

## **Department of Education: Health, Physical, and Teacher**

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

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

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

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

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

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

## **Department of Education: Health & Physical**

### **Mission**

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

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

The mission of the department relates to the Mission Statement  
CO 325 ED 408 Stu4.

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

### Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

### I. Major Program Requirements

Thirty-two (32) credits, including:

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

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

\*Students with a double concentration will be required to complete a 9 credit internship. Students with a single concentration will be required to complete a 6 credit internship.

### II. Other Program Requirements

BI 102 Human Biology

Plus one of the following areas of concentration:

#### A. Community Health Concentration

Twenty-four (24) credits, including:

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

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

#### Suggested Electives for Community Health:

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

#### B. Sport Management Concentration

Twenty-four (24) credits, including:

BA 203-204	Principles of Accounting
BA 306	Marketing
BA 313	Managerial Finance
BA 375	Fundamentals of Management
CO XXX	Advanced Communications
EC 201	Principles of Economics
or EC 202	Principles of Economics

ENWR 301 Business Writing  
or ENWR 306 Writing for the Media

#### Suggested electives for Sport Management:

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

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

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

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

### Health and Physical Education Advisory Board

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

### Department of Education: Teacher

#### Mission

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

children and adults from diverse cultural, religious, economic, and intellectual backgrounds.

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

### Goals and Objectives

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

The teacher candidate will:

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

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

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

### Major in Elementary Education

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

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

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

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

#### II. Other Program Requirements

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

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

2. Highly recommended: CO 208 Creative Communications in Education

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

### III. Acceptance Into Teacher Education Program

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

### Secondary Education Requirements

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

#### I. Secondary Education Teaching Options

Carroll College offers the following secondary teaching options:

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

English Literature and Writing  
Mathematics  
Social Studies

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

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

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

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

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

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

### II. Professional Education Requirements For Secondary Education

AN/SO 218 Introduction to Native American Studies  
CS 103 Instructional Media and Technology  
ED 102 Foundations of Education  
ED/PSY 229 Educational Psychology  
ED 245 Diversity Field Experience  
ED 309 Teaching in the Secondary School  
ED 327 Content Area Reading/Language Arts  
ED 405 Education Seminar  
ED 408 Student Teaching in the Minor Area or  
ED 410 Student Teaching  
ED 412 Measurement and Assessment in Teaching  
HPE 214 The School Health Program  
PSY 228 Adolescent Psychology  
SPED 300 Introduction to Exceptional Children

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

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

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

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

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

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

##### B. World Cultures:

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

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

- HI 323 20th Century American History
- HI 352 American/East Asian Relations
- PO 115 International Relations

**D. History and Political Science:**

- PO 222 U.S. Foreign Policy
- HI 101-102 History of Western Civilization
- HI 221-222 History of the United States
- HI 231 Montana and the West  
or
- HI 424 History of the Trans-Mississippi West  
Non-Western History course (e.g. HI 251, 271, 372)  
Upper-division History elective (i.e. course numbers between 301 - 499)
- HI 494 Historiography
- HI 495 Research Seminar in History
- PO 104 American National Government
- PO 115 International Relations
- PO 206 Modern Political Ideologies
- PO 216 American Political Thought
- PO 222 United States Foreign Policy
- PO 230 Montana State Politics
- PO 280 Introduction to Comparative Politics
- PO 312 Elections, Political Parties, and Public Opinion

**Major In Social Studies For Secondary Education**

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

**I. Major Program Requirements**

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

- 24 Credits of History, including:
  - HI 101-102 History of Western Civilization
  - HI 212 History of Modern Europe since 1870
  - HI 221-222 History of the United States
  - HI 251 Introduction to East Asia or
  - HI 271 History of Modern Latin America or
  - HI 372 History of Modern Mexico
  - HI 424 History of the Trans-Mississippi West
  - HI 494 Historiography
- 15 Credits of Political Science, including:
  - PO 100 Justice and the Just Society: Introduction to Politics
  - PO 104 American National Government
  - PO 115 International Relations
  - PO 216 American Political Thought
  - PO 250 Contemporary Issues in American Politics

12 Credits in one of the following areas:  
Economics, Geography, Psychology, or Sociology

**\*Additional Required Courses:**

- EC 106 Survey of Economics
- GEOG 202 World Regional Geography

- SO 101 Introduction to Sociology
- SO 200 Social Problems

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

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

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

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

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

**III. Acceptance Into Teacher Education Program**

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

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

**I. Program Requirements**

- CO 325 Intercultural Communication or an approved study abroad
  - ENLE 332 English Grammar
  - ENLE 333 History of the English Language
  - TESL 391 Methods & Applications: TESOL Listening & Speaking
  - TESL 392 Methods & Applications: TESOL Reading & Writing
- Modern foreign language study equivalent to two (2) years experience.  
Six (6) credits in cross-cultural courses such as history, world geography, oriental philosophy, or comparative religions.  
Demonstrate native English language competence, or a 550 TOEFL score or above, or complete the CILI classes necessary to develop the appropriate English competence.

**II. Professional Education Requirements**

- AN 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 309 Teaching in the Secondary School and

ED 327	Content Area Reading/Language Arts
or ED 205	Classroom Management
ED 323	Communication Arts I and
ED 325	Communication Arts II
ED 405	Education Seminar
ED 410	Student Teaching
ED 412	Measurement and Assessment in Teaching
HPE 214	The School Health Program
PSY 227	Child Psychology and
PSY 228	Adolescent Psychology
or PSY 105	General Psychology and
PSY 203	Developmental Psychology
SPED 300	Introduction to Exceptional Children

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

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

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

#### I. Program Requirements

CO 325	Intercultural Communication or an approved study abroad
CS 101	Survey of Computer Science
ED/PSY 229	Educational Psychology
ED 309	Teaching in the Secondary School*
ED 412	Measurement and Assessment in Teaching
ENLE 332	English Grammar
ENLE 333	History of the English Language
TESL 391	Methods and Applications: TESOL Listening and Speaking
TESL 392	Methods and Applications: TESOL Reading and Writing
TESL 430	TESOL Practicum

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

#### II. Other Program Requirements

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

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

#### III. TESOL Program requirements

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

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

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

#### Criteria for A Letter of Completion

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

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

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

#### I. Minor Program Requirements

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

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

#### II. Other Program Requirements

BI 102 Human Biology

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

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

### Minor In Reading (K-12)

#### I. Minor/Professional Education Program Requirements

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

#### II. Other Program Requirements

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

#### III. Teacher Licensure

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

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

### Minor in Special Education (K-12)

### I. Minor/Professional Education Program Requirements

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

### II. Other Program Requirements

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

### III. Teacher Licensure

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

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

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

### Middle School Area of Concentration

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

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

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

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

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

Physical, and Teacher.

### Acceptance Into The Teacher Education Program

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

Students must meet the following criteria:

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

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

4. a written essay;
5. faculty recommendations;
6. interview;
7. background check/finger printing;
8. portfolio (See *Teacher Development Portfolio: Collect, Select, Reflect*), and
9. previous K-12 field experiences.

The candidate's status will be evaluated by the Department's admissions committee based on the above criteria. The student will be accepted into the program, accepted on a provisional basis, or denied acceptance. Those who are not directly accepted into the program will be informed of their deficiency and may be given further opportunity for acceptance following counseling and/or academic assistance. Students who have been accepted into the teacher education program, but have not been enrolled in Carroll College for one semester or more, must seek readmission into the program.

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

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

### Teacher Development Portfolio

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

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

The Teacher Development Portfolio is a collection of materials assembled to demonstrate to others what you have done and/or are able to do. From years of experience and extensive research efforts, the Interstate New Teacher Assessment and Support Consortium (INTASC), the Montana Board of Public Education, the Carroll College Teacher Education Program faculty, and the Education Advisory Board has identified a set of teaching skills and abilities that prospective teachers must possess in

order to be successful as beginning teachers. Your portfolio is a collection of documents (statements, letters, pictures, records, etc.) that document your acquisition of these abilities beyond the letter grade you have earned in a specific course. Students are introduced to the Teacher Development Portfolio and the specifics of the portfolio process in ED 102, Foundations of Education. Further details and requirements for the Teacher Development Portfolio are found in the booklet titled *Teacher Development Portfolio: Collect, Select, Reflect*.

#### **Admission To The Student Teaching Program**

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

Students must meet the following criteria:

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

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

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

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

#### **Student Teaching Placement**

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

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

#### **Competency Requirement: All Education Options**

In the event that supervisory personnel of the Department of

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

#### **Education Advisory Board**

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