

### 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.

### Transportation

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

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

MICHELLE LEWIS, M.A.

#### 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 U.S. and international settings and is a complement to many other Carroll majors, including, but not limited to, English, French, Spanish and International Relations. The TESOL major integrates appropriate Carroll courses in a program that offers students another practical, marketable field of study.

##### I. Program Requirements

CO 325	Intercultural Communication or an approved study abroad
CS103	Instructional Media and Technology
ED 102	Foundations of Education
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
LL220	Introduction to Linguistics
PSY 105	General Psychology
PSY 203	Developmental Psychology
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 years experience.
2. Six 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.

##### Suggested general education core:

AN/SO 204	Cultural Anthropology (Global Diversity)
AN 317	Ethnic and Social Relations (National Diversity)
HI 251	Introduction to East Asia
HI 271	History of Modern Latin America (Global Diversity)
TH 206	Comparative Religion
ENLT 334	World Literature (required for English majors) (Global Diversity)
PHIL 203	Islam: Philosophy and Culture (Global Diversity)

##### 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

### 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
LL 220	Introduction to Linguistics
TESL 391	Methods & Applications: TESOL Listening & Speaking
TESL 392	Methods & Applications: TESOL Reading & Writing
Modern foreign language study equivalent to two years experience.	
6 credits in cross-cultural courses such as history, world geography, oriental philosophy, or comparative religions. Demonstrate native English language competence.	

#### II. Professional Education Requirements

AN 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 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.	

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.

### THEOLOGY

JAMES T. CROSS, PH.D.  
CHRISTOPHER FULLER, PH.D.  
BRIAN MATZ, PH.D.  
JOHN RIES, M.A.

#### Mission

The theology department's mission is to promote careful biblical and theological reflection, spiritual awareness, and an understanding of the Catholic tradition. As mandated by the mission of the college, the theology department serves the college community, the wider civic community and the diocese of Helena in "acting as a mediator between religion and culture (and) by carrying on an academic dialogue with