from constructivist and emergent literacy perspectives include early literacy, individualization through the child's personal experience, differentiation between formal reading programs and emergent literacy approaches, the roles of language experience and phonics in emergent literacy, curricular integration of emergent literacy approaches, and children's literature and language arts. Participants develop writing portfolios to explore their own development as readers and writers. Prerequisite: Consent of instructor if not certified to teach K-12.

EDU 677. Issues in Children's and Adolescent Literature 3 credits
Explores controversial social and cultural issues through children's and adolescent literature. Provides in-depth experience in selecting and evaluating appropriate literature from different literary genres for students of varying abilities. Examines classroom activities to support the teaching of reading in K-12 classrooms. Prerequisite: EDU 675 or consent of instructor.

EDU 678. Reading Assessment in the K-12 Classroom 3 credits
The study of assessment and instructional techniques for readers with special needs. Includes selecting, administering, and interpreting formal and informal assessments to develop, implement, and communicate appropriate instructional plans to classroom teachers and to parents. Includes analysis and interpretation of diagnostic data to prescribe instructional programs and activities appropriate to student needs for a variety of group sizes using time, materials, strategies, learning styles, developmental levels, and student interests. Prerequisite: consent of instructor

GRADUATE PROGRAM IN EDUCATION

EDU 680. Practicum in Assessing and Teaching Reading 3 credits

A supervised practicum in assessing and teaching reading to elementary, middle school, and high school students with a variety of abilities in one-to-one, small group, and large group contexts. Includes analysis and interpretation of diagnostic data to prescribe instructional programs and activities appropriate to student needs for a variety of group sizes using time, materials, strategies, learning styles, developmental levels, and student interests. Includes methods of communicating diagnostic findings to classroom teachers and parents. Prerequisite: EDU 675, EDU 677, EDU 678 or consent of instructor.

EDU 682. Supervision of Student Teachers: Theory and Practice 1 (or audit)

This DPI-approved workshop qualifies licensed teachers to become cooperating teachers for the clinical experiences of student teachers seeking Wisconsin licenses. The qualification allows for the supervision of students from Carroll and from all other Wisconsin institutions who offer teacher education programs.

EDU 683. Graduate Internship in Education 3 credits

Students are provided with a special field placement to explore individual professional interests in a selected teaching/learning environment. Offered upon request from interested students. Prerequisite: Consent of instructor.

EDU 691. Graduate Special Topics

Involves study of a selected current topic in education which is not offered in regular course offerings. The course may have a regular course format, or it may be offered as a short, intensive workshop. Offered in various terms for credit in a designated content strand.

EDU 698. Independent Study

Students pursue independent inquiry under the supervision of a faculty member. Offered each term for credit in a designated content strand. **A maximum of 6 independent study credits can be applied to the M.Ed. degree.** Prerequisite: approval of divisional dean and consent of instructor.

HED 650. Theory and Foundations of Health Education 3 credits

This course will engage students in critical thinking and discussion about the history and evolution of health education. Students will analyze the foundations of the discipline of health education, predict the impact of the social value systems in programming, apply ethical and cultural considerations in health education, and critically analyze current and future needs.

HED 651. Planning and Implementation of Health Education Programs 3 credits

This course will provide students with the theoretical and practical bases for effective implementation and evaluation of Comprehensive School Health Education (CSHE) programs. Students will be engaged in the development of logical scope and sequence in curricular construction, design programs based on data analysis, use social marketing principles, and exhibit competency in carrying out planned programs.

GRADUATE PROGRAM IN EDUCATION

HED 652. Evaluation and Assessment of Health Education Programs 3 credits

This course will provide students with the knowledge and skills regarding various methodological approaches utilized in program assessment and evaluations. The course will focus on primary (survey, focus group) and secondary (agency statistic) data analysis. Emphasis is placed on a variety of school and community settings. Prerequisite: HED 651 or consent of instructor.

HED 653. Principles of Health Behavior 3 credits

This course will examine the psychosocial factors related to health and illness behavior. Various health behavior models will be examined to determine health benefits and behavior strategies for health behavior changes at the individual, group and community level, and self management interventions for chronic illness.

HED 660. Epidemiology and Public Health Issues 3 credits

This course will provide a comprehensive overview of epidemiological research with regard to the distribution and determinants of disease risk factors in human populations. Students will obtain and analyze health related data about social and cultural environments, growth, and developmental factors, needs, and diseases of populations. (Course to be offered in Spring, odd years)

HED 661. Resources for Health Education 3 credits

This course is designed to enable participants to select and use various health education services, materials and technologies in order to foster communication between health care providers and consumers. Students will develop plans for coordinating services, facilitate cooperation between program personnel, organize training for educators, utilize computerized health information, and establish effective consultative relationships. (Course to be offered in Spring, even years)

HED 662. Administration of Health Education Programs 3 credits

The content of this course will be provided within the adult education emphasis (EDU 646).

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

Monika Baldrige	Assistant Professor of Biology
Sara M. Deprey	Assistant Professor of Physical Therapy
Brian Edlbeck	Assistant Professor of Exercise Science
Mark R. Erickson	Assistant Professor of Physical Therapy
Kristopher Hartz	Assistant Professor of Athletic Training
Jane F. Hopp	Associate Professor, Director of Physical Therapy and Dean
David B. MacIntyre	Assistant Professor of Exercise Science
Edward J. Maher	Assistant Professor of Physical Therapy
Thomas G. Pahnke	Assistant Professor of Athletic Training and Physical Therapy
Virginia M. Parsons	Professor of Psychology
Kathleen A. Shields	Assistant Professor of Physical Therapy
Kimberly White	Assistant Professor of Exercise Science

The entry-level Master and Doctor of Physical Therapy programs are accredited by the Higher Learning Commission of the North Central Association and the Commission on Accreditation of Physical Therapy Education.

Societal demands and a changing health care environment affect physical therapy practice. The aim of the entry-level Physical Therapy program at Carroll College is to produce clinicians, trained for general practice in an evolving, diverse, and interdisciplinary health care environment, who provide best care, respectful of patient/client values and grounded in evidence-based practice and clinical reasoning, and who contribute to the profession and their community. To achieve the program's aim, all individuals associated with the program demonstrate effective teaching, scholarship, clinical practice, and service to the college profession, and community.

Graduates of the entry-level Physical Therapy program are reflective, adaptable, accountable, and competent to render independent judgements within a framework of collaborative health care practice. Graduates are prepared to practice in a caring, compassionate way with moral sensitivity, social responsibility, and awareness of individual differences. Pre-professional education is grounded in the liberal arts and the natural, behavioral, and social and health sciences. Professional preparation is in the basic sciences, behavioral sciences, applied sciences, health sciences, and the science of physical therapy. Graduates are prepared to examine, evaluate, diagnose, make prognoses, and provide interventions to prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, or injuries. Understanding professional practice expectations and patient/client management expectations as well as practice management expectations allow graduates to impact health care delivery systems in their communities. Graduates have a life-long

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

commitment to self-directed learning and critical inquiry, recognizing that completion of their professional education is the first phase on a continuum of phases to mastery and competency in physical therapy. Graduates contribute to the profession and society by seeking and disseminating knowledge gained and providing pro bono services.

The program aim is reflected in its curricular philosophy. The curriculum is developed around four tracks, incorporating both traditional and problem-based learning concepts. Each track is composed of courses that find their foundations in the same basic or professional science. The professional track presents material in a manner that develops content from general to applied concepts in professional practice, patient/client management, practice management, clinical decision making, and evidenced based practice. The neurological, musculoskeletal, and general medicine tracks present basic science, applied science in the absence of pathology, and applied science in the presence of pathology within the context of patient care. Across and within the four tracks are common themes that include ethical inquiry and practice, continuous integration of theory and practice across the curriculum, self-management of the learning process by students, and self-reinforcement whereby students learn because they value their growing competence. The curriculum includes both didactic and practical experiences. There is collaborative teaching within and across tracks and the courses with planned redundancy of subject matter. Constant reinforcement of content with clinical experiences occurs through observations of and exposure to patients in academic courses, exposure to clients in the program's Teaching Laboratory Practice, and integrated clinical education.

To meet the program aim, a variety of individuals including, but not limited to, academic and clinical physical therapists; other professionals; basic, behavioral and social scientists; patients and care givers; and the community are involved in the program. These individuals facilitate learning and share their content expertise in their area of specialization. The academic, community and professional collaborations allow the program to link education to the reality of practice, anticipate future developments, and keep a global perspective.

CURRICULUM

The entry-level Physical Therapy program begins in the student's senior year, lasts eight semesters, and is subdivided into two phases, Phase I and Phase II.

During Phase I, fall and spring terms of senior year, course work in physical therapy begins at the 400 level. The 400 level courses present the basic, behavioral, professional, and applied science foundations for the 500 and 600 level courses in Phase II and incorporate Carroll's excellence in science into the curriculum. Four of these courses are electives in the Biology program and two courses are electives in the Psychology program. Bachelor's degrees are awarded to those individuals satisfying all relevant Carroll undergraduate requirements at the conclusion of the senior year.

Immediately following Commencement, students move into the graduate phase of the program, Phase II, where 500-level (summer, fall and spring terms of year five) and 600-level (summer, fall and spring terms of year six) courses in physical therapy are offered.

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

Knowledge gained in each course is integrated throughout subsequent courses. Each student has the option to complete either the Master of Physical Therapy (MPT) curriculum or the Doctor of Physical Therapy (DPT) curriculum. Both degrees require the same course work through the fall semester of year six. The DPT curriculum adds PTH641: Clinical Decision Making Seminar V, PTH612: Clinical Research II, and a six week terminal clinical internship, all of which take place during winter and spring semesters of year six. The MPT requires an eight week terminal internship during the spring of year six. Regardless of whether a student chooses the DPT degree or the MPT curriculum, the diploma for either degree is awarded in May after successful completion of the respective professional curriculum. The graduates participate in the college's Commencement ceremony in May.

ADMISSION

The physical therapy program admits qualified students regardless of race, color, creed, sex, age, sexual orientation, marital status, national or ethnic origin or handicap that does not interfere with the performance of professional physical therapy practice as provided by law. Students can enter the physical therapy program in one of three ways:

- 1) **Direct admission** - Individuals matriculate directly from high school into the program and have an undergraduate major with a pre-physical therapy emphasis.
- 2) **Transfer admission** - If a high school senior is not admitted directly to the program as a freshman or if a high school senior is uncertain that he/she wants to pursue an entry-level master of physical therapy degree, the individual can apply, during his/her junior year, for the professional phase of the program. Preference will be given to students who complete 64 or more undergraduate degree credits at Carroll.
- 3) **Non-traditional admission** - An individual who has completed an undergraduate (or graduate) degree can apply for the professional phase of the program.

Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended.

Applications and credentials for admission to the physical therapy program must be submitted for processing to the Carroll College Office of Admission. Decisions are made on applications throughout the year by a selection committee in the program, and applicants are immediately notified of their acceptance status through the Office of Admission. Under certain circumstances probational admission to the program is possible.

TECHNICAL STANDARDS FOR ADMISSION TO AND PROGRESSION IN THE PHYSICAL THERAPY PROGRAM

Successful participation in the entry-level Physical Therapy program requires that a student possess the ability to meet the requirements of the program. Though the program may modify certain course requirements in order to provide a handicapped person¹ with an equivalent opportunity to achieve results equal to those of a non-handi

¹ Handicapped as defined by the Federal Government pursuant to SS 504 of the Rehabilitation Act of 1973.

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

capped person, there are no substitutes for the following essential skills. The applicant must initially meet these requirements to gain admission to the program, and must also continue to meet them throughout participation in the program.

1. **Physical requirements:** The applicant/student must be willing and capable of performing physical assessments (e.g., range of motion, manual muscle testing, visual observations) of patients using various evaluative and therapeutic instruments and equipment. The applicant/student must also be able to perform physical therapy procedures (e.g., transferring, treatment techniques, activities of daily living). In addition, an applicant/student must successfully complete and maintain certification in first aid and cardiopulmonary resuscitation.
2. **Communication:** An applicant/student must be able to elicit information, describe changes in health, mood, and activity, and perceive non-verbal communication. An applicant/student must be able to communicate effectively and sensitively with patients. The applicant/student must also be able to communicate effectively and efficiently with all members of the health care team.
3. **Intellectual abilities:** Problem solving, a critical skill of physical therapists, requires abilities in measurement, calculation, reasoning and analysis.
4. **Behavioral and social attributes:** The applicant/student must be able to tolerate physically taxing workloads and to function effectively under stress; must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the evaluation and treatment of patients; and must possess the qualities of integrity, concern for others, compassion, skill in interpersonal relationships, and motivation for a career in health care.

The physical therapy program may require that an applicant/student undergo a physical examination. A handicapped applicant/student shall not, on the basis of his or her handicap (except those which would preclude the essential skills outlined above), be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the physical therapy program.

Students in the physical therapy program are required to fill out the Carroll College Physical Therapy Intern Medical Information Form upon entrance into the program. This form documents information about the student's health insurance carrier, physician, medical conditions, vaccination history and completion of health risk training. The original documents remain on file in the program. Students carry a copy to each full-time clinical internship. It is the student's responsibility to update the information on this form on a yearly basis, or more frequently if necessary. Any medical treatment needed by a physical therapy student during academic preparation or clinical education experience is the responsibility of the student.

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

CAREGIVER BACKGROUND AND CRIMINAL HISTORY CHECK

On October 1, 1998, the State of Wisconsin, Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the Caregiver and Background Check requirements in Section 50.065 of the Wisconsin statute. Entry-level Physical Therapy students are required, on the first day of class of the program, to complete a background and criminal history check.

INSURANCE

Health: Pre-professional and professional students are required to have medical insurance. Those who are covered by a family or personal policy must provide the insuring company's name and the policy number on a waiver form that is sent to the student by the college's Business Office. For students without their own coverage, a group insurance policy is available through the college. Students are also required to have a personal health history form completed and on file at the college's health center.

Clinical facilities may require proof of immunizations or X-rays. The student is responsible for the cost of any laboratory and X-ray studies. Students are responsible for updating on a yearly basis the program's Medical Information Form. The original form is kept by the program and a copy is presented to the clinical facilities to which the student is assigned.

Professional Liability: Students are required to purchase on a yearly basis professional liability insurance through a college endorsed company.

ACADEMIC PROGRESSION

All entry-level Physical Therapy program requirements must be completed in 31 months unless permission is otherwise granted by the director of the entry-level Master of Physical Therapy program. The academic progress of students in the entry-level Master of Physical Therapy program is evaluated at the end of each semester. Satisfactory progress is contingent upon satisfying the following academic requirements:

- 1) A grade of C or better is required in all physical therapy courses. A letter grade of D, F or U in physical therapy courses requires the student to repeat the course before progressing to subsequent courses for which the failed course is a prerequisite. When repeating a physical therapy course, a student may be required to successfully complete ancillary learning experiences or clinical competencies/practicums that validate theoretical knowledge. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student is placed on academic suspension and repeats the course during the next appropriate semester. A course may be repeated only one time. A student receiving a D, F or U in the same physical therapy course twice or in two physical therapy courses is dismissed from the program.
- 2) A student must obtain a grade point average of 3.00 or better each semester. If a student earns a semester grade point average between 2.00 to 2.99, he/she

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

is placed on academic probation. To be removed from academic probation, the student must earn a grade point average of 3.00 or better in the following semester. If a clinical internship course is scheduled during the next semester, the student must earn a satisfactory (S) grade in the clinical internship course and a semester grade point average of 3.00 or better in the semester following the clinical internship to be removed from academic probation. If a student is on academic probation the last semester of the program, the student must earn a grade of S in the clinical internship course for both the MPT and DPT degrees, and a grade of B or better in the course PTH 612, Clinical Research II for the DPT option, to graduate. If a student is placed on academic probation a second time during his or her tenure in the program, he or she will be dismissed from the program. If a student fails to meet the criteria for removal from academic probation, he/she will be dismissed from the program. If a student earns a semester grade point average of 1.99 or less, he/she will be dismissed from the program.

POLICY ON REAPPLICATION TO THE PROGRAM

The Policy on Reapplication defines the process by which students may seek readmission to the program following dismissal of the student from the program for failing to maintain good academic standing. Readmission candidates may apply for readmission to the program no sooner than one year and no later than three years from the date of dismissal. Readmission candidates may exercise their reapplication option only once. Readmission candidates applying to the program must submit the materials required of all applicants for admission. In addition, they must provide transcripts relating to any education experiences completed since leaving the program. A letter indicating why the readmission candidate believes s/he will succeed academically and technically in the program must accompany the application materials. Upon review of the materials, the program's admissions selection committee may render the following decisions: 1) Approval of the request for readmission to the program with the academic condition that the readmission applicant repeat the entire academic program or 2) denial of the request for readmission to the program.

MEDICAL OR PERSONAL LEAVE

If a student must be absent from the program for an extended period of time for medical or personal reasons or jury or medical service, written notice must be given to the director of the program, if possible. Written notice must also be given to the program's director prior to the student's return to the program. If applicable, the student may be asked to verify that s/he has complied with the program's technical standards and any previously imposed conditions for leave. In addition, remediation or course repetition may be required of the student dependent on the length of absence or curriculum revisions approved during the leave. A course, laboratory, or clinical education practicum/internship make-up or remediation is dependent upon academic and clinical faculty and facility availability.

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

CLINICAL EDUCATION

Clinical education in the physical therapy program consists of patient experiences in courses, integrated teaching laboratory practice courses, and 35 weeks of full-time supervised clinical internship courses. Clinical education experiences occur off campus, and thus a student must have access to a motor vehicle.

Learning experiences involving clients begin in the classroom through course experiences both at the college and at clinical practice settings where students observe and have planned practical experiences. The classroom experiences are expanded into a series of three integrated teaching laboratory practice courses where students participate in campus-community service learning wellness and prevention initiatives with healthy individuals and individuals with pathology and disability across the life span. In addition, students participate in three full-time internships with patients/clients in a variety of environments that include rural, inpatient, outpatient, and specialty facilities and that are representative of contemporary physical therapy practice and patient/client differences.

FEES

During Phase I (400 level courses), undergraduate tuition and other fees apply to direct admit, transfer, and non-traditional students. Additional fees for the physical therapy program are also assessed. These include \$150 per semester professional program fee for disposable supplies and rehabilitation equipment and maintenance, \$95 per year for student membership fee in the American Physical Therapy Association (APTA), and \$15 per year for liability insurance. Direct admit and transfer students are eligible for the undergraduate aid. Non-traditional students are eligible for undergraduate Federal Subsidized Stafford/Unsubsidized Stafford Loans.

During Phase II, graduate tuition is \$460 per credit. Additional fees assessed are the \$95 per year student membership fee in the APTA, and \$15 per year for liability insurance on their school bill. A \$150 program fee is charged for each semester the student is in residency at the college. Students enrolled in Phase II are not eligible for Carroll College grants. Students in Phase II are eligible for graduate Unsubsidized Stafford Loans. Information regarding any clinical facility scholarships and how to make applications for them is available from the Health Sciences Area Office.

LICENSURE

Students are responsible for determining the requirements of and securing the application from the state in which they expect to be licensed.

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

(MPT Curriculum: 114 Credits; DPT Curriculum: 123 Credits)

Phase I (Senior year for Direct Admit and Transfer Students) 32 credits

Fall Semester — 16 credits

PTH 400	Foundations of Professional Practice
HSC 402	Human Anatomy (Biology elective)
HSC 403	Human Physiology (Biology elective)
HSC 405	Neuroscience (Psychology elective)

ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

Spring Semester —16 credits

PTH 401	Clinical Research I
HSC 404	Biomechanics (Biology elective)
HSC 406	Applied Physiology I (Biology elective)
HSC 407	Human Learning and Behavior (Psychology elective)

Phase II

Year 1 — 44 credits

Summer Semester — 13 credits

PTH 500	Applied Physiology (3 credits)
PTH 501	Basic Patient Management Skills (3 credits)
PTH 520	Professional Practice I (2 credits)
PTH 521	Physical Therapy Teaching Laboratory Practicum I (2 credits)
PTH 540	Clinical Decision Making Seminar I (2 credits)
PTH 550	Readings and Research I (1 credit)

Fall Semester — 15 credits

PTH 560	Pathology (Initial 7 weeks) (3 credits)
PTH 509	Introduction to Clinical Pharmacology (Initial 7 Weeks) (3 credits)
PTH 541	Clinical Decision Making II (Initial 7 Weeks) (2 credits)
PTH 515	Clinical Internship I (Final 7 Weeks) (7 credits)

Spring Semester — 16 credits

PTH 506	Neurological System Disorders I (3 credits)
PTH 507	Musculoskeletal System Disorders I (3 credits)
PTH 508	General Medicine I (3 credits)
PTH 530	Professional Practice II (2 credits)
PTH 531	Physical Therapy Teaching Laboratory Practicum II (2 credits)
PTH 542	Clinical Decision Making Seminar III (2 credits)
PTH 551	Readings and Research II (1 credit)

Year 2 — 38 credits

Summer Semester — 14 credits

PTH 611	Clinical Internship II (14 weeks) (14 credits)
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Fall Semester — 15 credits

PTH 606	Neurological System Disorders II (3 credits)
PTH 607	Musculoskeletal System Disorders II (3 credits)
PTH 608	General Medicine II (3 credits)
PTH 640	Clinical Decision Making Seminar IV (1 credit)
PTH 620	Professional Practice III (2 credits)
PTH 621	Physical Therapy Teaching Laboratory Practicum III (2 credits)
PTH 650	Readings and Research III (1 credit)

Master of Physical Therapy Degree Curriculum

Spring Semester – 8 credits

PTH613	Masters Clinical Internship III (8 weeks)
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ENTRY-LEVEL PHYSICAL THERAPY PROGRAM

Doctor of Physical Therapy Degree Curriculum

Winter/January Term – 1 credit

PTH641Clinical Decision Making Seminar V (2 weeks)

Spring Semester – 16 credits

PTH612Clinical Research II (2 credits)

PTH614Clinical Internship III (14 weeks, 14 credits)

Summary of Credits

Master of Physical Therapy Degree114 credits

Phase I..... 32 credits

Phase II..... 82 credits

Doctor of Physical Therapy Degree 122 credits

Phase I..... 32 credits

Phase II..... 90 credits

PTH 400. Foundations of Professional Practice 4 credits

Fundamental concepts related to professionalism and the roles and responsibilities of the physical therapist are introduced. Emphasis is placed on professional practice expectations (communication, diversity professional behavior, critical inquiry and clinical decision making, education, and professional development) and practice management expectations (prevention/wellness/health promotion, management of health care delivery administration, consultation, and social responsibilities). The health care delivery system including cost, quality, and access and the policies and legislation which drive these forces are introduced. The vital roles physical therapists contribute to the overall health care delivery system are introduced. Prerequisite: Entry-Level Physical Therapy Program Standing.

PTH 401. Clinical Research I 4 credits

The concepts of critical inquiry and reflective thinking in physical therapy are introduced. The components and processes of qualitative and quantitative research in physical therapy are emphasized. Students access and analyze a variety of health care and physical therapy literature. (Sp) Prerequisites: Entry-Level Physical Therapy Program Standing.

HSC 402. Human Anatomy 4 credits

The microanatomy and gross anatomy of muscle, bone and cartilage and the integumentary, nervous, cardiovascular, lymphatic, respiratory, renal, digestive, endocrine, and reproductive systems are studied. Using multimedia software, male and female bodies are dissected from anterior, posterior, medial, lateral, and medial/lateral views, and histologies, radiologies, cross sections, and MRIs are linked to the anatomy. Models are also employed to study the structure of the human body. In addition, palpation laboratories are integrated into the course. (Fa) Prerequisites: Entry-Level Physical Therapy Program Standing.

HSC 403. Human Physiology 4 credits

Fundamental concepts related to the normal function of the human body are presented. The normal functioning of the human body is discussed across gender, race, and the life span. Basic pathophysiological concepts are introduced. Resources used to study the function of the human body include physiology laboratories, computer sim-

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ulations, and videos. (*Fa*) Prerequisites: Entry-Level Physical Therapy Program Standing.

HSC 404. Biomechanics

4 credits

The anatomical and mechanical bases of normal human movement are studied. The functions of muscles, bones, tendons, and ligaments in the production of normal mobility are explored using a variety of kinematic and kinetic analysis techniques and multimedia software. (*Sp*) Prerequisites: Entry-Level Physical Therapy Program Standing.

HSC 405. Neuroscience

4 credits

The structure, chemistry, and functioning of the brain in relation to learning, memory, emotion, personality, and complex human behaviors, including thought and language, are emphasized. Brain disorders are discussed. Resources used to study the structure, chemistry, and function of the human brain include laboratories and CD ROM programs. (*Fa*) Prerequisite: Entry-Level Physical Therapy Program Standing.

HSC 406. Applied Physiology I

4 credits

The fundamental principles of exercise physiology are explored. The anatomical, physiological, biochemical, and psychological effects of exercise in healthy untrained and trained individuals are studied. The effects of exercise on the human body are discussed across gender, race, and life span. Exercise performance under different environmental conditions is also presented. Cardiovascular endurance and skeletal muscle force generating assessment and training techniques are performed. Resources used to study the effects of exercise on the human body include exercise physiology laboratories, computer simulations, and observations. (*Fa*) Prerequisites: Entry-Level Physical Therapy Program Standing.

HSC 407. Human Learning and Behavior

4 credits

The basic principles of human learning and behavior are explored across gender, culture, and life span. Attention is focused on Pavlovian and instrumental conditioning and their applications in medicine and education; the concepts of motor learning and their application in skill learning and recovery of function; information-processing approaches to behavior; and behavior dysfunction. Basic research is related to applied efforts in educational technologies and behavior modification. (*Sp*) Prerequisites: Entry-Level Physical Therapy Program Standing.

PTH 500. Applied Physiology II

3 credits

The underlying physical and physiological principles of massage, cryotherapy, heat, water, light, sound, and electrical current applications are presented. The application and physiological effects of massage, cryotherapy, heat, water, light, sound, and electrical current in peripheral inflammation across gender, race, and the life span are studied. The Patient/Client Management Model and the Guide to Physical Therapy Practice are utilized in the application of massage, cryotherapy, heat, water, light, sound, and electrical current. Best care outcomes, respectful of patient/client values and grounded in evidence based practice and clinical reasoning, in the application of massage, cryotherapy, heat, water, light, sound, and electrical current are emphasized. Content mastered in this course will be applied in subsequent courses in the physical therapy program. (*Su*) Prerequisites: Entry-Level Physical Therapy Program Standing.

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PTH 501. Basic Patient Management Skills

3 credits

Standard safety procedures in patient care are studied in this course. Basic patient mobility techniques across the life span are presented using simple patient problems. In each problem, patient and equipment assessment, goal setting, and instruction of others in the performance of basic mobility techniques are emphasized. Factors that affect procurement and usage of mobility aids are also considered. Students participate as both the patient and the physical therapist in the laboratories. (Su) Prerequisite: Entry-Level Physical Therapy Program Standing.

PTH 506. Neurological System Disorders I

3 credits

Current and emerging conceptual frameworks and approaches for assessing and retraining movement in individuals with movement disorders are analyzed in the first semester of this two semester course sequence. Normal and abnormal postural control and movement disorders will be analyzed across gender, culture and the life span. Instruments, tests, screens, and evaluations to detect neurological impairments and functional limitations, and therapeutic interventions used in the treatment of neurological impairments are investigated. Students must also apply basic knowledge and patient management skills developed during Phase I of the Entry-Level Graduate Program in Physical Therapy in the screening, evaluation, and treatment of individuals with neurological disorders. Utilization of clinical cases and technology in the presentation of the subject matter develop students' problem solving abilities. Management of specific central and peripheral nervous system pathology, including diagnosis, clinical manifestations, clinical course, and prognosis of neurological disorders will be explored in the second semester (PTH 606). (Sp) Prerequisite: Entry-Level Physical Therapy Program Standing.

PTH 507. Musculoskeletal System Disorders I

3 credits

PTH507 is the first of a two-course sequence that explores the examination, evaluation, diagnosis, prognosis, interventions, and outcomes for patients with musculoskeletal disorders. Prior knowledge and skills are integrated with a standardized musculoskeletal examination scheme that is introduced and applied through a regional approach beginning in the lower extremity and progressing proximally through the spine and upper extremities. Evidence based practice is emphasized. (Sp) Prerequisite: Entry-Level Physical Therapy Program Standing.

PTH 508. General Medicine I

3 credits

General Medicine I covers evaluation, assessment and treatment interventions in acute and rehabilitation environments for patients with medical or surgical conditions, specifically those which involve vascular, cardiac, pulmonary, and acute orthopedic disorders. A life span approach is taken to present physiological function and dysfunction from development as a fetus and infant to decline in the geriatric population. Psychosocial considerations, cultural differences and cognitive levels of the patients with acute problems are also covered. The focus of the course is the pathology, medical differential diagnosis and prognosis, physical therapy diagnosis and prognosis, and medical and physical therapy management. The clinical course of specific diseases, includes the acute, subacute and chronic presentation of each disease is presented. Instruments, tests, screens, and evaluations to detect disease and functional limitations, and therapeutic interventions used in the treatment of the diseases are presented. Retraining movement in individuals with the various diseases is investigated using

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clinical decision making models. Students must also apply basic knowledge and patient management skills in the screening, evaluation, and treatment of individuals with the different diseases developed during earlier courses in the Program. This course is the first semester of a two semester course, PTH 508/608, which is the culmination of the General Medicine tract. (Fa) Prerequisite: Entry-Level Physical Therapy Program Standing.

PTH 509. Introduction to Clinical Pharmacology 3 credits

The concepts and principles essential to understanding the mechanisms underlying the physiologic effects of medications are explored in this course. (Su) Prerequisite: Entry-Level Physical Therapy Program Standing.

PTH 515. Clinical Internship I 7 credits

Students participate in a full-time internship for seven weeks at clinical facilities affiliated with the Physical Therapy Program. During the internship, a student's ability to utilize knowledge and employ skills developed during Phase I and Phase II, Year 1 Summer and Fall Semesters of the Physical Therapy Program is assessed. S/U Grading. (Fa) Prerequisite: Entry-Level Physical Therapy Program Standing.

PTH 520. Professional Practice I 2 credits

Professional practice expectations and practice management expectation concepts are broadened and applied to apparently healthy children and adults. Primary emphasis includes emerging specialty practice settings for physical therapists working with healthy populations, as well as communication and educational needs across the life span. This course examines the administration, management and regulations surrounding various practice settings including (but not limited to) parks and recreation departments, wellness facilities (health clubs, YMCA, etc), children's organizations (girl scouts) and governmental organizations (city fire departments). Students draw upon experiences from PTH 521: Teaching Laboratory Practice I to enhance professional practice and management expectation concepts as well as apply the scientific inquiry process to practice issues. (Su) Prerequisite: Entry-Level Physical Therapy Program Standing.

PTH 521. Physical Therapy Teaching Laboratory Practicum I 2 credits

Consistent with the Physical Therapy Program and TLP philosophies, curricular philosophy, and Program goals and objectives, PTH521 provides students with a wide range of opportunities to further develop practice-based, hands-on skills and experiences in a context of primary wellness and prevention across the life span under the direct supervision of Division of Natural and Health Sciences faculty. Specific service-learning opportunities take place on and off campus and include performing wellness and prevention screenings, leading a motor skill development camp, delivering wellness massage, participating in a caregiver conference, experiencing a biomedical technology laboratory, working as support staff for the TLP, and participating in grand rounds. (Su) Prerequisites: Entry-level Physical Therapy Program Standing.

PTH 530. Professional Practice II 2 credits

The concepts of Professional practice expectations and practice management expectations are applied to apparently healthy older adults and those using acute care services. Issues unique to the older adult population such as identification of health care needs and the impact of health care policy and on the care of older adults are explored. An emphasis on

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measures from disciplines other than physical therapy, 4) identification, analysis, and application of indicators for referral to other practitioners, and 5) critical analysis of outcome measures. (*Sp*) Prerequisites: Entry-level Physical Therapy Program Standing.

PTH 550. Readings and Research I

1 credit

This course is the first in a series of three, one-credit courses that introduces the student to the research process under the guidance of a faculty member associated with the physical therapy program and gives the student the opportunity to apply theoretical information learned in PTH 401. This course introduces the student to the specific area of research by that particular faculty member. The faculty member presents foundational theoretical content specific to his or her area of research to facilitate student comprehension, analysis and participation. The students will investigate the research methodology and the statistical analyses related to the specific research topic. (*Su*) Prerequisites: Entry-level Physical Therapy Program Standing.

PTH 551 Readings and Research II

1 credit

This course is the second in a series of three, one-credit courses that introduces the student to the research process under the guidance of a faculty member associated with the physical therapy program and gives the student the opportunity to apply theoretical information learned in PTH 401. This course provides the student with an opportunity to participate in planning and implementing research methodology that results in data collection under the guidance of a faculty advisor. The student advances along the research process by analyzing and summarizing the data based upon work in the previous semester. (*Sp*) Prerequisites: Entry-level Physical Therapy Program Standing.

PTH 560. Pathology

3 credits

This course presents the foundational pathology, diagnosis, clinical course and management of various pathologic conditions most relevant to physical therapy practice. A systems approach is used to emphasize the etiology, pathogenesis, pathophysiology, medical evaluation and differential diagnosis, of diseases across the life span. Content will also include imaging and laboratory tests, and prognosis of patient conditions. Students will apply basic anatomy, physiology, physical therapy examination and intervention knowledge gained previously and pharmacology content they will be learning concurrently to acquire an appropriate perspective on patient/client management for people who present with disease/pathology of body systems. (*Fa*) Prerequisites: Entry-level Physical Therapy Program Standing.

PTH 606. Neurological System Disorders II

3 credits

The pathology, diagnosis, clinical manifestations, clinical course, and prognosis of neurological disorders are explored. Current and emerging conceptual frameworks and approaches for retraining movement in individuals with neurological impairments are analyzed. Instruments, tests, screens, and evaluations to detect neurological impairments and functional limitations, and therapeutic interventions used in the treatment of neurological impairments are investigated. Students must also apply basic knowledge and patient management skills developed during Phase 1 of the Entry-Level Graduate Program in Physical Therapy in the screening, evaluation, and treatment of individuals with neurological disorders. Utilization of clinical cases and technology in the presentation of the subject matter develop students' problem solving abilities. (*Sp*) Prerequisites: Entry-Level Physical Therapy Program Standing.

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PTH 607. Musculoskeletal System Disorders II

3 credits

This course explores the examination, evaluation, diagnosis, prognosis, and interventions for patients with musculoskeletal disorders across the life span, including amputation. Prior knowledge and skills are integrated with a standardized musculoskeletal examination scheme that is introduced and applied through a regional approach. Musculoskeletal pathology including medical management, industrial medicine, and issues in contemporary practice are integrated. Evidence based autonomous practice is emphasized. (*Sp*) Prerequisites: Entry-Level Physical Therapy Program Standing.

PTH 608. General Medicine II

3 credits

The management of cardiovascular, pulmonary, endocrine, integumentary, infectious, renal, and psychiatric diseases are studied across gender, culture, and the life span in this two- semester course. The pathologies, diagnoses, clinical manifestations, clinical courses, and prognoses of the different diseases are explored. Retraining movement in individuals with the various diseases is investigated using clinical decision making models. Instruments, tests, screens, and evaluations to detect disease and functional limitations, and therapeutic interventions used in the treatment of the diseases are investigated. Students must also apply basic knowledge and patient management skills developed during previous semesters of the Entry-Level Master of Physical Therapy Program in the screening, evaluation, and treatment of individuals with the different diseases. Utilization of clinical cases and technology in the presentation of the subject matter develop students' problem solving abilities. (*Sp*) Prerequisites: Entry-Level Physical Therapy Program Standing.

PTH 611. Clinical Internship II

15 credits

Students participate in full-time internships for fourteen weeks at clinical facilities affiliated with the College's Physical Therapy Program. During the internship, a student's ability to utilize knowledge and employ skills developed during Phase I and II of the College's Entry-Level Graduate Program in Physical Therapy is assessed. (*Su*) (*S/U* grades) Prerequisites: Entry-Level Physical Therapy Program Standing.

PTH 612. Clinical Research II

2 credits

Using a case report format, students describe evidence-based, autonomous practice using a patient identified during Clinical Internship III with neurological, musculoskeletal, cardiopulmonary, integumentary, endocrine, or infectious diseases. The case report is presented in written and oral format to the Entry-level Physical Therapy program faculty and students during the final week of spring semester. Peer and faculty review and evaluation of the written and oral reports is incorporated into the course grade. The case report must be appropriate to submit for presentation at a national professional conference. (*Sp*) Prerequisites: Entry-level Doctor of Physical Therapy Program standing.

PTH 613. Masters Clinical Internship III

1 credit

Students participate in the terminal full-time internship for eight weeks at clinical facilities affiliated with the Physical Therapy Program. During the internship, a student's ability to utilize knowledge and employ skills developed during Phase I and II of the Program is documented and assessed. (*Sp*) Prerequisites: Entry-Level Physical Therapy Program Standing.

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PTH 614. Doctor of Physical Therapy Clinical Internship III 14 credits

Students participate in the fourteen week, full-time terminal internship at clinical facilities affiliated with the Physical Therapy Program. During the internship, a student's ability to apply and integrate the knowledge and skills consistent with best care and autonomous practice that have been developed during Phase I and II of the Program is documented and assessed. (Sp) Prerequisites: Entry-level Doctor of Physical Therapy Program standing.

PTH 620. Professional Practice III 2 credits

The concepts of Professional practice expectations and practice management expectations are applied across the life span to special populations that have pathology. Issues unique to these populations include the current and future care needs of the patient, family and caregiver. The role of the PT in various practice settings including hospice, school systems, and home health agencies are examined. Critical review of current events and literature to provide evidence of clinical practice is required. The impact of health care policy, reimbursement and documentation with special emphasis on Medicaid for children and older adults is explored. The role of physical therapy beyond intervention is also explored in depth and includes administration and management of facilities as well as the legal responsibilities related to management and administration. Students have the opportunity to draw on experiences from concurrent PTH 621. (Sp) Prerequisites: Entry-level Physical Therapy Program Standing.

PTH 621. Physical Therapy Teaching Laboratory Practicum III 2 credits

Consistent with the Mission Statement, Curricular Philosophy, Goals and Objectives of the Carroll College Entry-level Master of Physical Therapy Program, Physical Therapy Teaching Practicum III (PTH 621, the third of a series of three practicum courses) provides students with the practice-based, hands-on skills and experiences which parallel didactic instruction during the semester. These skills and experiences include secondary wellness and prevention screenings in the diseased and disabled and elderly under supervision of a licensed physical therapist faculty member, and participation at disabled children camps, home visits with an interdisciplinary health team, and specific practical experiences off campus. S/U Grading. (Su) Prerequisites: Entry-Level Physical Therapy Program Standing.

PTH 640. Clinical Decision Making Seminar IV 1 credit

This is the fourth course in the clinical decision making series that integrates professional practice, patient/client management, and practice management expectations using a case-based format, organized in a manner consistent with the *Guide to Physical Therapist Practice*, and emphasizes critical inquiry and reflective practice. In Clinical Decision Making IV, students perform a comprehensive review of an authentic clinical case. Patient management, utilization of resources, and coordination of services are critically evaluated. Based upon critical analysis of research evidence, utilization of services, and legal and ethical practice issues, students provide support for the care provided by the treating practitioner and propose a plan of potential options. The review is presented to academic and clinical faculty in written format and defended orally. (F) Prerequisites: Entry-level Physical Therapy Program Standing.

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PTH 641. Clinical Decision Making Seminar V

1 credit

This is the final of the five courses that comprise the clinical decision making series in which professional practice, patient/client management, and practice management expectations are integrated using a case-based format organized in a manner consistent with the *Guide to Physical Therapist Practice*, and emphasizes critical inquiry and reflective practice. In Clinical Decision Making V, principles and techniques are presented that prepare students for designing and writing an independent case report that is completed in PTH 612. Additionally, students are required to procure the policies, procedures and documents necessary for attaining institutional approval for their individual case reports and complete related documentation to the greatest extent possible. Prior knowledge related to the use of case reports in the medical field and physical therapy is advanced through critical analysis and presentation of published case reports. S/U Grading. (Winter) Prerequisites: Entry-level Physical Therapy Program Standing.

PTH 650. Readings and Research III

1 credit

This course is the third in a series of three, one-credit courses that introduces the student to the research process under the guidance of a faculty member associated with the physical therapy program and gives the student the opportunity to apply theoretical information learned in PTH 401. This course offers the student the opportunity to investigate different options for disseminating scholarly information including, but not limited to: abstract, poster presentation, platform presentation and submission of a proposal or manuscript. Based upon the research topic and faculty recommendation the student will prepare the research project in some format appropriate for peer review. (Fa) Prerequisites: Entry-level Physical Therapy Program Standing.

MASTER OF SOFTWARE ENGINEERING AND GRADUATE CERTIFICATE IN SOFTWARE ENGINEERING

Chenglie Hu	Associate Professor, Director
Gerald L. Isaacs	Professor
Michael G. Konemann	Associate Professor
Elizabeth R. Towell	Associate Professor
John F. Towell	Associate Professor

Carroll College offers a master's degree and a graduate certificate program in software engineering. These programs are based on the assumption that professionals must remain current within the rapidly changing environment of technology. The program uses real-world business projects and scenarios to educate professionals in the latest tools and techniques.

The current coursework is based on these subject areas:

- Advanced Programming Skills
- Software Engineering Methodologies and Techniques
- Object Oriented Design and Implementation
- Relational and Object Oriented Database Models and Implementation
- Network and Client/Server Technologies and Techniques
- J2EE and .NET Frameworks
- Software Project and Team Management
- Managing Information Technology in a Net-Centric World
- Component Theory and Application

The software engineering program provides a graduate education that deepens and broadens the student's expertise, technical and management skills, and industry understanding. It maintains a balance between abstract, theoretical insights and their application. The program is faithful to the mission of Carroll College, which focuses on life-long learning, career preparation, and education for productive and meaningful lives.

All courses in the curriculum are based in current technology but look towards the future. A particular technology is of value only if it is used as a tool for solving a current workplace related problem. Since future developments will soon make current solutions obsolete, the curriculum must provide experience and develop a knowledge base that will facilitate continuous learning. The software engineering program is based on the following goals:

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1. To provide a state-of-the-art education for professionals working in the software industry.
2. To provide an educational environment that is sensitive to technological change, but concentrates on the overall uses of technology in an organization.
3. To provide a balance between theoretical foundations and practical applications.
4. To emphasize the role of life-long learning in a rapidly changing environment.

COURSE OF STUDY

Master of Software Engineering

The Master of Software Engineering (MSE) is a 36-credit program, which is based on an object-oriented, client/server, database, web front-end model, which has been approved by the Higher Education Learning Commission (HLC)/North Central Association. The 36 credits consist of the following 12 three-credit courses:

Computer Science 506, Object Oriented Programming and Data Structures
Computer Science 550, Advanced Web Applications
Computer Science 560, Advanced Web Applications II
Computer Science 580, Information Technology Management in a Net-Centric World
Computer Science 591, Enterprise Data Modeling
CSC591 may be waived and replaced by a second graduate elective
Computer Science 600, Object Oriented Analysis and Design
Computer Science 602, Project Management and Technical Communication
Computer Science 603, Networking: Design and Implementation
Computer Science 640, Software Engineering
Computer Science graduate elective
Computer Science 650, Capstone Research and Design
Computer Science 651, Capstone Implementation

Graduate Certificate in Software Engineering

Students must successfully complete any five three-credit classes offered in the program to complete the certificate. Students usually take Computer Science 506, 550, 560, 591, and 640.

SCHEDULING

Several different courses will be offered fall, spring, and summer semesters. Since the program is specifically oriented toward working professionals, classes will be offered in a hybrid format as well as www format (noted at end of course description as WW); that is, courses will meet periodically in a synchronous in-class mode with additional asynchronous components. By taking only one class each semester, students may earn the graduate certificate in less than two years. Students may elect to complete two courses a semester and earn the certificate in less than one year.

ADMISSION

To enter the software engineering certificate program, students must have a working knowledge of computer programming and two years of professional work experience.

SOFTWARE ENGINEERING MASTERS/CERTIFICATE

Students may be admitted to the Master of Software Engineering program based on the following:

Requirements include:

- Earned bachelor's degree with a cumulative GPA of 2.75 or higher
- Java programming skills equivalent to Carroll courses CSC111 and CSC226, and two years of professional work experience

Students must submit the following:

- Application for admission
- Official transcripts from all undergraduate institutions attended
- Résumé which describes work experience, programming background, and professional interests
- If the applicant's native language is not English, TOEFL (550 or above) or MELAB (85 or above) scores from within the past two years is required
- Letter of recommendation (professional reference preferred)

Students without professional work experience who have a bachelor's degree in Computer Science, Computer Engineering, or Electrical Engineering may also be admitted upon consultation with the Office of Admission.

Students with no programming background may be admitted upon completion of CSC110 and CSC111 at the least. Whether they need more undergraduate courses is at the discretion of the faculty of the program. Students must complete an application for admission, which can be found online.

FEES

Tuition for graduate courses in software engineering is \$415 per credit.

COURSES

CSC506. Object Oriented Programming and Data Structures **3 credits**

This course is an intensive introduction to the fundamentals of object-oriented programming. The features of the object-oriented paradigm (encapsulation, inheritance and polymorphism) will be introduced through use of the language Java. Fundamental data structures such as stacks, queues, lists and trees will be covered along with an analysis of algorithm efficiency. Prerequisite: CSC111 or data structures or consent of the instructor. (Fa)

CSC550. Advanced Web Applications **3 credits**

This course concentrates on the skills necessary for a student to master the multi-tier Web development environment using Microsoft .NET framework (the latest version). Database-driven applications, Web services, and component development are stressed. Other topics covered may include SOA (Service Oriented Architecture), XML document processing, as well as performance and security issues. Web fundamentals are reviewed as deemed necessary. Prerequisite: CSC351 or CSC591 or consent of the instructor. (WW)

CSC560. Advanced Web applications II **3 credits**

This course develops the skills necessary for a student to master the world of java-based server-side processing. This course builds on CSC550 with special emphasis on

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the Java2 Platform for implementing scalable and reliable enterprise applications from reusable components. Each student will manage a Tomcat-JBoss Web Server running on a dedicated Linux server for the entire semester. Contemporary issues in client server technology will be addressed including Remote Method Invocation (RMI), JavaBeans, Java Servlets, and Java Server Pages (JSP). A 3-tier'd distributed component programming environment is used with an Oracle Database on the 3rd tier. Prerequisites: CSC506 and CSC550. (*Sp*)

CSC580. Information Technology Management in a Net-Centric World

3 credits

This course studies management of information technology and its transitions in a technology based world. The foundational message of the course is that the primary focus of the IT manager must be the business goals of the organization and the application of current and future technology towards a competitive advantage for the organization. Operational, tactical and strategic directions are discussed with the understanding that these are changing and will continue to change with the application of technology both within the organization, within their industry, and with respect to supply chain management. The positioning of the head of information technology within the organization is researched and discussed. Proven leadership goals and strategies within information technology departments are reviewed and discussed with the focus of reviewing how technology is changing the methods and focus of IT management. (*Su, WW*)

CSC591. Enterprise Data Modeling

3 credits

The course concentrates on the skills necessary to design effective database models upon which an enterprise database is constructed. These skills include Entity/Relationship (ER) Modeling, normalization, and command of the SQL language. Students will study both the theory and practical aspects of contemporary relational databases. Emphasis will be placed on the three-tiered architecture and its role in e-commerce World Wide Web sites. "Hands-on" experiences will include the use of modern CASE tools for modeling, and practice with enterprise databases such as Oracle or Microsoft SQL Server. This course may be waived for professional worker in the field with appropriate database experience. Prerequisite: CSC506 or consent of the instructor (*Fa, Sp*)

CSC600. Object Oriented Analysis and Design

3 credits

This course concentrates on the object-oriented paradigm as it applies to analysis, design and software implementation. Various object-oriented design patterns will be introduced, so will design frameworks as they apply to the latest software development practices. Unified Modeling Language (UML) and CASE tools may be used as appropriate. Prerequisites: CSC506 and CSC591 (*Sp*)

CSC602. Project Management and Technical Communication

3 credits

This course concentrates on the skills necessary to manage a project both from the technical perspective and from the human relations perspective. Key ideas addressed will be change management, deadlines, motivation and other issues that affect productivity within a team. Tools such as Microsoft Project will be used to understand and control massive projects. Various techniques such as Pert charts and Gant charts will

be discussed, compared and contrasted. Inter-team and intra-team communication will be covered, as well as communication with non-technical individuals. (*Fa*)

CSC603. Networking: Design and Implementation 3 credits

This course presents a view of the broad field of data communications and networking. Fiber and wireless technologies (Wireless LAN, MMDS, LMDS) will be stressed as they reshape the future of networking. Topics include network classification, protocols, services, hardware components: routers, switches, multiplexors, concentrators, and communications media. Students will concentrate on how technology is changing the nature and uses of networking as bandwidth and services increase under a Moore's Law projection. Quality of service issues will be stressed and uses of this technology are studied as it leads a reshaping of organizations and their activities. Broadband and last mile issues will be studied and forecast as these reshape communication. (*WW*)

CSC605. Mathematical Underpinnings of Information Systems 3 credits

This class will provide the mathematical underpinnings of the MSE curriculum. It will emphasize the mathematical structures used in computer and information sciences. Topics covered will include analysis of algorithms, mathematical logic, sets, graph theory, functions, relations, recursion, computability, proof of correctness, and applications.

CSC610. Operating Systems 3 credits

This class covers the elements and design of operating systems. Traditional operating systems such as Unix and Windows will be compared and contrasted along with more futuristic, experimental operating systems. Problems such as concurrence, memory management, file management, communication, security and other such issues will be addressed. A "hands-on" laboratory component includes experiments with the linux kernel. Prerequisite: CSC506

CSC623. Programming Languages 3 credits

This class covers the elements and design of programming languages. Topics covered include: specification of syntax and semantics, programming language paradigms – with several example languages, and parsing. Prerequisite: CSC506 or consent of the instructor. (*Sp, even years*)

CSC631. Advanced Database Design and Implementation 3 credits

This course builds upon previous database experience. It assumes that the student is proficient with a Database Management System (DBMS) and adds the object model to the database model. Various DBMS systems will be explored, examined and compared. Research into this new model and its future will also be examined.

CSC640. Software Engineering 3 credits

This course presents state-of-the-art techniques in software development. Topics will include the software engineering lifecycle and current approaches to software development process, including formal software specification, software teams, Web engineering, and agile development. In addition, the course will cover version control, roll out, software maintenance and quality assurance. Research issues in software engineering will be examined. Prerequisite: CSC600 or consent of the instructor. (*Fa*)

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CSC641. Advanced Visual Basic

3 credits

This course is a hands-on examination of further features and techniques of the programming language Microsoft Visual Basic. This course provides further experience in OO programming and demonstrates how to build Windows applications using the features of Visual Basic. (WW)

CSC642. Visual C++

3 credits

This course is a hands-on examination of the features and techniques of the programming language Microsoft Visual C++. This course provides further experience in OO programming and demonstrates how to build Windows applications using the features of Visual C++. (WW)

CSC650. Capstone Research and Design

3 credits

This course requires the student to select a real-world project and write up a formal proposal. Upon approval of the proposal, the student will perform the necessary research on the project and present the findings in a formal setting. A formal design will then be undertaken and presented. Prerequisites: CSC640 and CSC600. (WW)

CSC651. Capstone Implementation

3 credits

This course is the culmination of the previous classes taken in the graduate program. The student must use all of the skills developed with the other courses, life experiences, and research and design from CSC650 to schedule, implement, and document the systems proposal begun in CSC650. Appropriate scheduling, design, implementation and documentation tools will be used. Prerequisites: CSC560 and CSC650. (WW)

CSC660. Component Software and Implementation Issues

3 credits

This course requires the student to bring together the knowledge and skills from the previous object-oriented courses. The class begins with a review of the object-oriented paradigm and continues through the real world issues of software creation for a wide variety of customers with varying needs and issues. Does the OO paradigm lead to the creation of component-based systems as its proponents suggest? And if so, how do implementation, reusability, components, internationalization and other similar topics affect the delivery of software systems? Prerequisite: CSC560

CSC680. Internship in Software Engineering

1-3 credits

This course entails professional work experience in computer science under the supervision of faculty and industry personnel. Written report required. S/U graded. (WW)

CSC691. Special Topics in Software Engineering

3 credits

Advanced research designed to permit individual students or groups of students to undertake special projects related to their educational interests and goals.

ADMISSION

Admission to Carroll College is offered to those for whom academic and personal success seems likely. Each candidate is evaluated individually. Evidence of good character and demonstrated ability to do graduate-level work is essential.

PROCEDURES FOR GRADUATE ADMISSION

Applicants submit a Carroll College Graduate Studies Application. Applications and credentials for admission to the graduate programs must be submitted for processing to the Carroll College office of admission located in Voorhees Hall.

Specific acceptance policies may be established by individual graduate programs. See specific graduate program.

General requirements for admission into any advanced graduate program at Carroll College include the following criteria:

1. An undergraduate degree in the professional field or a field related to the applicant's profession. Applicants could be required to take prerequisite courses before being accepted into a graduate program to ensure a base of knowledge in the area in which they wish to pursue graduate work.
2. Official transcript or listing of undergraduate and other graduate or continuing education work and grades, where appropriate.
3. A minimum undergraduate grade point average of 2.5. An individual program has the option of setting a higher minimum grade point average; see specific graduate program area. Some programs may allow an applicant to take up to 9 credits as a non-degree graduate student prior to being formally admitted to the graduate program.
4. Standardized test(s) when appropriate to the field of study.
5. Additional written materials as required by an individual graduate program.
6. An application fee may be required.
7. A technical standards form and/or a Department of Justice Background Check may be required for certain graduate programs.
8. In some graduate programs, students are required to have medical insurance coverage. See specific graduate program.

Acceptance decisions are made on applications when they are complete. In some instances, the files of prospective students are referred to a program's Graduate Admission Committee for review and action. That body may grant admission to the college provided certain conditions are met or may require the student to satisfy specified criteria.

APPLICATION DEADLINE

See specific graduate program as appropriate.

ADMISSION

TRANSFER ADMISSION

Credit for transfer work varies per program. See specific program for transfer policy guidelines. Up to nine graduate or non-degree graduate level credits may transfer. Transfer equivalencies will be determined by the director. Only courses with a grade of B or better will be considered for transfer credit.

RETURNING STUDENTS

After the lapse of one full academic year, students returning to Carroll must reapply for graduate admission. A student has a total of seven years to complete any graduate program. Upon re-acceptance the student will receive a letter indicating his or her remaining time to complete the program.

Note: Graduate Programs admit qualified students regardless of race, color, creed, sex, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice.

FEES 2006-2007

Specific tuition and fees vary according to program. See specific graduate programs.

PAYMENT OF STUDENT ACCOUNTS FOR FULL-TIME GRADUATE STUDENTS

Charges for tuition and fees (and room and board if applicable) are the obligation of the student upon registration and are to be paid no later than the first day of the semester/session. A student may attend classes, take examinations, and be entitled to the benefits of a fully registered student only when all charges have been paid or satisfactory financial arrangements have been approved by the business office.

An initial bill is sent to each student's permanent address prior to the beginning of each semester in the form an estimated bill. Full payment of the balance must be made by the first day of the semester/session. If additional charges are incurred during a semester, a statement will be mailed to the student showing those supplemental charges. These charges are due upon receipt of the billing.

A late fee of \$50 will be assessed or, at the college's election, interest will be charged at a rate not to exceed 1.5% to all accounts with balances on September 6 for the fall semester and January 22 for the spring semester. A student with an unpaid balance will not be allowed to register for the next semester or participate in study abroad programs until that balance is paid in full. Additional information can be obtained in the business office.

Certificates of graduation, diplomas, transcripts of credits and any other credentials will only be issued to students who have settled all obligations to the college, including tuition, fees, fines and signatures on loan documents. Any student who is delinquent on a payment plan will have the above credentials held.

PAYMENT OF STUDENT ACCOUNTS FOR PART-TIME GRADUATE STUDENTS

Charges for part-time graduate students are determined per credit hour. All charges become the obligation of the student upon registration. At least one-half of the total charge must be paid on or before the first day of the semester/session. A student may attend classes, take examinations, and be entitled to the benefits of a fully registered student only when all charges have been paid or satisfactory financial arrangements have been approved by the business office.

The last one-half of the payment is due by October 6 for the fall semester and February 22 for the spring semester. For graduate courses which are offered in less than full semester formats all payments are due on or before the first day of class.

An initial bill is sent to each student's permanent address prior to the beginning of each semester in the form of an estimated bill.

FEES

A late fee of \$50 will be assessed or, at the college's election, interest will be charged at a rate not to exceed 1.5% to all accounts not paid in full by October 6 and February 22.

Part-time graduate students with past due accounts on October 6 for the fall semester and February 22 for the spring semester will not be allowed to register for the next semester or leave on a study abroad program until the account balance is paid in full.

Certificates of graduation, diplomas, transcripts and any other credentials will only be issued to students who have settled all obligations to the college, including tuition, fees, fines and signatures on loan documents. Any student who is delinquent on a payment plan will have the above credentials held.

REFUND POLICIES

Full-time status is determined at the end of the first week of classes on the date indicated in the calendar as the last date to add classes. A full-time student who drops below 12 credits after this date will continue to be billed at full-time rates unless the student withdraws from the college.

Refunds are available for:

- Students with Title IV federal aid who withdraw from the college.

Students with federal aid who withdraw from the college will have their charges recalculated in accordance with guidelines established by the Department of Education derived from the October 7, 1998, Reauthorization of the Higher Education Act. The "Federal Refund" calculation includes tuition, fees, room, board and other charges.

The federal formula provides a return of the Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Education Opportunity Grant, TIP Grant, Perkins Loan or Subsidized and Unsubsidized Stafford Loans or PLUS Loans and withdraws on or before completing 60% of the semester. The percentage of the refund is equal to the number of calendar days completed in the semester divided by the number of calendar days in the semester. Scheduled breaks of five or more days are excluded.

If any refund remains after the required return of Title IV aid, the refund will be used to repay Carroll funds, state funds, other private sources and the student in proportion to the amount paid by each non-federal source as long as there is no unpaid balance due at the time of withdrawal. If there was an unpaid balance, then all aid sources will be repaid before any refund is paid to the student.

If a student who receives Title IV HEA program assistance other than Federal Work Study is owed a refund, the college will allocate that refund in the following order:

1. Federal Unsubsidized Stafford Loan Program
2. Federal Subsidized Stafford Loan Program
3. Federal Perkins Loan Program

4. Federal PLUS Loan Program
5. Federal Pell Grant Program
6. Federal SEOG Program
7. Any other assistance awarded to the student under programs authorized by Title IV HEA
8. Other federal, state, private or institutional financial assistance programs
9. The student

For purposes of repayment, if funds are released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants released to the student. Until the repayment is resolved, the student is ineligible for further Title IV assistance and the repayment must be reported on any financial aid transcript completed. These refund policies are based upon the rules and regulations of the U.S. Department of Education and are subject to change.

Part-time federal or state financial aid will be adjusted to reflect the final number of credits for which you are enrolled on Tuesday, October 3, 2006, for the fall semester or on Tuesday, February 20, 2007 for the spring semester. If your enrollment is less than six credits on those dates, you may not be eligible for any financial aid.

Tuition Refunds: *

- Full or part time students without federal aid who withdraw from the college
- Part time students who drop courses

Tuition Refund Fall 06:

Drop on or before	Refund
Tuesday, Sept 5	100%
Monday, Sept 11	80%
Monday, Sept 18	60%
Monday, Sept 25	40%
Monday, Oct 2	20%

Tuition Refund Spring 07:

Drop on or before	Refund
Friday, Jan 19	100%
Monday, Jan 29	80%
Monday, Feb 5	60%
Monday, Feb 12	40%
Monday, Feb 19	20%

Specially timed courses have the following refund schedule:

Withdrawal Date	Refund
Before the first day of classes	100%
Before the second day of classes	75%
Before the third day of classes	25%
Before the fourth day of classes	0%

*All refunds will be reduced by a 5% administrative fee (not to exceed \$100)

Refunds of board fees are available if a resident student officially withdraws from the college. The amount is determined by the refund calculations listed above.

Room fees are not refundable after the semester begins.

FEES

All scholarships, grants and loans must be applied to a student account before a refund check will be issued.

No refund of tuition, fees, room or board will be made to students dismissed or suspended from the college for disciplinary or academic reasons. Refunds of study abroad program registration fees are subject to regulations available in the IOP office.

Refund policy for military reservists called to active duty: The college recognizes the sacrifices that those in the armed services make while serving our country. We are proud to have these individuals as a part of our campus community and therefore maintain the following policy:

- The student shall provide the registrar's office copies of official military orders. The student will then be automatically withdrawn from all of his/her courses for the given semester. The academic record will reflect the non-punitive "W."
- The student will be eligible for a full refund for tuition and course fees for that semester.
- Any room and board charges will be prorated based on the period in the semester when the student is required to leave and the remaining amount will be refunded.

Withdrawal Procedures: Any graduate student who wishes to withdraw should first see the director of the specific graduate program he/she is attending. The director will conduct a brief interview with the student. If the student is receiving any financial aid the student must meet with the collection and loan officer in the business office located in the lower level of Voorhees Hall. The official date of withdrawal will be determined by the collection and loan officer after a completed withdrawal form signed by the business office, the graduate program director and the registrar is received. For any student not receiving financial aid, notice of withdrawal will be provided to the registrar and the business office by the specific graduate director.

All students adding or dropping a course must do so in writing through the registrar's office. Refunds are based on the date of the postmark of withdrawals sent by mail or on date of delivery of those brought in personally to the registrar's office. If a class should be cancelled by the college due to lack of enrollment, students registered for that class are given a full refund.

FINANCIAL AID

Financial aid is available to graduate students who are enrolled at least on a half-time basis per semester, are degree seeking, and meet all other guidelines established by the college and the U.S. Department of Education. For financial aid purposes, half-time status is a minimum of six credit hours per semester and full-time status is a minimum of 12 credit hours per semester. Graduate students are only eligible to receive financial assistance in the form of loans, unless a scholarship or grant is received from an outside organization. Below is a brief description of the various loan programs for which a graduate student may be eligible and the application procedure.

APPLICATION FOR AID

The Free Application for Federal Student Aid (FAFSA) must be completed and mailed to the federal processor. Students are encouraged to complete the FAFSA by March 1st for Summer enrollment, April 15th for September enrollment, and November 1st for January enrollment. Carroll College's address and Title IV code (003838) must be listed on the FAFSA in order for the college to receive a copy of the results from the federal processor.

About 30% of students who complete the FAFSA will be randomly selected for a process known as verification. When selected for verification, student/spouse must complete a federal verification document and submit signed federal income tax information to the Carroll College Office of Financial Aid. The college is required by the U.S. Department of Education to review the documents to insure the information reported on the FAFSA is correct.

LOANS

Loans for which students enrolled at least half-time may qualify are:

Federal Subsidized Stafford Loan: Is awarded on the basis of financial need as determined by the results of the FAFSA. Students who receive a subsidized Stafford loan are not charged any interest before they begin repayment (usually six months after enrollment ends) or during authorized periods of deferment. The federal government "subsidizes" the interest during these periods. The annual maximum a student may borrow is \$8,500 and the aggregate maximum is \$65,000. The aggregate maximum includes all undergraduate and graduate loans. Funds are provided through local banks, savings and loan associations, credit unions and other approved lending agencies. Applicants must complete an application and promissory note in order to officially receive the funds.

Federal Unsubsidized Stafford Loan: An unsubsidized Stafford loan is not awarded on the basis of financial need. Students who receive an unsubsidized Stafford loan are charged interest from the time the loan is disbursed until it is paid in full. Students do have the option to allow the interest to accumulate. In doing so, the interest will be added to the principal amount of the loan and additional interest will be based upon

FINANCIAL AID

the higher amount. The annual maximum a student may borrow is \$12,000 and the aggregate maximum is \$73,000. The aggregate maximum includes all undergraduate and graduate loans. Funds are provided through local banks, savings and loan associations, credit unions and other approved lending agencies. Applicants must complete an application and promissory note in order to officially receive the funds.

Note: Information regarding interest rate, repayment and deferment options for the Federal Subsidized and Unsubsidized Stafford Loans is available through the Office of Financial Aid. This information is forwarded to eligible students with financial aid award notifications.

Alternative Educational Loans: If a student is in need of additional assistance after receiving the maximum Federal Subsidized and Unsubsidized Stafford Loans, he or she may be eligible to receive an alternative educational loan. In order to be eligible for an alternative educational loan, a student's cost of attendance (as determined by the Carroll College Office of Financial Aid) must be greater than the combined amount of other financial assistance. If interested, you may contact the Office of Financial Aid to find out more about the various alternative loans available.

Note: Students attending less than half-time may be eligible to borrow an Alternative Educational Loan. Please contact the Carroll College Office of Financial Aid for additional information.

OPTIONS FOR ATTENDING CARROLL

Students who wish to attend Carroll College as graduate students may choose from several options per individual graduate program policy.

Full-time — students who carry 12 credits or more per semester.

3/4-time — students who carry between 9-11 credits per semester.

1/2-time — students who carry between 6-8 credits per semester.

Less than 1/2-time — students who carry 1-5 credits per semester.

STUDENT LIFE

SAFETY

Carroll is dedicated to maintaining a safe environment and therefore employs its own security personnel, consisting of campus safety officers and off-duty Waukesha County sheriff's deputies. The campus has 24-hour-a-day coverage. Regular programs and publications inform the campus community about safety issues and measures.

A copy of Carroll College's annual security report is available. This report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off campus buildings or property owned or controlled by Carroll College; and on public property within or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and other drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. The report is available in an electronic version by accessing the following website <http://www.cc.edu/campus/safety/clearyact.pdf>.

You can obtain a paper copy of this report by contacting the Campus Safety Office located in the Campus Center at 262-524-7300.

SPIRITUAL LIFE PROGRAM

The office of the chaplain coordinates the religious program at Carroll. Student, faculty and staff committees and organizations share in the initiation and development of programs. All-campus worship services are held on special occasions. The chaplain, representatives of student organizations, clergy from area churches, and occasional special guest speakers contribute to the chapel services. Pastoral care/spiritual growth is provided by the chaplain by appointment. Individual and small group spiritual and educational options are offered for the Carroll community.

STUDENT HANDBOOK

The specific rules and regulations of Carroll College, published in the current Carroll student handbook and available to all students on the college's web site, inform students of their responsibilities as well as their rights. The additional expectations associated with enrollment in specific academic programs are published separately.

COLLEGE CORPORATION

2006-2007

CARROLL COLLEGE

The corporate name of the college is Carroll College, Inc.

Officers

Chair	William G. Laatsch
Chair Emeritus	Pershing E. MacAllister
Vice Chair	Deborah A. Block
Treasurer	James M. Schneider
Secretary	Jeffery T. Cummisford
President of the College	Douglas N. Hastad

Trustees

Deborah Block '74, *Senior Pastor, Immanuel Presbyterian Church, Milwaukee, Wis.*

Gary S. Bosak '69, *Vice President Strategic Operations (retired), Sears Roebuck & Co., Sun City West, Az.*

Steven A. Burd '71, *Chairman, President and CEO, Safeway Inc., Alamo, Calif.*

Jeffery T. Cummisford '73, *Senior Vice President/Partner, Amerihome Mortgage, Brookfield, Wis.*

James W. Ehrenstrom '58, *Executive Consultant, Leehecht-Harrison, Ltd, Mequon, Wis.*

Martin H. Frank '63, *Vice President, Waukesha State Bank, Waukesha, Wis.*

Douglas N. Hastad, *President, Carroll College, Waukesha, Wis.*

William G. Laatsch '60, *Professor of Geography, University of Wisconsin-Green Bay Sturgeon Bay, Wis.*

Pershing E. MacAllister '40, *Chairman of the Board, MacAllister Machinery Company Indianapolis, Ind., Chairman Emeritus, Carroll College Board of Trustees*

Steven C. Miller '76, *President of Sales, BeneCo of Wisconsin, Inc., Okauchee, Wis.*

Alice Crofts Morava '52, *Vice President and CEO, Stuart W. Johnson & Co., Inc. Williams Bay, Wis.*

Bruce M. Otto '58, *Vice President (retired) for Planning and Administration, Amoco Technology Company, East Troy, Wis.*

Donald E. Peters '71, *Executive Vice President; Director of Systems & Operations (retired), Associated Banc-Corp Services, Inc., Stevens Point, Wis.*

Charmaine L. Ponkratz '77, *Vice President Marketing (retired), Marshall & Ilsley Corp., Punta Gorda, Fl.*

Dennis G. Panches '58, *President, Payback, L.P., Waukesha, Wis.*

Thomas A. Quadracci, *Chairman and CEO, Quad/Graphics, Hartland, Wis.*

E. John Raasch '67, *Attorney, Tikalsky, Raasch & Tikalsky, Pewaukee, Wis.*

James M. Schneider '74, *Senior Vice President and Chief Financial Officer, Dell Inc., Round Rock, Texas*

COLLEGE CORPORATION

Marna M. Tess-Mattner '75, *Attorney (Labor Law), VP, Wauwatosa, Wis.*

David J. Vetta '76, *Managing Director Private Client Group, Fifth 3rd Bank of Cincinnati, Dublin, Ohio*

Jerome E. Vielehr, *Laureate Investments, Mequon, Wis.*

Jeffrey M. Waller '73, *Vice President-Human Resources, Asia-Pacific, S.C. Johnson & Son, Inc., Racine, Wis.*

Alumni Representative

Barbara A. Baron '83, *Financial Advisor, Wachovia Securities, Milwaukee, Wis., Alumni Representative, Carroll College Board of Trustees*

Honorary Life Trustees

Charles W. Anderson, *Brookfield, Wis.*

Robert V. Cramer, *Louisville, Ky.*

Joan Hardy, *Waukesha, Wis.*

L.B. Hardy, *Waukesha, Wis.*

Lee Melville '50, *Waukesha, Wis.*

Richard H. Miller, *Milwaukee, Wis.*

CARROLL COLLEGE GRADUATE FACULTY 2006-2007

Douglas N. Hastad, 2006

President

B.A., Concordia College, Moorhead, Mn.

M.S., Washington State University

Ed.D., Arizona State University

Monika Baldrige, 2005

Assistant Professor of Biology

B.S., Marquette University

Ph.D., University of Wisconsin-Milwaukee

Lynne L. Bernier, 1987

Provost

Associate Professor of Politics

B.A., Carroll College

M.A., Fletcher School, Tufts University

Ph.D., University of Wisconsin-Milwaukee

Sara M. Deprey, 2000

Assistant Professor of Physical Therapy

B.S.P.T., M.S.P.T., Finch University of Health

Sciences/The Chicago Medical School

Rose Ann Donovan, 2002

Assistant Professor of Education

B.S., University of Wisconsin-Madison

M.A., Silver Lake College

Brian P. Edlbeck, 2004

Associate Professor of Exercise Science

B.S., University of Wisconsin-Stevens Point

M.S., University of Wisconsin-Milwaukee

Mark R. Erickson, 2003

Assistant Professor of Physical Therapy

B.S., University of Wisconsin-LaCrosse

M.A., University of Minnesota

Kristopher K. Hartz, 2000

Assistant Professor of Athletic Training

B.S., University of Iowa

M.S., Purdue University

Jane F. Hopp, 1994

Dean of Natural and Health Sciences

Associate Professor of Physical Therapy

B.S.P.T., University of Wisconsin-Madison

M.S., Medical College of Wisconsin

Ph.D., University of Illinois at Chicago

Chenglie Hu, 2001

Associate Professor of Computer Science

B.S., M.S., East China Normal University

Ph.D., Wichita State University

Gerald L. Isaacs, 1978

Professor of Computer Science

B.S., University of Minnesota

M.S., Ph.D., University of Iowa

Michael G. Konemann, 1984

Associate Professor of Computer Science

B.S., Carroll College

M.S., Marquette University

Kathrine Kramer, 2000

Assistant Professor of Education

B.S., M.S., University of Wisconsin-

Whitewater

Emily S. Long, 1991

Associate Professor of Education

B.S., Texas Women's University

M.S.Ed., Ed.D., Illinois State University

David B. MacIntyre, 1996

Assistant Professor of Exercise Science

B.S., Hope College

M.S., Pennsylvania State University

Edward J. Maher, 2004

Assistant Professor of Physical Therapy

B.S.P.T., University of Wisconsin-Madison

M.P.T., D.Sc.P.T., Andrews University

GRADUATE FACULTY

Thomas Pahnke, 2006
*Assistant Professor of Athletic Training
and Physical Therapy*
B.S.P.T., University of Wisconsin-Madison
M.S., Purdue University

Virginia M. Parsons, 1976
Professor of Psychology
B.A., University of Wisconsin-Milwaukee
M.A., Ph.D., University of Iowa

Pamela Pinahs-Schultz, 1980
Associate Professor of Physical Education
B.Ed., University of Wisconsin-Oshkosh
M.S.Ed., Chicago State University
Ph.D., University of Wisconsin-Milwaukee

Wilma J. Robinson, 2001
Assistant Professor of Education
B.A., Howard University
M.P.A., University of Wisconsin-Oshkosh
Ph.D., University of Wisconsin-Madison

Sally J. Schumacher, 2001
Assistant Professor of Education
B.S., University of Wisconsin-Eau Claire
M.A., Western Michigan University

Kathleen A. Shields, 2005
Assistant Professor of Physical Therapy
B.S.P.T., M.S., University of Wisconsin-
Madison

Bruce L. Strom, 1990
Associate Professor of Education
B.A., Grinnell College
M.A., Ph.D., Cornell University

Tammi M. Summers, 2004
Assistant Professor of Education
B.S.E., M.S.E., University of Wisconsin-
Whitewater

Elizabeth R. Towell, 1999
*Vice Provost for Institutional Research,
Planning and Student Success*
*Associate Professor of Business and
Computer Science*
B.S., University of Southern Colorado
M.B.A., Roosevelt University
Ph.D., University of Wisconsin-Milwaukee

John F. Towell III, 1999
Associate Professor of Computer Science
B.A., University of Colorado
Ph.D., Colorado State University

James B. Vopat, 1972
Professor of English
B.A., University of Southern California
M.A., Ph.D., University of Washington

Kimberly White, 2005
Assistant Professor of Exercise Physiology
B.S., Beloit College
M.S., University of Notre Dame
Ph.D., Purdue University

Mary Ann Wisniewski, 2001
Associate Professor of Education
B.S., Alverno College
M.S., University of Wisconsin-Milwaukee
Ph.D., University of Wisconsin-Madison

CALENDAR

Fall Semester 2006

Sept. 5	Tuesday	3 p.m.	Opening convocation
Sept. 6	Wednesday	8 a.m.	Classes begin
Sept. 13	Wednesday		Last day to add classes. Last day to admit new students
Sept. 30	Saturday		Homecoming
Oct. 2	Monday		Last day for part-time students not receiving Title IV aid to drop a class and receive a partial refund
Oct. 4	Wednesday		First half semester classes — last day to drop or change to audit
Oct. 13	Friday	8 a.m.	Mid-semester academic break begins (does not apply to students in M.Ed. program)
Oct. 16	Monday	4 p.m.	Classes resume
Oct. 18	Wednesday		Registration begins for winter session 2007
Nov. 2	Thursday		Last day to drop classes or change to audit
Nov. 17	Friday		Registration begins for currently enrolled graduate students for spring semester 2007
Nov. 21	Tuesday		Registration begins for new students for spring semester 2007 Second half-semester classes — last day to drop or change to audit
Nov. 22	Wednesday	4 p.m.	Thanksgiving recess
Nov. 27	Monday	8 a.m.	Classes resume
Dec. 12	Tuesday		Last day of classes
Dec. 13	Wednesday		Reading Day; no daytime classes; final examinations for Wednesday evening classes
Dec. 14-16	Thurs-Sat		Final examinations
Dec. 18-19	Tuesday		Final examinations
			Examination days vary by program
Dec. 29	Friday		Incomplete grades lapse into "F" if no grade submitted from spring and summer

Winter Session 2007

Jan. 2	Tuesday		Classes begin
Jan. 19	Friday		Classes end

Spring Semester 2007

Jan. 20	Saturday		Advising and registration for new students and others not previously registered
Jan. 22	Monday	8 a.m.	Classes begin
Jan. 29	Monday		Last day to add classes. Last day to admit new students
Feb. 7	Wednesday	11 a.m.	Founders' Day Convocation
Feb. 19	Monday		Last day for part-time students not receiving Title IV aid to drop a class and receive a partial refund

CALENDAR

			First half semester classes—last day to drop or change to audit
March 6	Tuesday		Registration begins for summer sessions 2007
March 9	Friday	6 p.m.	Spring recess begins
March 19	Monday	8 a.m.	Classes resume
April 5	Thursday		Last day to drop classes or to change to audit
April 6	Friday		Good Friday – no classes
April 9	Monday	8 a.m.	Classes resume
April 11	Wednesday		Second half-semester classes - last day to drop or change to audit
April 16	Monday		Registration begins for currently enrolled graduate students for fall semester 2007
April 17	Tuesday		Registration begins for new students
May 1	Tuesday		Last day of classes
May 2	Wednesday		Reading Day; no classes scheduled except final examinations for Wednesday evening classes
May 3-5	Thurs – Sat		Final examinations
May 7-9	Mon – Wed		Final examinations
			Examination days vary by program
May 13	Sunday		Baccalaureate and Commencement
May 31	Thursday		Incomplete grades lapse into “F” if no grade submitted from fall and winter

Summer Sessions 2007

First Session

May 14	Monday		Classes begin
May 16	Wednesday		Last day to add or register for Summer I
May 18	Friday		Last day to drop Summer I class or change to audit
May 28	Monday		Memorial Day – no classes
June 4	Saturday		Summer Session I ends

Second Session

June 5	Tuesday		Classes begin
June 12	Tuesday		Last day to add or register for Summer II
June 26	Tuesday		Last day to drop Summer II classes or to change to audit
July 4	Wednesday		July 4th holiday - no classes
July 18	Wednesday		Summer Session II ends

Third Session

July 19	Thursday		Classes begin
July 26	Thursday		Last day to add or register for Summer III
Aug. 9	Thursday		Last day to drop Summer III classes or to change to audit
Aug. 29	Wednesday		Summer Session III ends

The college offers other courses during the summer on a specially timed basis. The last day to drop classes or change to audit is no later than two-thirds through the course.