



# Online Teacher Education Courses

## Campbell University

### **EDUC 502- The Middle School**

A course designed to provide middle grades majors with the opportunity to study and discuss the middle school concept and its implications for teachers. The topics addressed include the history and rationale underlying middle and junior high schools; the various organizational patterns employed; collaboration with colleagues, administrators, and support personnel; advisor-advisee programs; exploratory experiences; working with special needs students; parent involvement; and utilizing community resources.

*Lateral Entry Competency: Middle Grades Philosophy*

## Chowan University

### **EDUC 225- Lateral Entry Induction Program**

A study of the educational and instructional technology practices; school policies and procedures; and home, school, and community collaboration procedures required for laterally entry teachers. Student will complete a Ten Day Induction Program designed to fulfill one of the state of North Carolina's requirements for lateral entry teachers. A portfolio will be required for course credit.

*Credit: 3 hours- online instruction*

*Lateral Entry Competency: Instruction Technology (General Pedagogy & CTE)*

*School Policies (General Pedagogy & CTE)*

*Home/School/Community Collaboration (General Pedagogy & CTE)*

### **EDUC 301- Introduction to Special Education**

A survey course designed to give prospective class room teachers a basic understanding of exceptionalities. Opportunities will be provided through the field work component of this course to observe children with exceptionalities in regular classroom situations at the elementary or secondary level. Four hours field experience is required.

*Prerequisite: EDUC201*

*Credit: 3 hours- online instruction*

*Lateral Entry Competency: Introduction to Exceptional Children & Diversity (General Pedagogy & CTE)*

### **EDUC310- Reading in the Content Area**

A course required for all teacher education candidates seeking licensure. A variety of strategies and resources designed to help students effectively read, comprehend and retain content area textbooks will be discussed.

*Prerequisite: EDUC 201 and Junior Standing*

*Credit: 3 hours- online instruction*

*Lateral Entry Competency: Literacy/Reading (General Pedagogy & CTE)*

For additional information or to register contact:

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# Elon University

## **MED 532- Consultation/Collaboration Skills**

In this course, special emphasis is given to the multidisciplinary nature of regular and special education and to planning for cooperative instructional adaptation. Skill development encompasses communication, observation, data collection and conferencing with families, teachers, administrators, paraprofessionals, student teachers and members of other supporting professional groups. These skills enhance service as a member of a multidisciplinary team or special education consultant. Note: The section for students in gifted education includes an internship in a college access program. (Summer and spring online)

*Lateral Entry Competency: Home/School/Community Collaboration (EC General Curriculum)*

*Home/School/Community Collaboration (EC Adapted Curriculum)*

## **MED 542- Foundations of Special Education (Special Education)**

This course addresses the evolution of the field of special education, its philosophical and theoretical foundations, legal underpinnings, and current trends and controversies. Emphasis is on acquiring a broad knowledge base regarding the characteristics of exceptional learners and the skills of individualized programming. Family involvement is highlighted, and special consideration is given to issues of cultural diversity in terms of special education placement and services. (Spring online)

*Lateral Entry Competency: Introduction to Special Education (EC General Curriculum)*

*Introduction to Special Education (EC Adapted Curriculum)*

*Identifying/Understanding Exceptionalities & Diversity (Gen. Pedagogy & CTE)*

## **MED 545- Classroom Management for Exceptional Learners (Special Education)**

In this course, students are taught to analyze the disturbing behaviors of school-age children and adolescents in classroom environments and to design effective behavior management interventions relevant to the specific nature of the problematic behavior, the student's academic and social profile, and the classroom context. In addition, the importance of family involvement in the treatment of students with behavior problems is stressed, and methods for gaining family support are addressed. (Spring online)

*Lateral Entry Competency: Behavior Management (EC General Curriculum)*

*Classroom Management (EC Adapted Curriculum)*

## **MED 550- Educating Diverse Learners**

This course is designed to prepare classroom teachers to employ individualized programs when working with students who have special learning needs, including those who are culturally diverse, those who have disabilities and those who are academically advanced. A survey of literature related to the instruction of these students, including assessment and modes of learning, is covered, and its implications for mainstreamed classroom teaching are discussed. (Fall online)

*Lateral Entry Competency: Identifying/Understanding Exceptionalities & Diversity (General Pedagogy & CTE)*

*Introduction to Special Education*

## **MED 562- Foundations of Education of Gifted Students (Gifted Education)**

MED 562 is designed to provide candidates with the historical, philosophical and theoretical foundations of education of gifted students. Course activities will provide opportunities to apply these underpinnings to a variety of identification procedures and program models. Current trends and issues will be examined, including issues involving parenting and teaching children and youth who are gifted. (Fall online)

*Lateral Entry Competency: None*

### **MED 567- Social and Emotional Needs of Gifted Students (Gifted Education)**

MED 567 will introduce teacher candidates to the social and emotional issues that confront students who are gifted. Special populations, including gifted/learning disabled, culturally diverse, and those who are extremely precocious, will be considered regarding their unique characteristics and needs. An emphasis will be placed on programming and promising practices for these special groups of students. (Spring online)

*Lateral Entry Competency: None*

\*All are graduate level courses

For more information: <http://www.elon.edu/e-web/academics/MEd/courses.xhtml>

## **North Carolina Wesleyan College**

### **SPE 326- Research Based Learning Strategies for Math, Reading, and Writing**

The course focuses on research-validated learning and behavior strategies in mathematics, reading, and writing. Assessment and demonstration of multisensory instructional strategies and methods across the curriculum are critical to the success and learning of individual students.

*Lateral Entry Competency: Teaching Math to Students with Disabilities (EC General Curriculum)*

*Teaching Reading to Students with Disabilities (EC General Curriculum)*

*Teaching Writing to Students with Disabilities (EC General Curriculum)*

*Teaching Math to Students with Disabilities (EC Adapted Curriculum)*

*Teaching Language Arts to Students with Disabilities (EC Adapted Curriculum)*

## **Queens University of Charlotte**

### **EDUC 270 and EDUC 514- Educational Technology**

Students will gain an understanding of the basic concepts of hardware and software and the uses of the computer in instructional programs by identifying, evaluating and selecting effective course ware, identifying and/or developing teaching strategies necessary to integrate course ware into the ongoing instructional program and using the computer for Computer Assisted

Instruction and Computer Managed Instruction. This course fulfills the writing-intensive course requirement. (Spring & Summer Terms, every year)

*Credit: 3 hours*

*Lateral Entry Competency: Instructional Technology (General Pedagogy & CTE)*

### **EDUC 310 and EDUC 510- Educational Psychology**

Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management and assessment. Students will participate in six field placements in which they will observe contemporary research in authentic classroom situations. (Fall & Summer Terms, every year)

*Pre- or Co-requisite: PSYC 201.*

*Credit: 3 hours*

*Lateral Entry Competency: Learning Theory (General Pedagogy and CTE)*

*Classroom Management (General Pedagogy and CTE)*

**EDUC 345- Content Area Reading**

The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies. Required for secondary teacher certification in all areas. (Fall Term, every year?)

*Credit: 3 hours*

*Lateral Entry Competency: Literacy/Reading (General Pedagogy & CTE)*

**EDUC 436- Secondary Methods and Materials**

Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. Prerequisite to student teaching; normally to be taken in fall term of senior year. A field experience is required. (Fall Term, every year)

*Credit: 3 hours*

*Lateral Entry Competency: Instructional Methods (General Pedagogy)*