

**Salisbury, north carolina 28144**

# GOODMAN SCHOOL OF EDUCATION

# *DEPARTMENT OF TEACHER EDUCATION*

## Advising Records

(Arranged Alphabetically by Licensure Field)

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Biology Education**

Comprehensive Science Licensure

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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|
| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Wellness Literacy** | **1** | |
| Elective | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
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| **Historical and Social (from 2 different areas)** | **6** | |
| \*PSYCH 1500 Human Development | 3 |  |
| Elective | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| Elective | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| Elective | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| \*BIOL 1501 Cells and Molecules | 4 |  |
| \*BIOL 1502 Structure & Function of Organisms | 4 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **BIOLOGY MAJOR B.A.DEGREE REQUIREMENTS** |  | |
| At Catawba College, students seeking licensure in Biology must complete all requirements for the B.A. major in Biology as well as the Special Subjects Minor in Education. Students are responsible for consulting their major advisor for all major requirements.  Minor requirements are listed below. |  | |
| **NOTE:** Students earning a B.A. in Biology must earn a minor in a different field of study. The minor in secondary education will fulfill this requirement. |  | |
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| **SECONDARY EDUCATION MINOR** | **21** | |
| EDUC 1100 Introduction to Teaching & Educ. Technology | 3 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| EDUC 2700 Planning, Instruction, & Assessment | 2 |  |
| +EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec Tchrs | 2 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Env. & Practices for Teaching Diverse Learners | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| PSYCH 1500 Human Development | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| +EDUC 4003 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  |  |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **Additional Licensure in Comprehensive Science (in addition to Biology) by adding Physics I & II and ENV 1111 Earth Science to the B.A. degree or ENV 1111 Earth Science to the B.S. degree** | | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

***SECONDARY EDUCATION PROGRAM STANDARDS- Biology Education***

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Secondary grades teacher candidates articulate a rationale for instructional decisions

that proceeds from an understanding of the unique and diverse curricular structures of high

schools.

**Standard 2:** Secondary grades teacher candidates connect discipline based content and concepts to

real world applications and situations.

**Standard 3:** Secondary grades teacher candidates articulate the major concepts, principles and

theories of development across adolescence (ages 10-22), and the structures and strategies that

support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

***SCIENCE EDUCATION STANDARDS***

Prospective teachers who successfully complete the licensure programs in Science Education (Biology, Chemistry, or Comprehensive Science) will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:.** Science teacher candidates understand safety and liability concerns in science and

advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.

**Standard 2:** Science teacher candidates understand and are able to use the unifying concepts of

science in their instruction.

**Standard 3:** Science teacher candidatesdemonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.

**Standard 4:** Science teacher candidatesunderstand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.

**Standard 5:** Science teacher candidatesplan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

**Please note that students who seek licensure in Biology major in Biology; whereas students who seek licensure in Chemistry major in Chemistry. Students who seek licensure in Comprehensive Science major in Biology, or Chemistry: additional coursework in science may be required (see advising sheets. North Carolina does not offer teacher licensure in Environmental Education.**

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Birth-Kindergarten**

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| **Birth-Kindergarten Education Major**  **TRANSFER CREDITS FROM A.A.S. Degree Program** | **S.H.** | | **CATAWBA COLLEGE REQUIREMENTS** | **S.H.** | |
| **64** | | **56** | |
| **GENERAL EDUCATION** | **6** | | **GENERAL EDUCATION** | **24** | |
| EDU 271 Educational Technologies | 3 |  | Writing Proficiency Exam (no credit) | 0 |  |
| ENG 112 Argument Based Research OR | 3 |  | ENG 2111 Advanced Academic Writing | 3 |  |
| ENG 113 Literature Based Research OR |  |  | **Humanities** | **6** | |
| ENG 114 Professional Report Writing |  |  | Humanities elective | 3 |  |
| **Humanities** | **3** | | Humanities elective | 3 |  |
| HUM 150, HUM 221, PHI 210, REL 211, REL 212 | 3 |  | **Fine Arts** | **3** | |
| **Fine Arts** | **3** | | Fine Arts elective | 3 |  |
| COM 231 OR 120 (recommended), ART 111; MUS 110 | 3 |  | **Natural Sciences** | **3** | |
| **Social and Behavioral Sciences** | **3** | | Natural Science elective | 3 |  |
| PSY 150 General Psychology | 3 |  | **Mathematics** | **3** | |
| **Natural Sciences** | **4** | | MATH 1132 Intro. to Statistics | 3 |  |
| BIO 111 or 140 (recommended) |  |  | **World Culture** | **6** | |
| **Quantitative Literacy (Mathematics)** | **3** | | World Culture elective | 3 |  |
| MAT 140 (recommended) | 3 |  | World Culture elective | 3 |  |
| **MAJOR** | **25** | | **MAJOR -** Birth-Kindergarten Education Core | **16** | |
| EDU 119 Early Childhood Education | 4 |  | EDUC 2280 Educational Assessment | 3 |  |
| EDU 131 Children, Family, & Community | 3 |  | EDUC 3000 Curriculum and Instructional Theory and Design | 3 |  |
| EDU 144 Child Development I | 3 |  | EDUC 3300 Curriculum & Methods: Preschool & Kindergarten | 4 |  |
| EDU 145 Child Development II | 3 |  | EDUC 3301 Curriculum & Methods: Infants & Toddlers | 3 |  |
| EDU 146 Child Guidance | 3 |  | EDUC 3550 Educational Psychology | 3 |  |
| EDU 151 Creative Activities | 3 |  | **AREA OF CONCENTRATION** | **15** | |
| EDU 153 Health, Safety and Nutrition | 3 |  | **Licensure Concentration** |  | |
| EDU 221 Children with Special Needs | 3 |  | EDUC 4000 Student Teaching (Birth-Kindergarten) & Seminar Completion of Electronic Professional Portfolio (edTPA) required | 15 |  |
|  |  |  | **Non-Licensure Concentration** |  | |
|  |  |  | EDUC 4004 Internship (Birth-Kindergarten)  Completion of Electronic Professional Portfolio (edTPA) required | 9 |  |
| **ELECTIVES IN MAJOR – 17 hours -** Students may transfer a maximum of 64 hours from the community college. | **17** | | **ELECTIVES** *(A sufficient number of elective to meet the*  *graduation requirement of 120 hours.)* ACC 1901, ACC 1902; BIOL 1101; MGT 2453; MGT 2501; MGT 2564; MGT 2566; MGT 2601; MGT 2602; SOC 1301; SPAN 2051; SPAN 2052 |  | |
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| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |  | | |

***BIRTH-KINDERGARTEN EDUCATION PROGRAM GOALS***

Prospective teachers who successfully complete the Birth-Kindergarten Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** BK teachers have a comprehensive knowledge of typical as well as atypical patterns of child development.

**Standard 2:** BK teachers foster relationships with families that support children’s development and learning.

**Standard 3:** BK teachers build community partnerships in support of children and families.

**Standard 4:** BK teachers use authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.

**Standard 5:** BK teachers create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.

The Birth-Kindergarten Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of young children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Birth-Kindergarten Education sequence.*

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Chemistry Education**

Comprehensive Science Licensure

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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|  |
| **FYS/Writing** | **9** | |  |
| GEN ED 1200 First Year Seminar | 3 |  |  |
| ENG 1103 Critical Reading and Writing | 3 |  |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |  |
| **Foreign Language Literacy** | **0-9** | |  |
| Elementary I | 3 |  |  |
| Elementary II | 3 |  |  |
| Intermediate I | 3 |  |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |  |
| \*MATH 1801 Calculus(pre-req MATH 1516) | 4 |  |  |
| **Wellness Literacy** | **1** | |  |
|  |
| Elective | 1 |  |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |  |
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| **Historical and Social (from 2 different areas)** | **6** | |  |
| \*PSYCH 1500 Human Development | 3 |  |  |
| \*EDUC 2000 Introduction to Teaching & Educ Tech. | 3 |  |  |
| **Interpretive (from 2 different areas)** | **6** | |  |
| Elective | 3 |  |  |
| Elective | 3 |  |  |
| **Creative** | **3** | |  |
| Elective | 3 |  |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |  |
| Elective | 3 |  |  |
| **Scientific (must have one elective with a lab)** | **7** | |  |
| \*CHEM 1501 General Chemistry I | 4 |  |  |
| \*CHEM 1502 General Chemistry II (pre-req CHEM 1501) | 4 |  |  |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **CHEMISTRY MAJOR B.A.DEGREE REQUIREMENTS** |  | |
| At Catawba College, students seeking licensure in Chemistry must complete all requirements for the B.A. major in Chemistry as well as the Special Subjects Minor in Education. Students are responsible for consulting their major advisor for all major requirements.  Minor requirements are listed below. |  |  |
| **SECONDARY EDUCATION MINOR** | **21** | |
| EDUC 1100 Introduction to Teaching & Educ. Technology | 3 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| EDUC 2700 Planning, Instruction, & Assessment | 2 |  |
| +EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec Tchrs | 2 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Env. & Practices for Teaching Diverse Learn. | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| PSYCH 1500 Human Development | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| +EDUC 4003 or 4013 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **Additional Licensure in Comprehensive Science (in addition to Chemistry) by adding BIOL 1101 Bioscience and ENV 1111 Earth Science to the B.A. degree or BIOL 1101 Bioscience or a biology elective and ENV 1111 Earth Science to the B.S. degree** | | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **CHEMISTRY MAJOR B.A.DEGREE REQUIREMENTS** |  | |
| At Catawba College, students seeking licensure in Chemistry must complete all requirements for the B.A. major in Chemistry as well as the Special Subjects Minor in Education. Students are responsible for consulting their major advisor for all major requirements.  Minor requirements are listed below. |  |  |
| **SECONDARY EDUCATION MINOR** | **21** | |
| EDUC 1100 Introduction to Teaching & Educ. Technology | 3 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| EDUC 2700 Planning, Instruction, & Assessment | 2 |  |
| +EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec Tchrs | 2 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Env. & Practices for Teaching Diverse Learn. | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| PSYCH 1500 Human Development | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| +EDUC 4003 or 4013 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **Additional Licensure in Comprehensive Science (in addition to Chemistry) by adding BIOL 1101 Bioscience and ENV 1111 Earth Science to the B.A. degree or BIOL 1101 Bioscience or a biology elective and ENV 1111 Earth Science to the B.S. degree** | | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

**Chemistry**

***SCIENCE EDUCATION STANDARDS***

or Comprehensive Science) will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:.** Science teacher candidates understand safety and liability concerns in science and

advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.

**Standard 2:** Science teacher candidates understand and are able to use the unifying concepts of

science in their instruction.

**Standard 3:** Science teacher candidatesdemonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.

**Standard 4:** Science teacher candidatesunderstand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.

**Standard 5:** Science teacher candidatesplan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

**Please note that students who seek licensure in Biology major in Biology; whereas students who seek licensure in Chemistry major in Chemistry. Students who seek licensure in Comprehensive Science major in Biology, or Chemistry: additional coursework in science may be required (see advising sheets in Appendix E). North Carolina does not offer teacher licensure in Environmental Education.**

***SECONDARY EDUCATION PROGRAM STANDARDS***

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Secondary grades teacher candidates articulate a rationale for instructional decisions

that proceeds from an understanding of the unique and diverse curricular structures of high

schools.

**Standard 2:** Secondary grades teacher candidates connect discipline based content and concepts to

real world applications and situations.

**Standard 3:** Secondary grades teacher candidates articulate the major concepts, principles and

theories of development across adolescence (ages 10-22), and the structures and strategies that

support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice.

**Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Elementary Education**

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | | **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | | **52** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | | EDUC 1100 Introduction to Teaching & Technology | 3 |  |
| EDUC 2500 STEM Concepts for Educators | 3 |  |
| EDUC 2700 Planning, Instruction, and Assessment | 2 |  |
| Humanities/Fine Arts |  |  | EDUC 2250 Foundations of Special Education | 2 |  |
| Math/Natural Science |  |  | EDUC 2100 Innovative Technology Use | 3 |  |
| Social/Behavioral Science |  |  | EDUC 2161 Literature and Arts Integration | 3 |  |
| Non-Western Perspective (\*SOC 1202 Global Societies) | 3 |  | +EDUC 3100 Theory into Practice | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25-27** | | +EDUC 3101 Environments & Practices for Diverse Learners | 3 |  |
| +EDUC 3102 Elementary Methods in Literacy I | 4 |  |
| +EDUC 3103 Elementary Methods in Literacy II | 4 |  |
| **FYS/Writing** | **9** | | +EDUC 3104 Elementary Methods in Science & Health | 2 |  |
| GEN ED 1200 First Year Seminar | 3 |  | +EDUC 3105 Elementary Methods in Social Studies | 2 |  |
| ENG 1103 Critical Reading and Writing | 3 |  | +EDUC 3106 Elementary Methods in Mathematics I | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  | +EDUC 3107 Elementary Methods in Mathematics II | 3 |  |
| **Foreign Language Literacy** | **0-9** | | \*MATH 1120 Survey of Mathematics I | 3 |  |
| Elementary I | 3 |  | \*ENV 1511 Conceptual Integrated Science & the Envir. | 3 |  |
| Elementary II | 3 |  | PSYCH 1500 Human Development | 3 |  |
| Intermediate I | 3 |  | PSYCH 2940 Psych of Exceptionalities | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |  |  |  |
| \*MATH 1120 Survey of Mathematics I | 3 |  | **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| Elective (MATH 1132 Intro. to Statistics, recommended) | 3 |  | ++EDUC 4001 or 4011 Student Teaching | 12 |  |
| **Wellness Literacy** | **1-3** | | ++EDUC 4500 Professional Leadership Seminar | 3 |  |
| HSHP 1101 Prescriptive Fitness, NUTR 1500 Intro to Nutrition, or TA 1101 Foundations of Movement | 1-3 |  | **+**Application to teacher education required (see required perspectives courses below); students may proceed as licensure candidates or on a non-licensure path. |  | |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
| ++Admission to student teaching required; passing licensure exam scores required. |  | |
| **Historical and Social (from 2 different areas)** | **6** | | **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. |  | |
| Elective (SOC 1202 Global Societies) | 3 |  |
| Elective | 3 |  |  |  | |
| **Interpretive (from 2 different areas)** | **6** | | **REQUIRED PERSPECTIVES COURSES FOR LICENSURE:** |  | |
| \*HIST 1101 or 1102 | 3 |  | +HIST 1101 OR 1102 American History/Cultural Traditions |  | |
| Elective | 3 |  | +SOC 1202 Global Societies |  | |
| **Creative** | **3** | | **ADDITIONAL RECOMMENDED PERSPECTIVES COURSES:** |  | |
| \*EDUC 2100 Innovative Tech Use | 3 |  | SOC 1501 Social Problems |  | |
| **Historical/Social, Interpretive, or Creative** | **3** | | POLS 1101 Intro to American Politics |  | |
| \*Elective | 3 |  | COMM 1101 Public Speaking |  | |
| **Scientific (must have one elective with a lab)** | **7** | |  |  | |
| Elective | 4 |  |  |  | |
| \*ENV 1511 Conceptual Integrated Science & the Envir. | 3 |  |  |  | |

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| **ADMISSION TO TEACHER EDUCATION**  Application on file (See requirements above)  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Passing licensure exam scores  Additional Licensure Requirements: Successful completion of student teaching, professional leadership seminar, and electronic professional portfolio (edTPA); no more than one C- in major  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | **SPECIAL EDUCATION DOUBLE MAJOR**  Adding the following courses (9 credits) to your program will result in a double major (Elementary Education and Special Education) and can result in dual licensure (if select EDUC 4011 for student teaching):  +EDUC 2900 Classroom Management & Behavioral Interventions  +EDUC 3109 Methods in Teaching Exceptional Learners I  +EDUC 3400 Methods in Teaching Exceptional Learners II  **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major.** |

**ELEMENTARY EDUCATION PROGRAM GOALS**

Prospective teachers who successfully complete the Elementary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Elementary grades teacher candidates have the knowledge and understanding of

language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. *Reading/Language Arts*

**Standard 2:** Elementary grades teacher candidates have the knowledge and understanding of

mathematical conventions and processes skills relative to: number sense, numeration, numerical

operations, and algebraic thinking; spatial sense, measurement and geometry; patterns,

relationships, and functions; and data analysis, probability and statistics. *Mathematics*

**Standard 3:** Elementary grades teacher candidates have the knowledge and understanding of

scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. *Science*

**Standard 4:** Elementary grades teacher candidates have the necessary knowledge specific for

producing knowledgeable, global citizens who are critical thinkers in a democratic society*. Social Studies*

**Standard 5:** Elementary grades teacher candidates have the knowledge and understanding of

mental, emotional, physical, and social health to empower students to make healthy lifestyle

choices*. Healthful Living*

**Standard 6:** Elementary grades teacher candidates integrate art throughout the curriculum. *The Arts*

The Elementary Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Elementary Education sequence.*

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **English Education**

**Literature Major Required**

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Wellness Literacy** | **1** | |
| Elective | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
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|
| **Historical and Social (from 2 different areas)** | **6** | |
| \*ENGL 2211 Major British Writers 1300-1800 | 3 |  |
| \*PSYCH 1500 Human Development | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| \*ENGL elective | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| Elective | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| \*COMM 1110 Introduction to Converving Media (recomm) | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| Elective | 4 |  |
| Elective | 3 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**   * 1. cumulative average in major; No more than one D in major   2.0 cumulative average in minor; No more than one D in minor | | |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **LITERATURE MAJOR** |  | |
| At Catawba College, students seeking licensure in English must complete all requirements for the B.A. major in Literature as well as the Special Subjects Minor in Education. Students are responsible for consulting their major advisor for all major requirements.  Minor requirements are listed below. |  | |
| **SECONDARY EDUCATION MINOR** | **21** | |
| EDUC 1100 Introduction to Teaching & Educ. Technology | 3 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| EDUC 2700 Planning, Instruction, & Assessment | 2 |  |
| +EDUC 3006 Language Arts Methods for Mid & Sec Tchrs | 2 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Env. & Practices for Teaching Diverse Learn. | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| PSYCH 1500 Human Development | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **21** | |
| \*COMM 1110 Introduction to Converving Media (recomm) | 3 |  |
| ENGL 2219 African-American Writers (recommended) | 3 |  |
| +EDUC 4003 or 4013 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required** |  |  |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

***SECONDARY EDUCATION PROGRAM STANDARDS-English***

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Secondary grades teacher candidates articulate a rationale for instructional decisions

that proceeds from an understanding of the unique and diverse curricular structures of high

schools.

**Standard 2:** Secondary grades teacher candidates connect discipline based content and concepts to

real world applications and situations.

**Standard 3:** Secondary grades teacher candidates articulate the major concepts, principles and

theories of development across adolescence (ages 10-22), and the structures and strategies that

support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

**ENGLISH/LANGUAGE ARTS EDUCATION STANDARDS**

Prospective teachers who successfully complete the English Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** ELA teacher candidates demonstrate knowledge and use of reading processes through

the use of a wide range of texts.

**Standard 2:** ELA teacher candidates demonstrate the knowledge and use of multiple composing processes.

**Standard 3:** ELA teacher candidates demonstrate the knowledge and use of the function, the

influence, and the diversity of language.

**Standard 4:** ELA teacher candidates demonstrate the knowledge and use of the integrated

practices of multimodal literacies.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Mathematics Education**

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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|
| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| \*MATH 1801 Calculus | 4 |  |
| **Wellness Literacy** | **1** | |
| Elective | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
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|
| **Historical and Social (from 2 different areas)** | **6** | |
| \*PSYCH 1500 Human Development | 3 |  |
| \*EDUC 2000 Introduction to Teaching & Educ Tech. | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| Elective | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| Elective | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| Elective | 3 |  |
| Elective | 4 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **MAJOR B.A.DEGREE REQUIREMENTS** |  | |
| At Catawba College, students seeking licensure in Biology must complete all requirements for the B.A. major in Biology as well as the Special Subjects Minor in Education. Students are responsible for consulting their major advisor for all major requirements.  Minor requirements are listed below. |  | |
| **NOTE:** The following courses are required for licensure: MATH 3521 Mathematical Statistics or MATH 1132 Introduction to Statistics, MATH 3535 Adv. Geometry (lpre-req MATH 2900) |  | |
| **SECONDARY EDUCATION MINOR** | **21** | |
| EDUC 1100 Introduction to Teaching & Educ. Technology | 3 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| EDUC 2700 Planning, Instruction, & Assessment | 2 |  |
| +EDUC 3009 Mathematics Methods for Mid & Sec Tchrs | 2 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Env. & Practices for Teaching Diverse Learn. | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| PSYCH 1500 Human Development | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| +EDUC 4003 or 4013 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

***SECONDARY EDUCATION PROGRAM STANDARDS- Math***

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Secondary grades teacher candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of highschools.

**Standard 2:** Secondary grades teacher candidates connect discipline based content and concepts to real world applications and situations.

**Standard 3:** Secondary grades teacher candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

***MATHEMATICS EDUCATION STANDARDS***

Prospective teachers who successfully complete the Mathematics Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to understand numbers, ways of representing numbers, and relationships among

numbers and number systems and to enable students to understand meanings of operations and

how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables. *Number sense, numeration, numerical operation, and algebraic thinking*

**Standard 2:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric

shapes; to develop mathematical arguments about geometric relationships; to understand units,

processes of measure, and measurable attributes of objects; and to apply appropriate techniques,

tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations. *Spatial sense, measurement and geometry*

**Standard 3:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of “change” in various contexts. *Patterns, relationships, and functions*

**Standard 4:** Mathematics teacher candidates possess the mathematical knowledge needed to enable

students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to

select and use appropriate statistical methods to analyze data, to understand and apply basic

concepts of probability, and to develop and evaluate inferences and predictions that are based on data. *Data analysis, probability and statistics*

**Standard 5:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas. *Mathematical process skills*

**Standard 6:** Mathematics teacher candidates must be versed in the appropriate use of mathematical tools and manipulatives.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Middle School Language Arts**

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective (\*SOC 1502 Global Societies) | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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|  |
| **FYS/Writing** | **9** | |  |
| GEN ED 1200 First Year Seminar | 3 |  |  |
| ENG 1103 Critical Reading and Writing | 3 |  |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |  |
| **Foreign Language Literacy** | **0-9** | |  |
| Elementary I | 3 |  |  |
| Elementary II | 3 |  |  |
| Intermediate I | 3 |  |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |  |
| Elective | 3 |  |  |
| Elective | 3 |  |  |
| **Wellness Literacy** | **1** | |  |
| Elective | 1 |  |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |  |
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|  |
| **Historical and Social (from 2 different areas)** | **6** | |  |
| \*EDUC 1100 Introduction to Teaching & Technology | 3 |  |  |
| Elective (\*PSYC 1500 Human Development) | 3 |  |  |
| **Interpretive (from 2 different areas)** | **6** | |  |
| \*ENGL elective | 3 |  |  |
| Elective | 3 |  |  |
| **Creative** | **3** | |  |
| Elective (\*COMM 1101 Public Speaking) | 3 |  |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |  |
| Elective (\*SOC 1502 Global Societies) | 3 |  |  |
| **Scientific (must have one elective with a lab)** | **7** | |  |
| Elective | 4 |  |  |
| Elective | 3 |  |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |  |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **45** | |
| **MIDDLE SCHOOL EDUCATION MAJOR CORE REQUIREMENTS** | **19** | |
| \*EDUC 1100 Introduction to Teaching and Educ. Technology | 3 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Environments and Practices for Teaching Diverse Learners | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| EDUC 2700 Planning, Assessment & Instruction | 2 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| PSYCH 1500 Human Development | 3 |  |
| **LANGUAGE ARTS CONCENTRATION** | **26** | |
| EDUC 2161 Literature and Arts Integration | 3 |  |
| +EDUC 3006 Lang. Arts Meth. for Mid & Sec Tchrs | 2 |  |
| COMM 1110 Introduction to Converging Media | 3 |  |
| ENGL 3201 English Grammar | 3 |  |
| English literature electives (any) | 6 |  |
| English literature electives above 1000 level | 6 |  |
| English literature elective above 2000 level | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| +EDUC 4002 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **\*\*RECOMMENDED PERSPECTIVES COURSES:** |  | |
| PSYC 1500 Human Development |  | |
| SOC 1502 Global Societies |  | |
| COMM 1101 Public Speaking |  | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

***MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS***

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.

**Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.

**Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.

**Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College’s Middle School Education program builds on the College’s broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students’ general education, provide opportunities for exploration of interests, attend to their students’ personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

**ENGLISH/LANGUAGE ARTS EDUCATION STANDARDS**

Prospective teachers who successfully complete the Middle Grades Language Arts program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** ELA teacher candidates demonstrate knowledge and use of reading processes through

the use of a wide range of texts.

**Standard 2:** ELA teacher candidates demonstrate the knowledge and use of multiple composing processes.

**Standard 3:** ELA teacher candidates demonstrate the knowledge and use of the function, the

influence, and the diversity of language.

**Standard 4:** ELA teacher candidates demonstrate the knowledge and use of the integrated

practices of multimodal literacies.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Middle School Mathematics**

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective \*\* SOC 1502 Global Societies) | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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|
| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| \*MATH 1132 Introduction to Statistics | 3 |  |
| \*MATH 1601 Principles of Computation | 3 |  |
| **Wellness Literacy** | **1** | |
| Elective | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
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|
| **Historical and Social (from 2 different areas)** | **6** | |
| Elective (\*PSYCH 1500 Human Development) | 3 |  |
| \*EDUC 1100 Introduction to Teaching & Educ Tech. | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| Elective (\*\*COMM 1101 Public Speaking) | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| Elective (\*\*SOC 1502 Global Societies) | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| Elective | 4 |  |
| Elective | 3 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **46** | |
| **MIDDLE SCHOOL EDUCATION MAJOR CORE REQUIREMENTS** | **19** | |
| \*EDUC 1100 Introduction to Teaching and Educ. Tech | 3 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Environments and Practices for Teaching Diverse Learners | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| EDUC 2700 Planning, Assessment & Instruction | 2 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| PSYCH 1500 Human Development | 3 |  |
| **MATHEMATICS CONCENTRATION** | **27** | |
| MATH 1120 Survey of Mathematics I | 3 |  |
| \*MATH 1132 Introduction to Statistics | 3 |  |
| \*MATH 1601 Principles of Computation | 3 |  |
| MATH 1801 Applied Calculus (pre-req for 2000 level Math) | 4 |  |
| MATH 2900 Intro. to Math. Proofs (pre-req. MATH 1801) | 3 |  |
| +EDUC 3009 Math Methods for Middle & Sec. Teachers | 2 |  |
| Choose 1: MATH 1105 Cultural Mathematics or MATH 2535 Hist. of Mathematics | 3 |  |
| Choose 2: | 6 |  |
| MATH 3501 Linear Algebra |  |  |
| MATH 3533 Abstract Algebra |  |  |
| MATH 3535 College Geometry |  |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| +EDUC 4002 or 4012 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **\*\*RECOMMENDED PERSPECTIVES COURSES:** |  | |
| PSYC 1500 Human Development |  | |
| SOC 1502 Global Societies |  | |
| COMM 1101 Public Speaking |  | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** |  | |

***MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS***

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.

**Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.

**Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.

**Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College’s Middle School Education program builds on the College’s broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students’ general education, provide opportunities for exploration of interests, attend to their students’ personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

**MATHEMATICS EDUCATION STANDARDS**

Prospective teachers who successfully complete the Middle Grades Mathematics program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Mathematics teacher candidates possess the mathematical knowledge needed to enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables. *Number sense, numeration, numerical operation, and algebraic thinking*

**Standard 2:** Mathematics teacher candidates possess the mathematical knowledge needed to enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations. *Spatial sense, measurement and geometry*

**Standard 3:** Mathematics teacher candidates possess the mathematical knowledge needed to enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of “change” in various contexts. *Patterns, relationships, and functions*

**Standard 4:** Mathematics teacher candidates possess the mathematical knowledge needed to enable students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic

concepts of probability, and to develop and evaluate inferences and predictions that are based on data. *Data analysis, probability and statistics*

**Standard 5:** Mathematics teacher candidates possess the mathematical knowledge needed to enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas. *Mathematical process skills*

**Standard 6:** Mathematics teacher candidates must be versed in the appropriate use of mathematical tools and manipulatives. *Mathematical tools*

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Middle School Science**

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective (\*\*SOC 1502 Global Societies) | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Wellness Literacy** | **1** | |
| Elective | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
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| **Historical and Social (from 2 different areas)** | **6** | |
| Elective (\*\*SOC 1502 Global Societies) | 3 |  |
| Elective (\*\*PSYC 1500 Human Development) | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| Elective (\*\*COMM 1101 Public Speaking) | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| Elective | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| \*BIOL 1101 Bioscience | 4 |  |
| \*CHEM 1501 General Chemistry I | 4 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **47** | |
| **MIDDLE SCHOOL EDUCATION MAJOR CORE REQUIREMENTS** | **19** | |
| EDUC 1100 Introduction to Teaching and Educ. Technology | 3 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Environments & Practices for Teaching Diverse Learners | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| EDUC 2700 Planning, Assessment & Instruction | 2 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| PSYCH 1500 Human Development | 3 |  |
| **SCIENCE CONCENTRATION** | **28** | |
| \*BIOL 1101 Bioscience | 4 |  |
| \*CHEM 1501 General Chemistry I | 4 |  |
| CHEM 1502 General Chemistry II | 4 |  |
| PHYS 2521 General Physics I | 4 |  |
| PHYS 2522 General Physics II | 4 |  |
| ENV 1406 Environmental Education & Communication | 3 |  |
| ENV 3604 Methods of Teaching Environmental Education | 3 |  |
| +EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec. Tchrs | 2 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| +EDUC 4002 or 4012 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **\*\*RECOMMENDED PERSPECTIVES COURSES:** |  | |
| PSYC 1500 Human Development |  | |
| SOC 1502 Global Societies |  | |
| COMM 1101 Public Speaking |  | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

***MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS-SCIENCE***

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.

**Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.

**Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.

**Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College’s Middle School Education program builds on the College’s broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students’ general education, provide opportunities for exploration of interests, attend to their students’ personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

***SCIENCE EDUCATION STANDARDS***

Prospective teachers who successfully complete the licensure programs in Middle Grades Science will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:.** Science teacher candidates understand safety and liability concerns in science and

advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.

**Standard 2:** Science teacher candidates understand and are able to use the unifying concepts of

science in their instruction.

**Standard 3:** Science teacher candidatesdemonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.

**Standard 4:** Science teacher candidatesunderstand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.

**Standard 5:** Science teacher candidatesplan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Middle School Social Studies**

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective (\*SOC 1502 Global Societies) | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Wellness Literacy** | **1** | |
| Elective | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
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|
| **Historical and Social (from 2 different areas)** | **6** | |
| \*HIST 1001 or 1002 Global History | 3 |  |
| \*ECON 1901 Principles of Economics I | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| Elective (\*\*COMM 1101 Public Speaking) | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| Elective | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| Elective | 4 |  |
| Elective | 4 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education.  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor |  |  |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **45** | |
| **MIDDLE SCHOOL EDUCATION MAJOR CORE REQUIREMENTS** | **19** | |
| EDUC 1100 Introduction to Teaching and Educ. Technology | 3 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Environments and Practices for Teaching Diverse Learners | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| EDUC 2700 Planning, Assessment & Instruction | 2 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| PSYCH 1500 Human Development | 3 |  |
| **SOCIAL STUDIES CONCENTRATION** | **26** | |
| \*SOC 1502 Global Societies | 3 |  |
| EDUC 3007 Social Studies Methods for Mid & Sec Tchers | 2 |  |
| \*ECON 1901 Principles of Economics I | 3 |  |
| \*HIST 1001 or 1002 Global History and Cultural Traditions | 3 |  |
| HIST 1101 or 1102 American History and Cultural Traditions | 3 |  |
| HIST Elective 1000 level or above (NC History recommended) | 3 |  |
| HIST Elective above 2000 level | 3 |  |
| POLSC 1101 Introduction to American Politics | 3 |  |
| SOC 2301 Social Science Research | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| +EDUC 4002 or 4012 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **\*\*RECOMMENDED PERSPECTIVES COURSES:** |  | |
| COMM 1101 Public Speaking |  | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

***MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS-Social Studies***

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.

**Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.

**Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.

**Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College’s Middle School Education program builds on the College’s broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students’ general education, provide opportunities for exploration of interests, attend to their students’ personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

***SOCIAL STUDIES EDUCATION STANDARDS***

Prospective teachers who successfully complete the Middle Grades Social Studies program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:**  **Culture and Cultural Diversity: People, Places, and Environments**

Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.

**Standard 2: Time, Continuity, and Change**

Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.

**Standard 3: Economic, Scientific, and Technological Development**

Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.

**Standard 4: Individuals, Groups, and Institutions: Their Development and Identities**

Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

**Standard 5: Civic Ideals and Practices: Power, Authority, and Governance**

Teacher candidates who teach social studies know and can facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Music Education**

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| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective (\*MUSIC 1113) | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
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|
| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Wellness Literacy** | **1** | |
| Elective | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
|
|
| **Historical and Social (from 2 different areas)** | **6** | |
| \*PSYCH 1500 Human Development | 3 |  |
| Elective | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| \*MUSIC 3713 Survey of Music History I | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| Elective | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| \*MUSIC 1113 World Music | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| Elective | 4 |  |
| Elective | 4 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |
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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | | |
| **MUSIC MAJOR AND MUSIC EDUCATION CONCENTRATION** |  | | |
| At Catawba College, students seeking licensure in Music Education must complete all requirements for the major in Music with a Music Education Concentration as well as the Special Subjects Minor in Education. Students are responsible for consulting their major advisor for all major requirements.  Minor requirements are listed below. |  | | |
| **K-12 SPECIAL SUBJECTS MINOR** | **19** | | |
| EDUC 1100 Introduction to Teaching & Educ. Technology | 3 |  | |
| EDUC 2250 Foundations of Special Education | 2 |  | |
| EDUC 2700 Planning, Instruction, & Assessment | 2 |  | |
| +EDUC 3100 Theory into Practice | 3 |  | |
| +EDUC 3101 Env. & Practices for Teaching Diverse Learners | 3 |  | |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| PSYCH 1500 Human Development | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | | |
| +EDUC 4007 Student Teaching: Music Education (required) | 12 |  | |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  | |
| **+Note:** **Admission to teacher education required.** |  |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | | |

***MUSIC EDUCATION STANDARDS***

Prospective teachers who successfully complete the Music Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Music teacher candidates demonstrate essential skills of musical performance.

**Standard 2:** Music teacher candidates possess comprehensive knowledge of music theory and demonstrate essential aural skills.

**Standard 3:** Music teacher candidates possess comprehensive knowledge of music history and use critical thinking skills in the analysis of literature, performance styles, and genres of Western and non-Western music.

**Standard 4:** Music teacher candidates possess an understanding of music through aesthetic experience and critical and creative thinking.

**Standard 5:** Music teacher candidates develop and manage a program inclusive of the goals, values, and purposes of music education within a diverse community and society.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Reading Education**

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Catawba College's Reading Licensure Program (K-12) is a second field of licensure for those who have completed coursework in an initial licensure program in Elementary Education, Middle School Education, Secondary Education, and Special Subjects Education.

The State has recently (2006) rewritten the requirements for obtaining a license in Reading Education. One of the major changes is that in order for our department to recommend a teacher for a reading license that teacher must have a clear license in a teaching area **and must have completed 24 semester hours in literacy and literacy education. Teachers with a clear license in a teaching area who choose not to complete a Reading Education Program must pass PRAXIS II in reading (i.e., 5204/0204 Teaching Reading).** This test currently costs $139.00

As a general rule, the Department of Teacher Education at Catawba College prefers that if it **recommends** a teacher for a reading license, that teacher must have taken at least three courses in Reading Education at Catawba College.

The Reading Education Program at Catawba College requires a practicum which can be conducted in the teacher’s classroom or in a Title I classroom. In this practicum the teacher must identify and research an approach to teaching reading or writing; develop a plan for implementing this approach; use this plan with a group of students; and assess the approach’s effectiveness. A representative of the Teacher Education Department will supervise the planning stage as well as the teacher’s implementation of the approach.

**REQUIRED READING EDUCATION COURSES (24-26 Semester-Hour Program)**

EDUC 2161 Literature and Integration (3 s.h.) \_\_\_\_\_\_\_\_\_ 3 s.h.

EDUC 3108 Multiliteraries in the Content Areas (3 s.h.)

**OR**

EDUC 4954/G Content Area Multiliteracies (3 s.h.) \_\_\_\_\_\_\_\_\_ 3 s.h.

EDUC 3006 Language Arts Methods for Middle and Secondary Teachers (3 s.h.)

**OR**

EDUC 5301 Literacy Methods for English/Language Arts Teachers (3 s.h.) \_\_\_\_\_\_\_\_\_ 3 s.h.

EDUC 4351/G Developmental Reading Instruction (3 s.h.).

**OR**

EDUC 3103 Elementary Methods in Literacy II (3 s.h.) \_\_\_\_\_\_\_\_\_ 3-4 s.h.

EDUC 4952/G Diagnosis and Correction of Reading Difficulties (3 s.h.)

**OR**

EDUC 3102 Elementary Methods in Literacy I (4 s.h.) \_\_\_\_\_\_\_\_\_ 3-4 s.h.

Electives in linguistics, literature, writing, speech, or literacy methodology \_\_\_\_\_\_\_\_\_ 4 – 6 s.h.

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EDUC 4201 Practicum (3 s.h.)

**OR**

EDUC 5300 Literacy Practicum (3 s.h.) \_\_\_\_\_\_\_\_\_ 3 s.h.

**OR**

EDUC 5116 Action Research I (3 s.h.) & EDUC 5117 Action Research II (3 s.h.) \_\_\_\_\_\_\_\_\_ 6 s.h.

Date Program Completed - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ Total semester hours

(Minimum of 24 s.h.)

***READING EDUCATION STANDARDS (add-on licensure)***

Catawba College's Reading Education program builds on the College's broad liberal arts program **and** an initial licensure program in Elementary, Middle Grades, or Secondary Education. Students who successfully complete the Reading Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Reading teacher candidates have knowledge of foundations of reading.

**Standard 2:** Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.

**Standard 3:** Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.

**Standard 4:** Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

*Specific details related to the standards may be found in appropriate syllabi of courses required in the program.*

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Comprehensive Social Studies**

**History Major (B.A. Degree)**

|  |  |  |
| --- | --- | --- |
| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective (\*EDUC 2105) | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
|
|
| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Wellness Literacy** | **1** | |
| Elective | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
|
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|
| **Historical and Social (from 2 different areas)** | **6** | |
| **\*** HIST 1492 Global History & Cultural Traditions | 3 |  |
| \*PSYCH 1500 Human Development | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| Elective | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| \*HIST 1776 American History & Cultural Traditions | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| Elective | 4 |  |
| Elective | 3 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |

|  |  |  |
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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **HISTORY MAJOR** |  | |
| At Catawba College, students seeking licensure in Comprehensive Social Studies must complete all requirements for the B.A. major in History as well as the Special Subjects Minor in Education. Students are responsible for consulting their major advisor for all major requirements.  Minor requirements are listed below. |  | |
| **SECONDARY EDUCATION MINOR** | **21** | |
| EDUC 1100 Introduction to Teaching & Educ. Technology | 3 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| EDUC 2700 Planning, Instruction, & Assessment | 2 |  |
| +EDUC 3007 Social Studies Methods for Mid & Sec Tchrs | 2 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Env. & Practices for Teaching Diverse Learn. | 3 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| PSYCH 1500 Human Development | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **27** | |
| ECON 1901 Principles of Economics | 3 |  |
| \*EDUC 2105 Cultural Geography | 3 |  |
| POLS 1101 Introduction to American Politics | 3 |  |
| SOC 1101 Intro to Sociology or SOC 1501 Social Problems | 3 |  |
| +EDUC 4003 or 4013 Student Teaching (required) | 12 |  |
| +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| +Note: Admission to teacher education required. |  |  |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

***SECONDARY EDUCATION PROGRAM STANDARDS- Comp. Social Studies***

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Secondary grades teacher candidates articulate a rationale for instructional decisions

that proceeds from an understanding of the unique and diverse curricular structures of high

schools.

**Standard 2:** Secondary grades teacher candidates connect discipline based content and concepts to

real world applications and situations.

**Standard 3:** Secondary grades teacher candidates articulate the major concepts, principles and

theories of development across adolescence (ages 10-22), and the structures and strategies that

support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

***SOCIAL STUDIES EDUCATION STANDARDS***

Prospective teachers who successfully complete the Comprehensive Social Studies Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:**  **Culture and Cultural Diversity: People, Places, and Environments**

Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.

**Standard 2: Time, Continuity, and Change**

Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.

**Standard 3: Economic, Scientific, and Technological Development**

Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.

**Standard 4: Individuals, Groups, and Institutions: Their Development and Identities**

Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

**Standard 5: Civic Ideals and Practices: Power, Authority, and Governance**

Teacher candidates who teach social studies know and can facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

***Student Special Education***

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| --- | --- | --- | --- | --- | --- |
| **GENERAL EDUCATION REQUIREMENTS**  **(with requirements for licensure\*)** | **S.H.** | | **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **50** | | **52** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |  |  | |
| EDUC 1100 Introduction to Teaching & Technology | 3 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| Humanities/Fine Arts |  |  | EDUC 2900 Classroom Management and Behavioral Interventions | 3 |  |
| Math/Natural Science |  |  | EDUC 2700 Planning, Instruction, and Assessment | 2 |  |
| Social/Behavioral Science |  |  | +EDUC 3100 Theory into Practice | 3 |  |
| Non-Western Perspective (\*SOC 1202 Global Societies) | 3 |  | +EDUC 3101 Environments & Practices for Teaching Diverse   Learners | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | | +EDUC 3102 Elementary Methods in Literacy I | 4 |  |
| +EDUC 3103 Elementary Methods in Literacy II | **4** | |
| +EDUC 3104 Elementary Methods in Science & Health | 2 |  |
| **FYS/Writing** | **9** | | +EDUC 3105 Elementary Methods in Social Studies | 2 |  |
| GEN ED 1200 First Year Seminar | 3 |  | +EDUC 3106 Elementary Methods in Mathematics I | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  | +EDUC 3107 Elementary Methods in Mathematics II | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  | +EDUC 3109 Methods in Teaching Exceptional Learners I | 3 |  |
| **Foreign Language Literacy** | **0-9** | | +EDUC 3400 Methods in Teaching Exceptional Learners II | 3 |  |
| Elementary I | 3 |  | \*ENV 1511 Conceptual Integrated Science & the Envir. | 3 |  |
| Elementary II | 3 |  | \*MATH 1120 Survey of Mathematics I | 3 |  |
| Intermediate I | 3 |  | \*PSYCH 1500 Human Development | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | | PSYCH 2940 Psych of Exceptionalities | 3 |  |
| \*MATH 1120 Survey of Mathematics I | 3 |  |  |  |  |
| Elective | 3 |  |  |  |  |
| **Wellness Literacy** | **1** | | **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
| HSHP 1101 Prescriptive Fitness | 1 |  | +EDUC 4010 or 4011 Student Teaching (required) | 12 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | | +EDUC 4500 Professional Leadership Seminar (required) | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. |  | |
| **Historical and Social (from 2 different areas)** | **6** | |
| \*PSYCH 1500 Human Development | 3 |  |  |  | |
| \*Additional Social Science or World History | 3 |  | **\*PERSPECTIVES REQUIRED FOR LICENSURE** |  | |
| **Interpretive (from 2 different areas)** | **6** | |  |  | |
| \* HIST 1101 or 1102 American History/Cultural Traditions | 3 |  |  |  | |
| Elective | 3 |  |  |  | |
| **Creative** | **3** | |  |  | |
| Elective | 3 |  |  |  | |
| **Historical/Social, Interpretive, or Creative** | **3** | |  |  | |
| \*SOC 1202 Global Societies | 3 |  |  |  | |
| **Scientific (must have one elective with a lab)** | **7** | |  |  | |
| Elective | 4 |  |  |  | |
| \*ENV 1511 Conceptual Integrated Science & the Envir. | 3 |  |  |  | |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Passing licensure exam scores  Additional Licensure Requirements: Successful completion of student teaching, professional leadership seminar, and electronic professional portfolio (edTPA); no more than one C- in major  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | | **ELEMENTARY EDUCATION DUAL LICENSURE**  Adding the following courses (9 credits) to your program will result in dual licensure (Special Education and Elementary Education)  EDUC 2500 STEM Concepts for Elementary Educators  EDUC 2161 Literature and arts Integration  EDUC 2100 Innovative Technology Use  **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major.** | | |

***SPECIAL EDUCATION: GENERAL CURRICULUM PROGRAM STANDARDS***

Prospective teachers who successfully complete the Special Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process, and procedures for providing special education services.

**Standard 2:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

**Standard 3:** Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

**Standard 4:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

**Standard 5:** Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

**Standard 6:** Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers, and other professionals to further the academic and social development of

Catawba College’s Special Education program builds on the College’s broad liberal arts program. Prospective special education teachers choose from five areas of concentration: elementary, middle and secondary language arts, middle and secondary mathematics, middle and secondary science, and middle and secondary social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of special education, provide continuation of their students’ general education, provide opportunities for exploration of interests, attend to their students’ personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

**ELEMENTARY EDUCATION PROGRAM GOALS**

Prospective teachers who successfully complete the Special Education: Elementary program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Elementary grades teacher candidates have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. *Reading/Language Arts*

**Standard 2:** Elementary grades teacher candidates have the knowledge and understanding of mathematical conventions and processes skills relative to: number sense, numeration, numerical operations, and algebraic thinking; spatial sense, measurement and geometry; patterns, relationships, and functions; and data analysis, probability and statistics. *Mathematics*

**Standard 3:** Elementary grades teacher candidates have the knowledge and understanding of scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. *Science*

**Standard 4:** Elementary grades teacher candidates have the necessary knowledge specific for producing knowledgeable, global citizens who are critical thinkers in a democratic society*. Social Studies*

**Standard 5:** Elementary grades teacher candidates have the knowledge and understanding of mental, emotional, physical, and social health to empower students to make healthy lifestyle

choices*. Healthful Living*

**Standard 6:** Elementary grades teacher candidates integrate art throughout the curriculum. *The Arts*

The Special Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Special Education sequence.*

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Theatre Education**

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| --- | --- | --- |
| **GENERAL EDUCATION REQUIREMENTS** | **S.H.** | |
| **50** | |
| **CORE REQUIREMENTS** (With the exception of Non-Western Perspective, core requirements will be drawn/met from selections in Foundations/Skills and/or Perspectives.) |  | |
| Humanities/Fine Arts |  |  |
| Math/Natural Science |  |  |
| Social/Behavioral Science |  |  |
| Non-Western Perspective | 3 |  |
| **FOUNDATION AND SKILLS (**With the exception of GEN 1200, courses in the Foundations and Skills section may be counted toward the major.) | **25** | |
|
| **FYS/Writing** | **9** | |
| GEN ED 1200 First Year Seminar | 3 |  |
| ENG 1103 Critical Reading and Writing | 3 |  |
| ENG 2111 Reading and Writing Arguments | 3 |  |
| **Foreign Language Literacy** | **0-9** | |
| Elementary I | 3 |  |
| Elementary II | 3 |  |
| Intermediate I | 3 |  |
| **Quantitative Literacy (Mathematics)** | **4-6** | |
| Elective | 3 |  |
| Elective | 3 |  |
| **Wellness Literacy** | **1** | |
| \*DA 1101 Foundations in Movement | 1 |  |
| **PERSPECTIVES (**No more than 8 semester hours in Perspectives may be counted toward the first major or concentration.) | **25** | |
| **Historical and Social (from 2 different areas)** | **6** | |
| \*PSYCH 1500 Human Development | 3 |  |
| Elective | 3 |  |
| **Interpretive (from 2 different areas)** | **6** | |
| \*TA 1421 Analysis of Dramatic Literature | 3 |  |
| Elective | 3 |  |
| **Creative** | **3** | |
| \*TA 2444 Playwriting | 3 |  |
| **Historical/Social, Interpretive, or Creative** | **3** | |
| Elective | 3 |  |
| **Scientific (must have one elective with a lab)** | **7** | |
| Elective | 4 |  |
| Elective | 3 |  |
| **ADMISSION TO TEACHER EDUCATION**  Application on file  Passing PRAXIS CORE scores  2.75 GPA before applying to teacher education  2.75 GPA throughout the program  **ADMISSION TO STUDENT TEACHING**  Application on file  2.75 GPA prior to student teaching  Licensure Requirements: successful completion of student teaching and electronic professional portfolio (edTPA); PRAXIS II scores (as applicable)  **GRADUATION REQUIREMENTS**  2.0 cumulative average in major; No more than one D in major  2.0 cumulative average in minor; No more than one D in minor | | |

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| **MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS**  \*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements. | **S.H.** | |
| **THEATRE ARTS MAJOR** |  | |
| At Catawba College, students seeking licensure in Theatre Education must complete all requirements for the major in Theatre Arts as well as the Special Subjects Minor in Education. Students are responsible for consulting their major advisor for all major requirements.  Minor requirements are listed below. |  | |
| **K-12 SPECIAL SUBJECTS MINOR** | **19** | |
| EDUC 1100 Introduction to Teaching & Educ. Technology | 3 |  |
| EDUC 2250 Foundations of Special Education | 2 |  |
| EDUC 2700 Planning, Instruction, & Assessment | 2 |  |
| +EDUC 3108 Multiliteracies in the Content Areas | 3 |  |
| +EDUC 3100 Theory into Practice | 3 |  |
| +EDUC 3101 Env. & Practices for Teaching Diverse Learners | 3 |  |
| TA 3000 Theatre Arts Teaching Methods | 3 |  |
| **LICENSURE REQUIREMENTS (Applied Practice)** | **15** | |
|
| +EDUC 4008 Student Teaching: Theatre Education | 12 |  |
| +EDUC 4500 Professional Leadership Seminar | 3 |  |
| **+Note:** **Admission to teacher education required.** |  | |
| **ELECTIVES**: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours. | | |
| **Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).** | | |

***THEATRE ARTS STANDARDS***

Prospective teachers who successfully complete the Theatre Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Theatre arts teacher candidates demonstrate practical knowledge of creating theatrical performance.

**Standard 2:** Theatre arts teacher candidates apply creative drama pedagogy that is improvisational, non-exhibitional, reflective, and process oriented.

**Standard 3:** Theatre arts teacher candidates understand theatre history, literature, dramatic theory, and criticism.

**Standard 4:** Theatre arts teacher candidates demonstrate a working knowledge of technical elements of theatre.

**Standard 5:** Theatre arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of arts education within a diverse community and society.

***THEATRE ARTS STANDARDS***

Prospective teachers who successfully complete the Theatre Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

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**Standard 3:** Theatre arts teacher candidates understand theatre history, literature, dramatic theory and criticism.

**Standard 4:** Theatre arts teacher candidates demonstrate a working knowledge of technical elements of theatre.

**Standard 5:** Theatre arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of arts education within a diverse community and society.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Educational Studies Minor**

The Educational Studies minor will offer students exposure to teaching practices (pedagogy) but **will not lead to teaching licensure**. If students pursue this minor, they will complete many of the teacher education courses required for Residency Licensure teachers. Students will be exposed to strategies that will help equip them as they begin a teaching career or any career that requires knowledge of training and teaching others.

**EDUCATIONAL STUDIES MINOR**

|  |  |  |  |
| --- | --- | --- | --- |
| EDUC 1100 | Introduction to Teaching and Educational Technology - Prerequisite to all 3000-level EDUC courses. | 3 |  |
| EDUC 2700 | Planning, Assessment, and Instruction | 2 |  |
| +EDUC 3100 | Theory into Practice | 3 |  |
| +EDUC 3101 | Environments and Practices for Teaching Diverse Learners | 3 |  |
| +EDUC 3108 | Multiliteracies in the Content Areas | 3 |  |
| +EDUC Methods Course | Students will choose 1 of the following courses\* | 2 |  |
|  | +EDUC 3006 Language Arts Methods for Middle & Secondary Teachers |  |  |
|  | +EDUC 3007 Social Studies Methods for Middle & Secondary Teachers |  |  |
|  | +EDUC 3008 Int. Sci. & Sci. Methods for Middle & Secondary Teachers |  |  |
|  | +EDUC 3009 Mathematics Methods for Middle & Secondary Teachers |  |  |
|  | MUS 3546 Curriculum, Methods & Materials: Middle & Secondary Teachers |  |  |
|  | TA 3000 Theatre Arts Teaching Methods |  |  |
|  | EDUC 4015 Internship in K-12 Education |  |  |
| PSYCH 1500 | Human Development | 3 |  |
| **Total Semester Hours:** | | **19** |  |

**+Prerequisite: Permission of the Teacher Education Council for students majoring or minoring in Teacher Education; completion of EDUC 1100 and approval of instructor for students pursuing the Educational Studies Minor.**

\*Students should consult advisor for Educational Studies Minor for selection.

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Advisor** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Instructional Design Minor**

The Minor in Instructional Design equips students with valuable skills across diverse career paths. Students enrolled in the minor will delve into motivational and cognitive learning theories, harness technology, and refine their communication abilities, all while crafting meaningful experiences that enhance outcomes for various audiences. Through the immersion in design-thinking methodologies, students will curate a portfolio showcasing their proficiency, which will be instrumental in their future pursuits. The capability to elevate outcomes, whether in a team setting, classroom, or personal life, is a cherished skill that promises success well beyond graduation.

**INSTRUCTIONAL DESIGN MINOR**

|  |  |  |  |
| --- | --- | --- | --- |
| DMP 1501 | Introduction to Digital Media Production | 3 |  |
| EDUC 1600 | EDUC 1600 Introduction to Instructional Design | 3 |  |
| EDUC 2300 | EDUC 2300 Instructional Design Theory and Assessment  \* EDUC 1600 recommended but not required. | 3 |  |
| EDUC 3200 | EDUC 3200 Instructional Design Professional Applications  \*EDUC 1600 recommended but not required. | 3 |  |
|  |  |  |  |
|  | Students will choose 2 of the following courses\* |  |  |
| DMP 1502 | Principles of Audio Production | 3 |  |
| DMP 2501 | Digital Media Production II  \* Prerequisite: DMP 1501 | 3 |  |
| DMP 3510 | Media Technology  \* Prerequisite: DMP 1501 | 3 |  |
| DMP 3611 | Production Leadership | 3 |  |
| EDUC 1100 | Introduction to Teaching & Technology | 3 |  |
| EDUC 2100 | Innovative Technology Use | 3 |  |
| EDUC 3100 | Theory Into Practice | 3 |  |
| ENT 2530 | Digital Playbook for Entrepreneurs | 3 |  |
| ENT 3510 | Creativity and Innovation | 3 |  |
| ENV 1406 | Environmental Education & Communication | 3 |  |
| ENV 3604 | Methods of Teaching Environmental Education  \* Prerequisite: ENV 1406 | 3 |  |
| MGT 2501 | Principles of Management | 3 |  |
|  |  |  |  |
| **Total Semester Hours:** | | **18** |  |