

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF EDUCATION
EDUCATION

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Undergraduate Program in Education

Mission Statement: The Teacher Education Program at Carroll University prepares reflective, culturally sensitive teachers who are capable of creating and implementing an interdisciplinary, intercultural curriculum. The intellectual foundation of the program is embedded in constructivist practice. The Wisconsin Department of Public Instruction (DPI) approves the Teacher Education Program at Carroll.

The Department of Education believes that the combination of a strong liberal arts background with the scholarly application of theory, methods, and skills related to learning is integral to the program. We foster in students a commitment to the idea that all children can learn. Students are expected to demonstrate the following guiding principles as learning outcomes throughout their coursework and clinical experiences:

- *Constructivism; Cultural Sensitivity; Curricular Integration; Multiculturalism; and Reflection*

In addition, students are expected to demonstrate proficiency in:

- Knowledge of subjects they are teaching
- Knowledge of how children grow
- Understanding that children learn differently
- Knowledge of how to teach
- Ability to effectively manage a classroom
- Effective verbal and nonverbal communication techniques
- Ability to plan different kinds of lessons
- Knowledge of formal and informal assessment strategies
- Ability to self-evaluate
- Fostering relationships with school colleagues, parents, and community agencies

Because DPI may revise its requirements for teacher licensing at any time, the Teacher Education Programs are subject to change. Students must maintain contact with their education adviser to learn about changes related to licensure requirements.

Admission and Retention in the Teacher Education Program (TEP)¹

The Wisconsin Department of Public Instruction requires all teacher education students in the state of Wisconsin to meet certain standards to be admitted and retained in a TEP and to be admitted to a student teaching semester. Admission to the Carroll University TEP requires formal application by all students seeking licensure. Full-time Carroll undergraduate students should apply in the spring of their sophomore year. All other students should apply as soon as they have completed 40 credits, including at least 12 credits in Carroll University courses. An appointment should be made with an Education adviser to obtain information regarding policies and procedures for the application process. Students are cautioned that early application to the program and careful planning are necessary to avoid the addition of extra summers or semesters to finish the program.

Program Admission

To be eligible for program admission, students need to have completed at least 40 undergraduate credits with a minimum grade point average of 2.50. Students will need 150 documented clock hours of work with children as well as a grade of C or better in English 170 and a minimum of four general distribution courses (or equivalent) completed with a C or better. Students also need to have completed the Pre-Professional Skills Tests (PPST) in mathematics, reading, and writing with passing scores in all three areas. Students submit their Phase I portfolio to provide initial evidence of their development as a teacher and learner. Students are admitted to the TEP before enrolling in upper-level education courses beyond Education 301. Students who leave the University for one year or more are required to reapply for admission to the TEP. The criteria for readmission will be those in effect at the time of reapplication. Application deadlines are September 25 or January 25 each year. A small percentage of students may be admitted to the program or to the student teaching semester on exception if they meet all other criteria and meet either the GPA or Praxis I requirement.

Students who have already completed a bachelor's degree and who are attending Carroll only for teacher certification may obtain a waiver from the PPST, provided their cumulative undergraduate grade point average is 2.75 or above. The course requirements for Wisconsin teaching licensure are the same, but transfer and prior course work are evaluated and considered in the overall plan for certification. All students are required to successfully complete the PRAXIS II Content Exam for their certification area(s) prior to application to student teach.

¹ Admission, retention and student teaching requirements are summarized here. [The Teacher Education Handbook](#), available from www.carrollu.edu/programs/education or the Education Office, contains all specific requirements.

Program Guidelines

Students who plan to enter and complete the TEP are expected to demonstrate appropriate ethical and professional behavior throughout their university years, and particularly during their course work, fieldwork, and other professional experiences in education. A pattern of ethical lapses might affect admission to or retention in the TEP in respective stages. In their Phase I portfolios, submitted upon application to enter the TEP, students are asked to demonstrate evidence of their existing commitments to the field of education.

This is accomplished, in part, by documenting high school and/or university experiences with children prior to entering the TEP. One hundred fifty clock hours of involvement are required. Experiences may include teaching, coaching, tutoring, or other forms of educational service to children or to schools. Volunteer and service work that is done to benefit children is also considered evidence of existing commitment. The TEP Handbook contains further information on this requirement and its documentation.

All students are expected to:

- Engage in formal or informal experiences, service work with children or in schools prior to applying to the TEP.
- Present all required program application materials by established deadlines.
- Submit satisfactory Phase I, II and III portfolios, each with a maximum of one revision.
- Pass each segment of the PPST on either the first or the second attempt. (Subsequent attempts are at the student's option.)
- Complete EDU 210 or 215, 311 or 315, and 312 (optional with the adaptive education minor) with an overall maximum of one unsatisfactory experience.
- Undergo a background and criminal history check in EDU 100 and once each academic year in which the student is enrolled in an education course.
- Demonstrate punctuality, dependability, and professional courtesy in the completion of courses and course assignments, and in all field placements. (Note: Students should be aware that deadlines for field experience forms occur the semester prior to placement/enrollment: Fall enrollment – May 15, Winter Session Enrollment – November 15, Spring Enrollment – December 15, Summer I Enrollment – March 30)
- Follow university rules pertaining to social conduct, classroom conduct, and academic integrity.
- Maintain ethical, professional, and respectful behavior in all contacts with school children, school personnel, university peers and faculty, and professional colleagues.

Students who are denied admission to, or continuation in, any part of the TEP have the right of appeal, using the grade appeal procedure contained in the Student Handbook. Students who reapply to the program have the right to appear at an education faculty meeting to request readmission, if they so request. All students who are unsuccessful in the TEP have access to alternative career counseling through their education advisers or through Career Services, or both.

Program Retention

The TEP requires that students demonstrate knowledge, skills and dispositions toward teaching. All major/minor course work in education must be completed with a grade of C or better. In addition to a minimum overall GPA of 2.50, students must demonstrate professional behavior throughout their university years. Reference to these criteria can be found in the Teacher Education Handbook. The Education Department reserves the right to counsel students out of the program when appropriate.

Student Teaching Admission

Admission to the student teaching semester requires a grade of C or better in all major/minor courses in education and a minimum overall GPA of 2.75 or a combined 2.75 in the major and the DPI-Approved Teaching Minor. All students are required to successfully complete the PRAXIS II Content Exam for their certification area(s) prior to application to student teach. Students applying for student teaching must submit their Phase II portfolio. The education program may admit a small percentage of students to student teaching on exception if they meet all other criteria and they meet either the GPA or the Praxis I requirement. Admission deadlines are September 1 or February 1 each year. Those students who are not accepted into student teaching and who wish to complete an elementary major may add coursework in early childhood courses to earn the major in Elementary Educational Studies. No teaching license is granted with this major.

One semester in the senior year must be reserved solely for student teaching. All required coursework for the major and minor must be completed prior to student teaching. No other courses may be taken during any part of the student teaching semester. The Education Placement Coordinator arranges student teaching assignments in schools within approximately a 30 mile radius of the campus. Students must provide their own transportation to the placement site(s).

The student teaching semester is a full-time, semester-length experience, which follows the semester calendar used by the school in which the student is placed. School calendars are frequently very different from the university calendar. Fall student teachers may begin as early as mid-August, finish in late January and participate in the commencement ceremony following the student teaching semester. Seniors who student teach in the spring may participate in the commencement ceremony in May and receive their diplomas when student teaching is completed. Students who complete their student teaching during the spring semester are required to teach into June to be recommended for a Wisconsin teaching license.

Due to the complexities of both university and state requirements, students need to meet with an education adviser very early in their university programs in order to develop a workable program plan of coursework. Carroll University TEPs may be completed in four years only with very careful and early planning. Winter and/or summer attendance may be necessary. Because education students engage in significant amounts of fieldwork in conjunction with the coursework in education, the planning process is also extremely important to permit scheduling of fieldwork. Students need

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to maintain continual contact with an education adviser in order to update their plans and to ensure that any changes in the DPI requirements are incorporated into the student's program.

To obtain a Wisconsin teaching license, students must meet all applicable DPI requirements, including any new requirements, which may be introduced by the DPI while the student is enrolled in a Carroll University program. Any substitutions of courses or variations in a student's program must be approved by the Registrar and by the Department Chair to assure eligibility for a teaching license. Students must complete all TEP requirements and all university degree requirements to receive any teaching license.

Two majors and three minors are offered within the education program:

Major, Elementary Education (57 credits)

Major, Elementary Educational Studies (45-46 credits)

(This major excludes the student teaching term and does not lead to a teaching license)

Minor, Adaptive Education (23 credits)

Minor, Early Childhood Education (22 credits)

Minor, Secondary Education (44-46 credits)

Students may complete coursework leading to a Carroll University degree and to a Wisconsin license in any of the following areas:

License including Early Childhood through Middle Childhood levels (approximate ages - birth through 11)

Students major in Elementary Education and minor in Early Childhood Education (see below). This minor, combined with successful completion of placements in both early childhood and elementary settings, permits students to earn a license to teach in pre-kindergarten through sixth grades.

License including Middle Childhood through Early Adolescence level (approximate ages - 6 through 12 or 13)

Students major in Elementary Education and extend their license to include the middle-school level. This extension requires completion of a DPI-Approved Teaching Minor in French, German, health, language arts, mathematics, science, social studies, or Spanish. In addition to the PRAXIS II Middle School Content Knowledge Exam, students seeking certification in an international language or health must also successfully pass the PRAXIS II Content Knowledge Exam for that area. The extended license also requires completion of EDU 304, Secondary School Methods, and successful placements in both elementary and middle school settings during the student teaching semester.

License in Early Adolescence through Adolescence level (approximate ages - 10 through 21)

Students who wish to earn a license in early adolescence through adolescence complete the minor in Secondary Education and an approved major in another Carroll

University program. They are placed at both middle and high school sites during their student teaching semester. Currently, approved majors for secondary licensure are available in biology, chemistry, English, environmental science, and mathematics. Students majoring in a science area are encouraged to do the additional coursework required to earn the Broad Field license. There are also approved majors in history, politics, psychology, and sociology, but students earning majors in these areas are urged to do the additional coursework required to earn the Broad Field Social Studies license, which will significantly improve their hiring potential upon graduation. See your Education adviser for additional information regarding the Broad Field Science and Social Studies licenses.

The Early Adolescence through Adolescence level license allows students to teach secondary school subjects in their approved major after successful completion of student teaching. Students may extend the subject areas they are licensed to teach by completing one or more DPI-Approved teaching minors. (See available DPI Minors - Secondary, listed on page 128). Those in Broad Field Areas may also complete approved concentration areas. In addition, students seeking additional licenses will need to successfully complete the PRAXIS II Content Knowledge Exam in the teaching area prior to application to student teach.

Additional License in Adaptive Education

Students who wish to earn an additional license in adaptive education complete the initial requirements in their major/minor certification areas and the DPI-Approved minor in Adaptive Education. This additional license better prepares the student to meet the diverse needs of all students within the general education classroom. Careful planning allows this licensure to be completed within four years. Summer and/or winter attendance may be necessary.

License in Art, Music, Theatre Arts, Spanish, or Physical and Health Education (early childhood through adolescence level - a wide range of all ages in public schools)

Licensure in any of these areas require completion of the Secondary Education minor and an approved major in Spanish, art, music*, theatre arts, or physical and health education. Successfully completed placements in both elementary and secondary school settings are required during the student teaching semester.

*Please refer to the Bachelor of Music Education requirements on page XXX.

Elementary Education Major (53-57 credits) **Bachelor of Science**

Courses in the Major

Education 100, Introduction to Education (2 credits)
Education 203, Educational Psychology
Education 209, Education in an Intercultural Context
Education 210, Field Experience in Education I (1 credit)

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Education 261, Education of the Exceptional Child
Education 265, Applying Educational Technology to K-12 Instruction
Education 301, Democracy, Schools, and Society
Education 304, Secondary/Middle School Methods (required for MC-EA licensure)
Education 311, Field Experience in Education II (1 credit)
Education 321, Teaching Social Studies in the Elementary/Middle School (3 credits)
Education 323, Literacy I: Early Childhood-Middle Childhood Education
Education 324, Literacy II: Middle Childhood-Early Adolescence Education
Education 326, Teaching Mathematics in the Elementary/Middle School (3 credits)
Education 327, Science Methods in the Elementary/Middle School (3 credits)
Education 419, 420, Early Childhood/Elementary Student Teaching (12 credits)

Required Support Courses

Art 223, Creative Arts for Children (2 credits)
Music 350, Materials and Techniques of Elementary Music (2 credits)
Physical Education 328, Elementary Physical Education Activities and Health Education (3 credits)

Required Core and General Education Program Area Courses

Students should consult with their Education advisor to select courses that meet the GE1 and GE 2 course sequence requirements, the Cross-Cultural Designation course and Cross-Cultural Experience.

English 170, Writing Seminar
Computer Science 107, Problem Solving Using Information Technology
Mathematics 104, Foundations of Elementary Mathematics
Mathematics 201, Foundations of Elementary Mathematics II
Environmental Science 120, Conservation and Environmental Improvement (N1)
One laboratory course in Biology, Chemistry, Environmental Science or Physics (N1, elective or meeting N2 requirement)
One English Literature (P1)
Any Art, Music or Theatre (F1)
History 105, America to 1877 or
History 106, America Since 1877 (H1)
One course meeting a general education distribution requirement or an elective course must be a Non-Western course from:
Art 103, Art History (F1)
English 164, American Indian Literature and Cultures (P1 CCD)
English 165, Readings in Race and Gender (H1 CCD)
English 226, Africa: Literature and Culture of Its Many Nations (H2 CCD)
English 255, Postcolonial Literature (P1 CCD)
Environmental Science 138, Cultural Geography
Environmental Science 160, World Regional Geography
History 108, Understanding Our Contemporary World (H1)
History 110, The History of Modern China
Politics 201, Politics of the World's Nations
Religious Studies 106, Understanding Religion (P1)

Religious Studies 200, Religions of the Contemporary World (P1)
Religious Studies 306, Asian Religions
Sociology 110, Cultural Anthropology (S1 CCD)
A non-Western NCEP course approved by the education program

Elementary Educational Studies Major (49-50 credits)

Bachelor of Science

Students in this major complete all requirements for the Elementary Education Major as shown above, except for the student teaching semester. Additional requirements for Elementary Educational Studies include:

- Education 248, Home, School, and Community Relationships,
- An Early Childhood Field Experience, and
- Education 400, Principles, Theory and Practice in Elementary Educational Studies

The Educational Studies major culminates with a research inquiry experience involving a thesis or major project connecting the Education Program's Guiding Principles with experiences in an educational practicum setting other than a PK-12 school. Application deadlines for the practicum coincide with applications for the student teaching semester. Application procedures are available in the Education Department Office.

DPI-Approved Teaching Minors - Elementary

A student majoring in Elementary Education must complete one of the elementary minors listed below. Each elementary minor requires a minimum of 22 credits of coursework.

Caution: The course requirements in most elementary DPI-Approved teaching minors are different from those listed in the catalog for Carroll University minors in the same areas. Therefore, students are strongly advised to obtain information on course requirements in DPI minors from www.carrollu.edu/programs/education or the Education Office.

The DPI teaching minors certify the Elementary Education Major to teach either at the early childhood through middle childhood level (ages birth through 11) or at the middle childhood through early adolescence level (ages 6 through 12 or 13):

Early Childhood Education	Teaching license includes early childhood through middle childhood level
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The following minors license students to teach at the middle childhood through early adolescence level (the student teaching semester must include placement at both the elementary and middle school levels to complete eligibility for the license):

Language Arts
Mathematics
Science
Social Studies

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The following licenses require successful completion of PRAXIS II Content Knowledge Exam in addition to the PRAXIS II Middle School Content Knowledge Exam.

French
German
Health
Spanish

Adaptive Education Minor (23 credits)

The Adaptive Education Minor prepares a student for an additional license to meet the diverse needs of all students within the general education classroom. This minor is in addition to the first license and at this time does not require an additional PRAXIS II Content Knowledge Exam.

Courses in the Minor

Education 261, Education of the Exceptional Child
Education 312, Field Experience in Adaptive Education (1 credit)
Education 330, Introduction to Diagnostic Assessment of Students with Exceptional Needs
Education 332, Instructional Strategies for an Inclusive Classroom
Education 334, Language Development and Disorders of the Exceptional Child
Education 336, Collaborating with Families of Students with Disabilities (3 credits)
Education 338, Career Development & Vocational Education Development for Students with Exceptional Needs (3 credits)

Early Childhood Education Minor (22 credits)

Students who complete coursework for the Elementary Education Major elect the Early Childhood Education Minor to be licensed to teach pre-kindergarten through grade 6 (early childhood through middle childhood level).

Courses in the Minor

Education 246, Development, Observation, and Assessment in Early Childhood
Education 248, Early Childhood Education: Home, School, and Community Relationships
Education 341, Integrated Curriculum in Early Childhood I: Physical and Logico-Mathematical Knowledge (5 credits)
Education 342, Integrated Curriculum in Early Childhood II: Social and Socially Constructed Knowledge (5 credits)
Education 347, Seminar in Contemporary Issues in Early Childhood Education

Secondary Education Minor (44-46 credits)

Students complete the Secondary Education Minor and one of the approved majors listed for the license for early adolescence through adolescence level. This qualifies the student to teach school subjects related to their major in grades 6 to 12 (early adolescence through adolescence level - approximate ages of 10 through 21). Students who complete the Secondary Education Minor with an approved major in art, music, physical and health education, theatre arts, or Spanish and who have placements in both elementary and secondary school settings during the student teaching semester are eli-

gible for licensure in their subject area in pre-kindergarten through grade 12 (early childhood through adolescence level - a wide range of all ages in public schools).

Courses in the Minor

Education 100, Introduction to Education (2 credits)
Education 203, Educational Psychology
Education 209, Education in an Intercultural Context
Education 210, Field Experience in Education I (1 credit)
Education 261, Education of the Exceptional Child
Education 265, Applying Educational Technology to K-12 Instruction
Education 301, Democracy, Schools, and Society
Education 304, Methods in Middle/Secondary Schools
Education 306, Literacy in Middle/Secondary School Content Areas (2-3 credits)
Education 311, Field Experience in Education II (1 credit)
Education 353, Special Methods in Teaching Secondary School Subjects (2 credits) or
Education 355, Special Methods in Teaching Elementary and Secondary Subjects:
Modern Languages (required for languages - 3 credits)
Education 409, 410 Student Teaching (12 credits)

Required Core and General Distribution Program Area Courses

Students should consult with their Education advisor to select courses that meet the GE1 and GE 2 course sequence requirements, the Cross-Cultural Designation course and Cross-Cultural Experience. Distribution courses are determined by the student's major area; however, additional courses in Distribution Areas may need to be completed to fulfill DPI requirements.

English 170, Writing Seminar

Competency in Math: BA degree – MAT 106 or higher; BS degree – either MAT 112, or MAT 140 or higher

Computer Science 107

One physical lab science course (Chemistry, Environmental Science or Physics) from and one laboratory course in Biology (meeting N1, N2 or elective)

Students planning to teach in a science or social science subject must take

Environmental Science 120, Conservation and Environmental Improvement (N1), and one lab course in Biology, Chemistry, Environmental Science or Physics

One English Literature course (P1)

Any Art, Music or Theatre course (F1)

History 105 or 106 (H1)

One course meeting a general education distribution requirement or an elective course must be a Non-Western course from:

Art 103, Art History (F1)

English 164, American Indian Literature and Cultures (P1 CCD)

English 165, Readings in Race and Gender (H1 CCD)

English 226, Africa: Literature and Culture of Its Many Nations (H2 CCD)

English 255, Postcolonial Literature (P1 CCD)

Environmental Science 138, Cultural Geography

Environmental Science 160, World Regional Geography

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History 108, Understanding Our Contemporary World (H1)
History 110, The History of Modern China
Politics 201, Politics of the World's Nations
Religious Studies 106, Understanding Religion (P1)
Religious Studies 200, Religions of the Contemporary World (P1)
Religious Studies 306, Asian Religions
Sociology 110, Cultural Anthropology (S1 CCD)
A non-Western NCEP course approved by the education program

DPI-Approved Teaching Minors - Secondary

Students can increase the number of subject areas in which they are licensed and enhance their employment prospects by completing either an additional DPI-approved secondary minor or a set of approved courses, which lead to a DPI Broad Field License. Broad Field licensure is available in either social studies or science. The course requirements for broad field licensure are available from the Education office.

Caution: Since many secondary DPI-approved teaching minors must be matched with particular Carroll University majors, students should also contact the Education faculty for advice regarding selection of teaching minors and course requirements. Students majoring or minoring in any natural science subject, or in any social science subject, which they intend to teach, must take ENV 120. Students seeking licensure in a minor must also successfully complete the PRAXIS II Content Knowledge Exam for that area prior to application to student teach.

DPI-approved secondary minors may be chosen from those listed below:

Biology	Health Education ¹
Chemistry	History
Communication (Speech Education)	Mathematics
Earth and Space Science	Physics
English	Politics
Environmental Studies	Psychology
French	Sociology
Geography	Spanish
German	Theatre Arts

Any education course taken more than seven years prior to enrollment at Carroll University will be subject to the approval of the department chair.

100. Introduction to Education

2 credits

An overview that will introduce the students to topics related to the teaching profession in general and the Carroll University Teacher Education Program specifically. The Program's Guiding Principles and Wisconsin Teacher Standards will be introduced in this course. The qualities needed to be an effective educator will be explored and students will analyze their personal suitability to be a teacher. Open only to second semes-

¹ The courses required in these DPI-approved teaching minors are not listed in this catalog. See the Education office for current lists of course requirements.

ter freshmen and upper class members, or with the consent of the instructor. A background and criminal history check will be conducted which must be deemed satisfactory. (Required course fee) (*Fa, Wn, Sp, Su*)

203. Educational Psychology

4 credits

This course facilitates the study of physical, mental, emotional, and social development of children and adolescents; individual differences; principles and theories of learning; testing and evaluating; research; technological literacy as applied to education. Concurrent enrollment in EDU 210 is strongly suggested. (*Fa, Sp, Su*) Prerequisite: EDU 100.

209. Education in a Intercultural Context

4 credits

This course develops students' capacities for intercultural communication to work with diverse learners. Students further their understanding of educational practices, policy, and theory in order to become more effective intercultural communicators and teaching professionals in a global society. They also engage in exploration and analysis of complex issues associated with multiculturalism, equity, discrimination, prejudice, privilege, ethnicity, race, class, religion, sexual orientation, gender, and linguistic diversity, which are critical in the development of a professional educator. Developing and demonstrating approaches and methods to meet the needs of diverse students are critical components. Another required component of this course is a ten to twenty hour experience in an approved multicultural setting. This requirement may be met through a service learning assignment. (*Fa, Sp, Su*) Prerequisite: EDU 100.

210. Field Experience in Education

1 credit

A pre-student teaching practicum in an assigned classroom in an area school. Grade level or subject is determined by the student's certification intentions. Throughout the semester, students complete a minimum of 40 student contact clock hours in the assigned classroom. This is achieved by attending a minimum of ten (10) full school days. Seminars accompany experiences in the school. Students must attend all seminars to receive course credit. An urban placement, determined by the Education Placement Coordinator is required in either EDU 210 or EDU 311. Students may choose whether the urban placement occurs in 210 or 311. Students are responsible for their own transportation to urban (and other) placements not within walking distance of campus. *S/U* graded. (*Fa, Wn, Sp, Su*) Prerequisites: EDU 100. Completion of or concurrent enrollment in EDU 203 and satisfactory results of a T.B. test and background and criminal history check are required.

215. Intercultural Immersion Field Experience I

CCE

2 credits

The purpose of this course is to provide participating students with an intercultural and/or international classroom experience as part of their teacher education. The Carroll University field experience program is designed to promote reflective practices commensurate with the Education Department's Guiding Principles and Wisconsin Model Standards through reflection, reading and seminar discussion. Students will gain a concentrated pre-student teaching practicum based on teacher certification intentions while being immersed in the domestic urban or international experience they choose to complete. Seminars will be held prior to, on-site and post-experience. (*Wn, Su*) *S/U* graded. Prerequisites: EDU 100, completion or concurrent enrollment in

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EDU 203, or consent of instructor. Additional requirements are subject to specific placement.

246. Development, Observation, and Assessment in Early Childhood 4 credits

The study of principles and theories of child development from birth to age eight in cognitive, affective, psychomotor, social, and language domains. Cross-cultural perspectives of development are considered. Includes strategies for observation and its uses both as a curriculum guide and as an assessment tool. Offers an overview of other forms of assessment, including criterion-referenced and standardized tests. Students use developmentally appropriate assessment tools. (*Fa, Sp*) Prerequisite: EDU 203.

248. Early Childhood Education: Home, School, and Community Relationships 4 credits

Focuses on development of skills in communicating with, working with, and educating parents, families, advisory groups, community resource agencies, pupil services, and support staff. Surveys early childhood program alternatives including Montessori schools, Headstart programs, Waldorf schools, family day care, and infant day care. Explores day care administration and policy issues, nutrition and safety. Includes study of career explorations, practical applications of basic skills, and employability dispositions, as appropriate for children. Examines home and classroom behavior management strategies appropriate for young children. (*Fa, Sp*) Prerequisite: EDU 203.

261. Education of the Exceptional Child 4 credits

Introduction to special education and teaching students with exceptional needs. This course provides an overview of legal issues, identification and assessment of students with special needs. Emphasis is placed on teaching strategies used to educate students who have diverse learning and behavioral needs. (*Fa, Sp, Su*) Prerequisite: EDU 203.

265. Applying Educational Technology to K-12 Instruction 4 credits

Provides opportunities for students to become proficient in 21st century teaching and learning. These skills will be integrated into lesson creation and teaching methods at all levels in a blended classroom. In addition, students will become familiar and/or proficient in specific hardware, software and Web 2.0 tools used in PK-12 classrooms. (*Fa, Sp, Su*) Prerequisites: CSC 107, EDU 203.

301. Democracy, Schools, and Society 4 credits

The study of social, political, philosophic, and historical issues and antecedents of K-12 schooling and curriculum. Consideration of traditional, alternative, and innovative approaches to curriculum. Study of social concerns affecting the schools; the organization, administration, and financing of schools; alternative schooling; the world of work and the future of education. (*Fa, Sp, Su*) Prerequisite: EDU 203.

304. Methods in Middle/Secondary Schools 4 credits

This course is designed for pre-service teachers who will work with early adolescents and/or adolescents. Students will examine teaching methods appropriate for the middle and high school levels based on developmental needs and research. A repertoire of strategies for curriculum development, implementation and evaluation will be

explored. Other topics emphasized include classroom management, motivation, providing for individual needs and cooperatives. (*Fa, Sp*) Prerequisites: EDU 203 and admission to the TEP. Concurrent enrollment in EDU 311 is suggested.

306. Literacy in Middle/Secondary School Content Areas **2-3 credits**

The study of methods which middle school and high school teachers can use to guide their students in interaction with textual materials in secondary school content areas and in other functional reading contexts. Includes study and experience with both teacher-directed and learner-centered strategies which scaffold instruction to guide and support content literacy. Examines materials appropriate to the varied interests and reading levels of secondary students. Develops skills in authentic assessment of student learning, particularly through the use of portfolios. (Two credits for K-12 specialist students in art, music, and physical education, and three credits for all other middle/secondary education students, including Spanish and theatre arts—includes a practicum in schools). (*Fa, Sp, Su*) Prerequisite: EDU 203, 209, and admission to the TEP.

311. Field Experience in Education II **1 credit**

A pre-student teaching practicum in an assigned classroom in an area school. Grade level or subject is determined by the student's certification intentions. Throughout the semester, students complete a minimum of 40 student contact clock hours in the assigned classroom. This is achieved by attending a minimum of ten (10) full school days. Seminars accompany experiences in the school. Students must attend all seminars to receive course credit. The 311 field experience is distinguished from the 210 experience by an added measure of student responsibility for active involvement in classrooms. Seminars will emphasize preparation for and discussion of the added involvement. An urban placement, determined by the Education Placement Coordinator, is required in either EDU 210 or EDU 311. Students are responsible for their own transportation to urban (and other) placements not within walking distance of campus. This experience must be completed at Carroll. *S/U* graded. (*Fa, Wn, Sp, Su*) Prerequisites: Successful completion of EDU 210, completion of or concurrent enrollment in a methods course, satisfactory results of a T.B. test, a background and criminal history check and admission to the TEP are required.

312. Field Experience in Adaptive Education **1 credit**

A pre-student teaching practicum in a non-categorical special education setting where children are also in inclusive classrooms. Students work between four and six hours per week for a semester total of 40 clock hours. Monthly seminars accompany experiences in the school. This course is to be taken in the final semester of course work for the adaptive education minor. (*Fa*) Prerequisites: EDU 100, 203, 210, 261, 330, 332, 334, 336, 338, satisfactory results of a T.B. test, a criminal history and background check, and admission to the TEP.

315. Intercultural Immersion Field Experience II **CCE** **2 credits**

The purpose of this course is to provide participating students with an intercultural and/or international classroom experience as part of their teacher education. The Carroll University field experience program is designed to promote reflective practices commensurate with the Education Department's Guiding Principles and Wisconsin

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Model Standards through reflection, reading and seminar discussion. Students will gain a concentrated pre-student teaching practicum based on teacher certification intentions while being immersed in the domestic urban or international experience they choose to complete. Seminars will be held prior to, on-site and post-experience. (Wn, Su) S/U graded. Prerequisites: Successful completion of EDU 210 or EDU 215, completion of or concurrent enrollment in a methods course and admission to TEP are required. Additional requirements are subject to specific placement.

321. Social Studies in the Elementary/Middle School **3 credits**

This course is an examination of the objectives and techniques of teaching social studies in the elementary/middle school. Instruction includes the study of curriculum materials, methods, assessment and evaluation. Students are challenged to develop lessons and use instructional strategies that help prepare children for active citizenship in a democratic and multicultural society. (Fa, Sp, Su-occasionally) Prerequisites: Completion of HIS 105 or 106 recommended, EDU 203, 209, and admission to the TEP.

323. Literacy I: Early Childhood-Middle Childhood **4 credits**

This course examines literacy in the social, intercultural and educational context. Emphasizes using children's literature to create the reading and language arts curriculum through a balanced literacy approach. Using the Common Core Standards as the framework, this comprehensive literacy program has students explore and incorporate effective instructional and assessment strategies to develop literacy in early childhood and middle childhood learners. (Fa, Sp) Prerequisites: EDU 203, 209 and admission to TEP.

324. Literacy II: Middle Childhood - Early Adolescence **4 credits**

This course examines literacy in the social, intercultural and educational context. Emphasizes using children's and early adolescent literature to create the reading and language arts curriculum through a balanced literacy approach. Using the Common Core Standards as the framework, this comprehensive literacy program has students explore, incorporate, and implement effective instructional and assessment strategies to develop literacy in middle childhood and early adolescent learners. A ten hour tutoring practicum in an elementary school is required. (Fa, Sp) Prerequisites: EDU 323 and admission to TEP.

326. Mathematics in the Elementary/Middle School **3 credits**

Students will develop ways to initiate, implement, and institutionalize an elementary/middle school math curriculum based on NCTM standards and student appropriate/effective assessments. Emphasis will be on active learning and constructivism and their implications to mathematics instruction, as well as incorporating manipulatives, technology, literature (integrated curriculum) into problem-based lesson planning. Fieldwork required. (Fa, Sp, Su-occasionally) Prerequisites: EDU 203, MAT 201, and admission to the TEP.

327. Science Methods in the Elementary/Middle School**3 credits**

This course is designed to develop competencies in selecting methods and resources for teaching elementary and middle level science. All strands of science including environmental education will be explored. Students will gain knowledge and skills to successfully develop science lessons appropriate for various grade levels based on state and national academic standards. An emphasis is placed on effective instructional strategies, assessment and the relationship of science to all other subject areas. An outreach project requires an additional ten hours to facilitate science learning for K–8 students. (*Fa, Sp, Su*) Prerequisites: EDU 203, 209, admission to the TEP. Completion of ENV 120 is recommended and additional lab science (N2 or elective in BIO/CHE/PHYS).

**330. Introduction to Diagnostic Assessment of Students
with Exceptional Needs****4 credits**

This introductory course provides core theoretical and practical background necessary to evaluate students having exceptional educational needs. An overview of educational assessment and diagnosis of individuals with disabling conditions will be provided. Emphasis will be placed upon testing for IEP development and teaching. (*Fa*) Prerequisites: EDU 261, 209 and admission to the TEP.

332. Instructional Strategies for an Inclusive Classroom**4 credits**

This course is designed to facilitate the education student's knowledge, skills and disposition to increase the effectiveness of teaching for the inclusion of children with special needs in the classroom. This will include content, strategies, and structuring the environment to make inclusion a viable experience for the special needs student. Classroom management will also be explored as it relates to the special needs of the students. (*Fa*) Prerequisites: EDU 261 and admission to the TEP.

334. Language Development and Disorders of the Exceptional Child**4 credits**

This course is designed to present background information about normal language development as a foundation for evaluating speech and language disorders in children. Emphasis will be placed on current techniques for the identification of language disorders in school-age children as well as methods for enhancing their language skills. (*Sp*) Prerequisites: EDU 261 and admission to the TEP.

336. Collaborating with Families of Students with Disabilities**3 credits**

This course is designed to facilitate the education student's knowledge, skills and disposition to increase the effectiveness of interactions with parents and community agencies for the purpose of serving children in the context of a learning environment. (*Sp, Su-occasionally*) Prerequisites: EDU 261 and admission to the TEP.

**338. Career Development & Vocational Education for
Students with Exceptional Needs****3 credits**

This course will 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. Emphasis will be placed on career development, assess-

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ment, self-advocacy and self-determination. (*Sp, Su occasionally*) Prerequisites: EDU 261 and admission to the TEP.

341. Integrated Curriculum in Early Childhood I: Physical and Logico-Mathematical Knowledge **5 credits**

Focuses on facilitating the development of physical and logico-mathematical knowledge in young children based on their developmental and cultural characteristics. Considers curricular areas of science, physical education, mathematics, and the creative arts, and their integration. Presents models for curriculum planning, instructional strategies, and assessment including inquiry, project approaches, direct instruction, constructivism, center based learning, and experiential learning. Explores the use of technology in curriculum delivery. Examines children's interests and readiness as opportunities to employ emergent curriculum and incidental teaching. (*Fa, Sp*) Prerequisites: EDU 246 and admission to the TEP.

342. Integrated Curriculum in Early Childhood II: Social and Socially Constructed Knowledge **5 credits**

Focuses on facilitating the development of social and socially constructed knowledge in young children based on their developmental and cultural characteristics. Considers curricular areas of social studies, environmental education, literacy (reading, language arts, children's literature), and affective/social behavior, and their integration. Examines epistemological issues of curriculum construction and decision making: What knowledge is of most worth? Who decides? Whose purposes does it serve? Includes perspectives on hidden curriculum, integrated curriculum, and lived experience curriculum. Explores the use of technology in curriculum delivery. Provides experiences in curriculum development and assessment. (*Fa, Sp*) Prerequisites: EDU 246, 341 and admission to the TEP.

347. Seminar in Contemporary Issues in Early Childhood Education **4 credits**

A study of current issues, and historical and philosophical perspectives on classroom practice and on social and educational policy affecting young children. Includes examination of developmentally appropriate practice, culturally responsive pedagogy, readiness, the nature and practice of play in the curriculum, technology in the early childhood classroom, and school to work issues. (*Fa, Sp*) Prerequisites: EDU 246, 248, 341, and admission to the TEP.

353. Special Methods in Teaching Secondary School Subjects **2 credits**

Daytime clinical experiences in a secondary school required.

Examination of models of learning and instruction in specific subject-matter areas, including 25 hours of clinical field work to directly apply methodology while working with high school students. Special emphasis upon selection, use, and preparation of equipment, materials, teaching aids, and other resources especially designed for the various areas. Attention given to evaluating pupil progress, working with pupil services, the use of media in schools, educational research in curriculum development and evaluation. Required in student's certifiable major and minor. (*Fa*) Prerequisite: EDU

203, 304 or concurrent enrollment, 306 or permission from the Department Chair, and admission to the TEP.

355. Special Methods in Teaching Elementary and Secondary **3 credits**

Subjects: Modern Languages

Application of general principles and methods to specific subject-matter areas. Special emphasis upon selection, use, and preparation of equipment, materials, teaching aids, and other resources especially designed for the various resource areas. Examination of models of learning and instruction in specific subject-matter areas, including 25 hours of clinical field work to directly apply methodology while working with high school students. Attention given to evaluating pupil progress, working with pupil services, the use of media in schools, educational research in curriculum development and evaluation. Required for all Modern Language majors and minors. (*Fa*) Prerequisites: EDU 203, 304 or concurrent enrollment, 306 or permission from the Department Chair, and admission to the TEP. (MC-EA minors do not complete EDU 306 or 25 hours of clinical field work.)

398. Independent Study in Education **1-4 credits**

Extensive study of an approved subject area, or problem in education, in which the student has a special interest or need. (*Fa, Sp, Su*) Approval of divisional dean and consent of instructor.

400. Principles, Theory and Practice in **4 credits**
Elementary Educational Studies

A research seminar and practicum culmination of the academic and experiential work of the Elementary Educational Studies major. Students complete a major project that explores the Education Program's Guiding Principles in connection with gateways to educational employment outside of PK-12 schools. Individual practicum placements are made to capitalize on student interests and abilities. Placements are normally 8-12 weeks long. Students in practicum experiences follow the calendar of the placement site with respect to their hours, days, and dates of participation. Open only to Elementary Educational Studies majors. Prerequisites: Instructor's consent and Senior Standing. (*Fa, Sp*)

409, 410. Secondary and K-12 Student Teaching **12 credits**

A supervised practicum in which students engage in planned teaching and various other duties as designated by the cooperating teacher. Placement is limited to schools that are within 30 miles of Carroll. Placement within walking distance of Carroll cannot be guaranteed; therefore, students must have transportation. Student teaching is considered a full load; no other courses should be added. Because of state requirements several weeks will be added to the Carroll semester to coincide with school district semesters. Fall student teachers will begin in August and teach into January. Spring student teachers will begin in January and teach after Carroll's graduation ceremony. (*Fa, Sp*) Prerequisites: Successful completion of appropriate PRAXIS II Content Knowledge Exam(s), admission to the student teaching program, education faculty approval, satisfactory physical exam, TB test, and criminal history and background check.

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419, 420. Early Childhood/Elementary Student Teaching **12 credits**

A supervised practicum in which students engage in planned teaching and various other duties as designated by the cooperating teacher. Placement is limited to schools that are within 30 miles of Carroll. Placement within walking distance of Carroll cannot be guaranteed; therefore, students must have transportation. Student teaching is considered a full load; no other courses should be added. Because of state requirements several weeks will be added to the Carroll semester to coincide with school district semesters. Fall student teachers will begin in August and teach into January. Spring student teachers will begin in January and teach after Carroll's May graduation ceremony. (*Fa, Sp*) Prerequisites: Successful completion of appropriate PRAXIS II Content Knowledge Exam(s), admission to the student teaching program, education faculty approval, satisfactory physical exam, T.B. test, and background and criminal history check.

422. Special Student Teaching Practicum **1-5 credits**

A practicum for the licensed student who is extending teaching certification beyond his/her present license. University supervised student teaching at the level(s) and/or subject for which additional certification is desired. A portfolio and demonstrated proficiency in the Wisconsin Teacher Standards is also required. (*Fa, Sp*) Prerequisites: Successful completion of appropriate PRAXIS II Content Knowledge Exam(s), successful background and criminal history check, and education faculty approval.