



Program Planning Guide

Elementary Education Residency Licensure Certificate (C55490)

Program Length: 4 semesters

Program Sites: Distance Education

This curriculum prepares individuals who have obtained a bachelor's degree and do not have an elementary teaching license from NC. To enroll in this program students must be employed as an elementary classroom teacher in a North Carolina Public School.

Suggested Course Schedule		Class	Lab	Work	Credits	Notes:
1st Semester (fall)						
EDU 270	Effective Instructional Environments	2	0	0	2	
2nd Semester (spring)						
EDU 278	Instructional Strategies (ELA/Soc. Studies)	2	3	0	3	
EDU 279	Literacy Development & Instruction	3	3	0	4	
	Total Semester Hours	5	6	0	7	
3rd Semester (fall)						
EDU 272	Technology, Data & Assessment	2	3	0	3	
EDU 277	Instructional Strategies (Math)	2	3	0	3	
	Total Semester Hours	4	6	0	6	
4th Semester (spring)						
EDU 283	Education Preparation Practicum	2	3	0	3	
Total Semester Hours Required 18						



Course Descriptions

EDU 270 Effective Instructional Environments

This course is designed to provide learners with the knowledge and skills to create, manage, and assess effective instructional environments, learning attitudes, and behaviors for today's diverse learning population. Topics include organizing the learning environment, fostering positive learning attitudes, supporting healthy stakeholder partnerships, engaging students using effective differentiated instruction, guiding, and managing student behaviors, and assessing student progress. Upon completion of this course, learners will demonstrate effective dispositions of the professional educator that include managing schedules, spaces, and resources, promoting supportive learning mindsets, engaging students with diverse instructional strategies, guiding student behaviors to maximize both the instructional and social climate, and analyzing and effectively responding to student progress.

EDU 272 Technology, Data, and Assessment

This course is designed to provide students with the knowledge and skills to utilize digital instructional technologies and technology-based assessments to plan and implement appropriate educational experiences and interventions in the classroom. Topics include educational technology to enhance instruction, instructional technologies for teaching, technology-based assessment, formative and summative assessments, data to inform practice, and ethical practices for technology and assessment. Upon completion, students will be able to demonstrate effective integration of educational technology into classroom practice, appropriate use of technology-based assessments, and practical application of data to inform educational planning and interventions.

EDU 277 Integr CU Inst: Math/Science

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based math and science K - 12 instruction. Topics include essential math and science concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate math and science instruction aligned to the NC Standard Course of Study, other professional and national standards.

EDU 278 Integr CU Inst: Soc Stu/ELA

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based social studies and ELA K -12 instruction. Topics include essential social studies and ELA concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate social studies and ELA instruction aligned to the NC Standard Course of Study, other professional and national standards.

EDU 279 Literacy Develop & Instruction

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

EDU 283 Educator Preparation Practicum

This course is designed to allow learners to demonstrate acquired skills and competencies in a developmentally appropriate learning environment. Topics include dispositions of effective teachers, portfolio assessment development, reflective practice, teaching methods, assessment strategies, and professional practices based on state and national Teaching Standards. Upon completion, learners should be able to provide a portfolio assessment with evidence of ethical/professional standards, respect for a diverse population in learning environments, content knowledge, appropriate guidance intervention, and grade-level technology enhanced lesson planning/assessments through practices in the classroom environment.