

READING

LYNETTE Z. ZUROFF, ED.D.

Mission

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

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

Goals and Objectives

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

DISPOSITIONS

1. Demonstrate an attitude of professionalism through
 - a. his/her behavior as a role model to students;
 - b. continuing self-development;
 - c. ethical behavior;
 - d. peer support;
 - e. contributions to the growth of the profession.
2. Maintain healthy student/teacher relationships.
3. Exhibit continued enthusiasm for teaching profession.
4. Have appropriate relationships with administrators, teachers, support personnel, parents, and other community members.
5. Be encouraged to participate in community service.
6. Project a positive self-image.
7. Appreciate the whole person by recognizing the uniqueness of each individual student.

SKILLS

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

KNOWLEDGE

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

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

Minor In Reading (K-12)

I. Minor/Professional Education Program Requirements

- | | |
|--------|--|
| ED 228 | Children's Literature |
| ED 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 |

Note: In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as the teaching minor. All degree students should review requirements for graduation as described in this catalog.

Transportation

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

SOCIAL STUDIES FOR SECONDARY EDUCATION

JONATHAN C. MATTHEWS, PH.D.
RODERICK M. THRONSON, ED.D.

Major In Social Studies For Secondary Education

The broadfield major in social studies embraces at least 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 54 semester credits of course work in history, political science, sociology, economics, psychology, and geography, distributed as follows:

Twenty-four 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

Fifteen 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

Twelve 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 205 Classroom Management
 - ED/PSY 229 Educational Psychology
 - ED 245 Diversity Field Experience
 - ED 318 Content Area Reading and Secondary Methods
 - ED 344 Secondary Social Studies
 - ED 405 Education Seminar
 - ED 410 Student Teaching
 - ED 412 Measurement and Assessment in Teaching
 - HPE 214 The School Health Program
 - PSY 228 Adolescent Psychology
 - 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.

SOCIOLOGY

JOHN MURPHY FOX, M.A.
ELIZABETH CHUTE, PH.D.
REV. JEREMIAH LOWNY, PH.D.

Mission

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

Goals

In a Christian and Catholic education, we add a special emphasis upon “placing ourselves in the shoes of the other” and then ask ourselves: “How would Christ respond?”; “What are our Christian social responsibilities?”; “What is each of us required to do to change various social structures?” and “What does the Catholic Church teach regarding these issues?”

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

Objectives:

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

Major in Sociology (42-46 credits)

I. Major Program Requirements (16-credits)

Thirty-seven semester credits of sociology courses including:

- SO 101 Introduction to Sociology
- SO 200 Social Problems
- SO 331 Social Science Research Methods (4-credits)
- SO 392 Modern Sociological Theory
- SO 495 Senior Seminar in Sociology

II. Other Program Requirements (6-credits)

- MA 207 Elementary Statistics
- ENWR 203 Expository Writing
or ENWR 305 Technical Writing

III. All Sociology majors are encouraged to complete at least 1 internship if at all possible.

IV. Specialization Areas

- a. Broad field Sociology: Nine of the remaining 21 credits must be upper division and should be chosen with the assistance of an advisor
- b. Sociology/Criminology: all students specializing in Criminology must take these courses (15 credits).