

SO 262 Alcoholism, Drug Abuse and Dependency  
 SO 309 Crime and Criminology  
 SO 312 Juvenile Delinquency and Deviant Behavior  
 SO 314 Sociology of Law  
 SO 316 Corrections and Rehabilitation (pending approval)  
 SO 317 Ethnic and Racial Relations and/or SO318 American Indians

-Take 3 of the following courses with the advice of an advisor (5-9 credits)

SO 208 The Family  
 SO 216 Social Psychology  
 SO 220 Sociology of Sport  
 SO 225 Sociology of Gender  
 SO 310 Field Service in Crime and Criminology (1-credit)  
 SO 313 Field Service in Juvenile Delinquency (1-credit)  
 SO 335 Domestic Violence  
 SO 351 Medical Sociology

-The following are recommended courses in other disciplines

HIS 221-222 History of the United States  
 PO 201 Introduction to the Legal Profession  
 PO 210 Introduction to Constitutional Law  
 PSY 105 General Psychology  
 PSY 228 Adolescent Psychology—highly recommended  
 PSY 306 Abnormal Psychology—highly recommended

c. Medical/Health Field– Pre-Social Work – Human Services.  
 Nine of the remaining 21 credits must be upper division and may include one or more of the following specialization areas:

1. One of the following courses (3 credits)  
 SO 218 Introduction to Native American Studies  
 SO 317 Ethnic and Racial Relations  
 SO 318 American Indians  
 2. Six of the following courses (18 credits)  
 SO 208 The Family  
 SO 216 Social Psychology  
 SO 225 Sociology of Gender  
 SO 262 Alcoholism, Drug Abuse, & Dependency  
 SO 291 Social Gerontology  
 SO 231 Demography (pending approval)  
 SO 360 Environmental Sociology (pending approval)  
 SO 345 Gender, Health, and Medicine  
 SO 351 Medical SociologSO355 Sociology of Emotions (pending approval)

SO 425 Sociology Internship  
 3. The following are recommended courses in other disciplines

CO 360 Communication and Well-Being  
 PSY 105 General Psychology  
 PSY 304 Abnormal Psychology

d. Rural, Urban, and Regional Planning/Government Employment-- Nine of the remaining 21 credits must be upper division.

1. One of the following (3 credits)  
 SO 317 Ethnic and Racial Relations  
 SO 318 American Indians  
 2. Seven of the following (16-18 credits) to be chosen with the assistance of an advisor  
 SO 215 Contemporary Issues in Rural and Urban  
 SO 216 Social Psychology  
 SO 230 Social Movements (pending approval)  
 SO 291 Social Gerontology  
 SO 262 Alcoholism, Drug Abuse and Dependency

SO 314 Sociology of Law  
 SO 351 Medical Sociology  
 SO 352 Field Course in Medical Sociology (1 credit)  
 SO 340 Sociology of Organizations (pending approval)  
 SO 360 Environmental Sociology (pending approval)  
 CS 110 Introduction to GIS (strongly recommended as is the Certificate Program in GIS)

SO 425 Internship in Sociology

3. The following are recommended courses in other disciplines

GIS Certificate Program (highly recommended)  
 CO 206 Small Group Communication  
 CO 325 Intercultural Communication  
 EC 201-202 Principles of Economics  
 EC 203 Project Management Economics  
 PO 230 Montana State Politics  
 PO 250 Contemporary Issues in American Politics  
 PO 314 Public Administration and Politics  
 PO 319 Urban Politics

### Minor in Sociology

#### 1. Minor Program Requirements:

a. Twenty-one semester credits of sociology courses including:

SO 101 Introduction to Sociology  
 SO 392 Modern Social Theory

b. At least 6 of the remaining 15 credits required must be upper division (300-400 level) courses

Further Information: Pre-physical Therapy—for complete information see Pre-physical therapy under Pre-professional Programs and speak with the Advisor for the program. Courses that may be appropriate:

SO 291 Social Gerontology  
 SO 351 Medical Sociology  
 SO 352 Field Course in Medical Sociology (1 credit)  
 SO 262 Alcoholism, Drug Abuse, and Dependency  
 SO 363 Field Course in alcoholism, Drug Abuse, and Dependency (1 credit)  
 SO 317 Ethnic and Racial Relations or SO318 American Indians  
 SO 220 Sociology of Sport

### SPANISH

TOMAS L. GRAMAN, PH.D.

ALEXIS J. RINCÓN, M.S.

#### Mission and Goals

The Spanish program is designed to provide students with the special knowledge, skills, and pedagogy needed to enter graduate or professional schools or to gain employment in their field. Consequently, students completing this major program are expected to have

- an understanding of the basic knowledge, concepts, and critical theories of the major field;
- the critical thinking skills needed for generating and analyzing both literary and expository texts;
- an ability to read, speak, and write in a second language;
- the writing and speaking skills needed to communicate effectively in the field;
- an understanding of cross-cultural issues.

The major programs of study offer sound preparation for graduate study in literature, languages, or writing. In addition, it is possible

for a student to design a program to prepare for studying law or for entering a career in journalism, public relations, public information, or communications. An option is available in the senior year to intern in the local community for practical experience under EN/FR/GK/GM/LA/SP 451 Career Internship.

## Major In Spanish

### I. Major Program Requirements

Thirty semester hours of upper-division courses beyond SP 204.

SP 101-102 Acquisition of Spanish I and II\*

SP 203-204 Acquisition of Spanish III and IV\*

The following 18 upper-division Spanish credits must be in residence at Carroll:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Morphology & Syntax

SP 307 or 308 The Hispanic Short Story I or II

and any two of the following four classes:

SP 401-402 Culture and Literature of Spain I or II

SP 403-404 Culture and Literature of Latin America I or II

### II. Other Program Requirements

1. LL220 Introduction to Linguistics
2. Successful participation in an approved program of study in a Spanish-speaking country. Spanish majors may choose to study abroad either:
  - a.) One academic year and take 18 upper-division credits in residence at Carroll, or
  - b.) One semester or two summers and take 21 upper-division credits in residence at Carroll.
3. The remaining 12 upper-division credits from option (a) or the remaining 9 upper-division credits from option (b) will be taken at the selected institution abroad, with prior approval of the department.
4. Students who are taking courses abroad must take corresponding examinations abroad in order to receive credits. No credits will be given for any examination with less than a "C" or a 2.00 grade in the course. Credits will be accepted only for students returning to Carroll.
5. Students are responsible for sending an original copy of their foreign transcripts, as well as a translation of it, directly to the Registrar's Office.

## Major in Spanish Education (K-12)

### I. Major Program Requirements

Thirty semester hours of upper-division courses beyond SP 204.

SP 101-102 Acquisition of Spanish I and II\*

SP 203-204 Acquisition of Intermediate Spanish III & IV\*

Plus the following 18 upper-division Spanish credits in residence at Carroll:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Morphology & Syntax

SP 307 or 308 The Hispanic Short Story I or II

and any two of the following four classes:

SP 401-402 Culture and Literature of Spain I or II

SP 403-404 Culture and Literature of Latin America I or II

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

### II. Professional Education Requirements

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 405 Education Seminar

ED 410 Student Teaching

ED 412 Measurement & Assessment in Teaching

LL 400 Theories and Methods of Learning and Teaching Language

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.

### III. Other Program Requirements

Majors in Spanish education must fulfill other standard requirements for the Spanish major as listed above in "Spanish Major Program Requirements."

### IV. Acceptance Into The Teacher Education Program

Read pages describing and consult with the director of the teacher education program.

### V. Proficiency Exam

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

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.

## Minor in Spanish

In order to earn a minor in Spanish, a student must successfully complete 12 semester credits of upper-division courses (beyond SP 204). The Spanish minor also requires SP 304, SP 305, SP 306, and at least one Hispanic literature course in residence at Carroll as part of the 12 credits.

## Minor in Spanish Education (K-12)

### I. Minor Program Requirements

SP 101-102 Acquisition of Spanish I and II\*

SP 203-204 Acquisition of Spanish III and IV\*

The following courses must be taken in residence at Carroll:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Grammar

And one of the following classes:

SP 307 or 308 The Hispanic Short Story I or II

SP 403 or 404 Culture and Literature of Latin America I or II

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

### II. Other Program Requirements

LL 400 Theories and Methods of Learning and Teaching Language

PSY 227 Child Psychology

PSY 228 Adolescent Psychology

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

### III. Proficiency Exam

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

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

## SPECIAL EDUCATION

JAMES BENISH

ROBERT J. STANSBERRY, 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 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.