ADDENDUM MATERIALS:
Four-year schedule
Gateways Description
New Course Descriptions (6)

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<th>Four Year Schedule</th>
<th>Bachelor of Science in Elementary Education (K-6)</th>
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<td>Fall</td>
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<tr>
<td><strong>FRESHMAN</strong></td>
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<tr>
<td>EN 101 English Composition</td>
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<td>IS 102 Foundations of Faith &amp; Learning</td>
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<td>HS 101 History of World Civilization I</td>
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<td>MT 101 Intro to Mathematics</td>
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<td><strong>SOPHOMORE</strong></td>
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<tr>
<td>CM 220 Public Speaking or TH 230 Acting</td>
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<td>Gen Ed Natural Science Requirement</td>
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<td><strong>JUNIOR</strong></td>
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<td>ED 350 Teaching Science</td>
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<td>SP 101 Spanish</td>
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<td>ED 320 Teaching Mathematics</td>
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<td>ED 370 Education Program for Primary</td>
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<tr>
<td><strong>SENIOR</strong></td>
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Progression through Montreat Teacher Education Program (MoTEP) Gateways

Gateway 1:

_____ 2.66 in general education and 3.0 grade point average in education courses
_____ E-journal: Field Experience I
_____ Evaluation: Field Experience I – unit head
_____ Evaluation: Field Experience I - cooperating teacher
_____ Evaluation: Field Experience I – candidate (self-evaluation)
_____ Career services: personality profile
_____ National Test: Praxis I (pass)

Typically, students will complete by the end of his/her freshman year.

Students will not be allowed to progress MoTEP until the above requirements and freshman year classes (as outlined in the catalog) are completed.

Gateway 2:

_____ 2.66 in general education and 3.0 grade point average in education courses
_____ E-journal: Field Experience II
_____ Evaluation: Field Experience II – unit head
_____ Evaluation: Field Experience II - cooperating teacher
_____ Evaluation: Field Experience II – candidate (self-evaluation)
_____ Letter of recommendation: cooperating teacher
_____ Letter of recommendation: another teaching professional
_____ Letter of recommendation: personal reference
_____ Application to MoTEP (Montreat Teacher Education Program)
_____ Interview: Teacher Education Advisory Board

Unless candidates have been formally admitted to MoTEP by the spring semester of their sophomore year, they will not be allowed to continue with classes in the Education major. The above requirements and sophomore year classes (as outlined in the catalog) are necessary to pass Gateway 2.

Gateway 3:

_____ 2.66 in general education and 3.0 grade point average in education courses
_____ E-journal: Field Experience III
_____ Evaluation: Field Experience III– unit head
_____ Evaluation: Field Experience III - cooperating teacher
Evaluation: Field Experience III – candidate (self-evaluation)
Application: student teaching
Health services: vaccinations, health tests
Career services: resume
Career services: evaluation
Interview: Teacher Education Advisory Board

Unless a candidate’s student teaching application has been formally accepted by the fall semester of his/her senior year, s/he will not be allowed to student teach or participate in ED 450, Forum on Issues in Education. The above requirements, junior and senior year classes (as outlined in the catalog) are necessary to pass Gateway 3.

Gateway 4:
National Test: Praxis II (take)
Completion of Student Teaching
Participation in Forum on Issues in Education
Exit Portfolio

Unless a candidate successfully completes his/her student teaching, including portfolio submission and participation in Forum on Issues in Education, s/he will not be approved for licensure in the State of North Carolina.

The Montreat College Education Department unit head/chair will also determine if a candidate is suitable for the North Carolina Public School classroom. His/her signature is also required for approval for licensure.

New Course Descriptions

ED 211L Assessment I
Course Description: This course will examine the assessment, evaluation, and uses of educational assessment and evaluation instruments in K-6 classrooms. The incorporation of impact projects in the Field Experience classes will be used to document skills in assessment and impact on student learning. This course runs concurrently with Field Experience I, in which candidates tutor one-on-one in the K-2 classroom. Candidates will be working with at-risk students in reading, writing, and social studies. These students need academic assistance, but more importantly, a good role model and mentor to encourage them in school and in life.

ED 220L Assessment II
Course Description: This course will examine the assessment, evaluation, and uses of educational assessment and evaluation instruments in K-6 classrooms. The incorporation of impact projects in the Field Experience classes will be used to document skills in assessment and impact on student learning. This course runs concurrently with Field Experience II, which places candidates in third through sixth grade classrooms to apply content knowledge of Math and Science specialty areas. Candidates research the NC-SCS
and other websites, locate topics taught for grades 3 through 6, and design/teach six
grade-appropriate lessons, which integrate with the current curriculum.

ED 300L Assessment III (1 hour)
Course Description: This course will examine the assessment, evaluation, and uses of
educational assessment and evaluation instruments in K-6 classrooms. The incorporation
of impact projects in the Field Experience classes will be used to document skills in
assessment and impact on student learning. This course runs concurrently with Field
Experience III, during which candidates work with whole-class instruction as well as
with small groups. In this field experience, the candidate is placed in the classroom where
s/he will do the Clinical Practice semester.

ED 310 Teaching Health and Physical Education (3 hours)
Course Description: A study of teaching methods and curricular options used to fulfill
psychomotor, cognitive, and affective objectives in the field of health and physical
education. This course will also apply the major concepts of healthful living, in order that
elementary teachers understand and model the foundations of good health and help
students understand the benefits of a healthy lifestyle.

ED 350L Teaching Science Lab (1 hour)
Course Description: Candidates learn to teach appropriate lab procedures and lab safety
practices, use science labs to expand knowledge, satisfy curiosity, and integrate 21st
century skills and content. Candidates will become proficient in the following:
knowledge of subject matter, use of a variety of instructional strategies, wise use of
resources in planning, the organization of supplies, equipment, and environment,
acceptance of procedures and rules.

ED 451 Forum: Issues in Education (3 hours)
This course explores issues in education, combining principles with practice during the
internship semester. In this seminar, all students are active participants and have
intellectual responsibilities to each other, as each student advances his/her understanding
rather than merely absorbing a particular body of material.