

Elementary Education Major

The Education Division offers a licensure program (i.e., certification) in Elementary Education. The program of study outlined in this catalog leads to a Bachelor of Science degree in the discipline as well as North Carolina Initial Licensure.

The Education Discipline

The Bachelor of Science in Elementary Education prepares candidates under the conceptual framework of “Teacher as Leader and Innovator for 21st Century learning in the classroom, school, district, and profession at local, regional, national, and global levels.” The Department’s mission and conceptual framework are based on the Christian calling to the ministry of education within the framework of 21st Century skills, knowledge, expertise, and literacies required for success in work and life. The department believes that effective teachers are leaders who not only care about their students and their profession, but also possess the qualities of Christian character and citizenship to effectively impact both during their calling and career “in a world where change is constant and learning never stops” (2016, P21 Partnership for 21st Century Learning, p.1).

Upon completion of the undergraduate Elementary Education Program, the candidate should be able to meet these six **goals**:

1. Communicate with a wide variety of audiences, using a range of modes that include oral, written, and non-verbal forms for a range of purposes, listening effectively to decipher meaning. (Communication; North Carolina Professional Teaching Standard 1, 4; EO 1, 2, 4, 5)
2. Think critically, evaluating and making connections in order to solve problems and construct knowledge for use in the real world. (Critical Thinking; North Carolina Professional Teaching Standards 1, 3, 4, 5; EO 1, 3, 5)
3. Collaborate and work with a team using well-developed interpersonal, social, emotional, and intercultural skills, managing team dynamics and challenges, and demonstrating empathy in working with diverse others. (Collaboration; North Carolina Professional Teaching Standards 2, 4; EO 1, 5, 6)
4. Be a creative innovator who can consider and pursue novel ideas and solutions, viewing failure as an opportunity to learn, and leading students to that same understanding. (Creativity; North Carolina Professional Teaching Standards 3, 4; EO 1, 3, 5)
5. Demonstrate character through the desire to learn how to learn, have the resilience and regulation to persevere in the face of difficulties, be ethical in thinking and action, have empathy and work towards the benefit of others, integrate biblical concepts throughout instruction, and practice the career and life skills necessary to lead in the profession. (Character; North Carolina Professional Teaching Standards 1, 2; EO 1, 5, 6, 7)

6. Demonstrate citizenship through the exercise of a global perspective, understanding the diverse values and worldviews of other cultures while maintaining sensitivity and respect for those views, showing genuine interest in human and environmental sustainability, and seeking to solve authentic problems to that end in the context of life and career skills. (Citizenship; North Carolina Professional Teaching Standards 1, 2; EO 1, 5, 6, 7)

Student Learning Outcomes

1. Candidates will communicate effectively with all stakeholders to facilitate learning for all students. (Communication; EO 1, 2, 4, 5)
2. Candidates will think systematically and critically about student learning and their own teaching as they investigate and consider new ideas to improve teaching and learning. (Critical Thinking; EO 1, 3, 5)
3. Candidates work collaboratively with professionals and stakeholders to ensure a respectful environment for a diverse population of students. (Collaboration; EO 1, 5, 6)
4. Candidates planning is aligned with the North Carolina Standard Course of Study, and includes a variety of instructional methods, including technology, to facilitate learning for their students. (Creativity; EO 1, 3, 5)
5. Candidates participate in professional learning community (PLC) activities, demonstrating ethical behavior (based on the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct) at all times. (Character; EO 1, 5, 6, 7)
6. Candidates establish a respectful classroom environment where diversity is embraced and all students' learning needs are met. (Citizenship; EO 1, 5, 6, 7)

Why Study Education at Montreat College?

Education is a dynamic profession, in which the classroom teacher remains on the front edge of research and methods applied in an ever-changing global environment.

Educational theory is integrated with professional practice and professional service, and is taught through the lens of a Christian worldview. Graduates of Montreat College Teacher Education Program will be prepared through intellectual inquiry, spiritual formation, and an understanding of their calling and career to pursue the ministry of education in both public and private schools at home in the United States or abroad, wherever the calling of God takes them.

After Graduation

The faculty of the Education Department remains available to all graduates whether they are preparing to enter the professional world or are already in it. Graduates from this program should always feel welcome to contact the Education Department should questions or a need of assistance arise.

Entrance Requirements for Education Candidates

Acceptance by Montreat College should not be confused with acceptance into the Montreat Teacher Education Program (TEP). Admission to Montreat TEP is open to all Montreat College students who meet the standards established by Montreat College's Teacher Education Committee (TEC) as found in the Teacher Education Handbook, and the North Carolina State Department for Public Instruction (NC-DPI).

Formal admission to Montreat TEP usually occurs after the junior year. Candidates will meet the following guidelines:

1. Proficiency in oral and written communication through completion of General Education competency requirements and interviews with the Education faculty and representatives of the Montreat TEC.
2. State designated minimum scores: (156) on the ETS CORE Reading, (162) on CORE Writing, and (150) on CORE Math, or minimum scores on the SAT of 1100 on the appropriate subtests, or minimum scores of 24 on the ACT on the appropriate subtests.
3. Minimum overall GPA of 2.75 and a 3.0 in all education courses.
4. A recommendation from the Department Chair and one other faculty member regarding the candidate's interest in and suitability for teaching.

Students are required to have a background check, TB test, and current North Carolina Health Form on file with Montreat College in order to participate in all education courses that include Focused Field Experiences.

Requirements for Continuation in the Program after Gateway 1

- Maintain a cumulative GPA of 3.0 in the education core courses.
- Maintain a cumulative GPA of no less than 2.75.
- Demonstrate dispositions identified within the program.
- Complete appropriate Gateways.

Entrance Requirements for the Professional Year / Montreat Teacher Education Program (TEP)

- Maintain a cumulative GPA of 3.0 in the education core courses.
- File an "Application for Student Teaching" form with the Education Department.
- Update all necessary vaccinations and health tests.
- Complete an interview with Education faculty and representatives of the Montreat TEC for the purpose of determining professional competence/dispositions.
- Complete appropriate Gateways.
- Appropriate SAT or ACT scores or passing scores on the ETS CORE tests

- Take the Pearson Foundations of Reading and General Curriculum tests

Requirements for Licensure in Education

To receive a teaching license, candidates must major in Elementary Education and take the licensure courses in education. In addition, graduates must also pass the Pearson Tests for NC: Foundations of Reading and General Education to be eligible for employment in the North Carolina school system.

Students are required to have a background check, TB test, and current North Carolina Health Form on file with Montreat College in order to participate in all education courses requiring Focused Field Experiences.

Gateway 1: Requirements Check for Continuing in Education Courses

1. 2.75 overall GPA and 3.0 GPA in education courses.
2. Disposition Self-Evaluation (Completed in ED 150).
3. ETS CORE: attempted/or meet state designated minimum scores
4. If state designated minimum scores are not met by beginning of 300 level coursework (junior year), students will be required to change their major from Elementary Education (licensure) to Educational Studies (non-licensure) until appropriate scores are met. Transfer students with 60 hours or more must complete/meet the CORE minimum requirements by the end of their first semester enrolled with Montreat College.

Typically, candidates will complete Gateway 1 at the end of the sophomore year.

Candidates will not be allowed continued enrollment in education courses without approval of their advisor based on the GPA check by the Department of Education.

Gateway 2: Entrance Requirements for Education Candidates

Acceptance by Montreat College should not be confused with acceptance into the Montreat Teacher Education Program (TEP). Admission to Montreat TEP is open to all Montreat College students who meet the standards established by Montreat College's Teacher Education Committee (TEC) and the North Carolina Department of Public Instruction (NC-DPI).

Formal Admission to Montreat TEP usually occurs after the junior year. Candidates will meet the following guidelines:

1. Minimum overall GPA of 2.75 and a 3.0 in all education courses.
2. Meet State designated minimum scores:
(156) ETS CORE Reading, (162) CORE Writing, and (150) CORE Math, or minimum scores on the SAT of 1100 on the appropriate subtests, or minimum scores of 24 on the ACT on the appropriate subtests.

3. Reference: K-6 Faculty.
4. Reference: Content Faculty.
5. Reference: Education Faculty.
6. Submit Application to Montreat Teacher Education Program.
7. Interview with Montreat Teacher Education Committee representatives.
8. Pearson Foundations of Reading and General Curriculum tests: attempted and/or meet state designated minimum scores.
9. Clear background check, TB test, and current North Carolina Health Form on file.
10. Must submit a completed and signed Code of Ethics for North Carolina Educators.
11. Present evidence of liability insurance by presenting current membership in the Student North Carolina Association of Educators (SNCAE) or another organization that provides comparable insurance.
12. Keep address, phone number, email address and other changeable information up-to-date in the Education Office.
13. Must be admitted by the Teacher Education Committee which has representation from the College and public and private school systems.

Unless candidates have been admitted to the Montreat Teacher Education Program, they will not be permitted to continue with classes in the Education Major if they are seeking NC licensure.

Gateway 3: Entrance Requirements for Student Teaching II

1. Maintain a cumulative GPA of 3.0 in the education core courses.
2. Meet state designated minimum scores: (227) Pearson General Curriculum Multi-subjects Subtest; (227) Pearson General Curriculum Mathematics Subtest; (229) Pearson Foundations of Reading Test
3. Submit "Application for Student Teaching II" with the Education Department.
4. Evaluation: Student Teaching I – college supervisor.
5. Evaluation: Student Teaching I – cooperating teacher.
6. Evaluation: Student Teaching I – candidate (self-evaluation).
7. Interview with Education faculty and Montreat Teacher Education Committee representatives for the purpose of determining professional competence and dispositions.
8. Formal approval by the Montreat Teacher Education Committee.

Gateway 4: Exit from the Montreat Teacher Education Program

1. Exit interview
2. Completion of Student Teaching II
3. Participation in ED 451 Seminar III: Issues in Education
4. Exit Portfolio

Unless a candidate successfully completes her/his student teaching, including portfolio submission and participation in ED 451 Forum III: Issues in Education, s/he will not be approved for licensure in the State of North Carolina.

The Montreat College Director of Teacher Education/licensure officer 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, and will not be given until the candidate has earned passing scores on the North Carolina Pearson Tests: Foundations of Reading and General Curriculum.

Requirements for Licensure-Only Students

Candidates with a baccalaureate degree can enter the College as a licensure-only, non-degree seeking student. The general policy for licensure-only students is that they must meet similar entry, exit, and course requirements as degree-seeking students.

Candidates already possessing a baccalaureate degree must apply for acceptance into the College. Transcripts will then be forwarded to the education department chair who will determine the equivalence of specialty area courses. Following this evaluation, the department chair will prepare a course of study leading to certification.

To gain full acceptance into a program, the candidate must pass ED 150 and must have a minimum 3.0 grade point average. Licensure-only candidates with a 3.0 grade point average from an accredited college or university will also have to pass the CORE reading, mathematics, and writing tests.

Because licensure-only candidates have already completed a program of general studies, they may not have to take courses in the liberal arts. However, candidates must have had coursework in the arts, communication skills, history, literature, mathematics, philosophy and/or religion, and science. The department chair will require courses in these areas if the student (1) is lacking coursework in one or more of these areas; (2) has low grades in a given area; (3) needs to retake courses to raise the overall grade point average; or (4) has a deficiency in one of these areas as noted on a standardized test or in an interview. All ED courses will be required.

The licensure-only candidate will take all courses and tests in the professional and specialty areas required of degree-seeking candidates (including Student Teaching I and II) and meet all other requirements of degree-seeking candidates. At least 70 % of the courses must be taken through the College. All proposed transfer courses must be pre-approved by both Department Chair and the Registrar.

Requirements for a Major in Elementary Education

✓ Degree Component

Completion of the General Education Core (53 credits*)

PY 201 or SC 204 is recommended for a Gen-Ed Social Science requirement

- _____ IS 202 is recommended for a Gen-Ed Humanities requirement
- _____ Completion of the General Education Competencies
- _____ Completion of the Elementary Education major (65 credits)
- _____ Completion of required electives to bring total up to 120 credits (~2 credits)
- _____ Completion of 33 credits at the 300-level or above
- _____ Maintain a minimum 3.0 grade point average in Education courses
- _____ Maintain a minimum 2.75 grade point average in all courses
- _____ Completion of all Gateways
- _____ Completion of student teaching experience with a minimum score of 3 or higher
- _____ Completion of the senior exit portfolio
- _____ Completion of 126 120 credit hours with a minimum GPA of 2.75 (two terms and 32 credit hours must be completed at Montreat college)

*ED 209 in the major can count toward a Gen-Ed Humanities requirement.

Elementary Education major classes (65 Credits)

- ED 150 Foundations of Education (3)
- ED 209 Children's Literature (3)
- ED 240 Technology in Education (3)
- ED 260 Integrating Health & the Arts (3)
- ED 320 Math Methods K-3 (3)
- ED 325 Math Methods 4-6 (3)
- ED 330 Teaching Reading and Language Arts (3)
- ED 350 Teaching Science (4)
- ED 350L Teaching Science Lab (0)
- ED 351 Seminar I: Education in North Carolina (1)
- ED 360 Teaching Social Studies (3)
- ED 370 Language and Literacy (3)
- ED 406 Educational Psychology (3)
- ED 410 Classroom Management (3)
- ED 420 Assessment in Education (3)
- ED 421 Seminar II: Issues in Education (1)
- ED 430 Diversity and Exceptionalities in the Classroom (3)
- ED 449 Student Teaching I (5)
- ED 450 Student Teaching II (12)
- ED 451 Seminar III: Issues in Education (3)

Recommended Elective Classes for Elementary Education Majors:

- OE 220 Survey of Environmental Education Curricula (3)
- OE 340 Teaching Methods & Curriculum Development in Outdoor Ed (4)
- ED 365 Christian Philosophy of Education (Optional for ACSI Cert.) (3)

Bachelor of Science in Elementary Education			
Freshman Year			
Fall Semester		Spring Semester	
IS 102 Foundations of Faith and Learning	2	Gen-Ed Math	3
BB 101 Survey of Old Testament	3	BB 102 Survey of New Testament	3
EN 101 English Composition	3	EN 102 English Composition II	3
ED 150 Foundations of Education	3	Gen-Ed Humanities	3
CS 102 Computer Applications and Concepts	3	ED 240 Technology in Education	3
Physical Education Course	1	Physical Education Course	1
	15		16
Sophomore Year			
Fall Semester		Spring Semester	
CM 220 Public Speech and Rhetorical Analysis or TH 230 Acting	3	Gen-Ed Literature	3
HS 101 History of World Civilization I	3	HS 102 History of World Civilization II	3
ED 260 Integrating Health & the Arts	3	Gen-Ed Natural Science	4
Gen-Ed Social Science (PY 201/SC 204 Recommended)	3	ED 209 Children's Literature (counts for Humanities)	3
Gen-Ed Natural Science	4		
	16		13
<i>Completion of Gateway 1 at the end of the sophomore year.</i>			
Junior Year			
Fall Semester		Spring Semester	
ED 320 Math Methods K-3	3	ED 325 Math Methods 4-6	3
ED 330 Teaching Reading Language Arts	3	ED 370 Language and Literacy	3
ED 360 Teaching Social Studies	3	ED 350 Teaching Science	4
Gen-Ed Humanities (IS 202 Recommended)	3	ED 350L Teaching Science Lab	0
Elective	2	ED 351 Seminar I: Education in NC	1
		IS 461 Seminar on Faith and Learning	2
		ED 365 Christian Philosophy of Education (Optional)	3
	14		13
<i>Completion of Gateway 2 at the end of the junior year.</i>			
<i>Completion of the Gateway 3 at the end of Fall Semester of Professional Year</i>			
Senior Year			
Fall Semester		Spring Semester	
ED 430 Diversity & Exceptionalities	3	ED 450 Student Teaching II	12
ED 406 Educational Psychology	3	ED 451 Seminar III: Issues in Education	3
ED 410 Classroom Management	3		
ED 420 Assessment in Education	3		
ED 421 Seminar II: Issues in Education	1		
ED 449 Student Teaching I	5		
	18		15
<i>Completion of Gateway 4 at the completion of the program.</i>			
Total hours required for degree:			120