

PROGRAM OBJECTIVES

The curriculum will provide students the opportunity to acquire:

- Knowledge and understanding of the personalities, social, cultural, economic, political and intellectual events and developments, as well as geographical locations in the history and development of world civilizations;
- Knowledge of general education foundations and of the conflicting theories and interpretations of social studies;
- Understanding of the goals of social studies education and the ability to employ teaching methods appropriate for skill development, critical thinking, and attitudinal change while meeting the needs of diverse learners;
- Knowledge of the main customs, values, attitudes, beliefs, institutions, problems and contributions of different groups, and the ability to differentiate fact from opinion;
- Motivational techniques that make the learning of social studies easy, enjoyable, and meaningful;
- Skills to create and utilize new ways of teaching social studies classes, specifically through individualized, small and large group methods and activities; and
- Skills to effectively integrate technology in the high school classroom.

“Preparing Educators for Diverse Cultural Contexts”



**NORTH
CAROLINA
CENTRAL
UNIVERSITY**
FOUNDED 1910

NORTH CAROLINA CENTRAL UNIVERSITY SCHOOL OF EDUCATION

712 Cecil Street
Durham, NC 27707
TEL: 919.530.6466
www.nccu.edu/soe

North Carolina
Central University

Comprehensive Social Studies Education



James E. Shepard, Founder

PROGRAM DESCRIPTION

The Comprehensive Social Studies Education Program, a collaboration between the College of Liberal Arts and the School of Education at North Carolina Central University, prepares history and social science teachers to provide exemplary instructional programs for all public school students in diverse cultural and educational environments. The teacher candidates in our program blend course work and field experiences in our partnership network to develop the essential knowledge and skills that will lead to exemplary practice and success on the licensure exams.

Our program is unique in that the teacher candidates are quite diverse in terms of many dimensions, including (but not limited to) age, gender, ethnicity, work experiences, and teaching experiences.



PROGRAM CLASSIFICATION

Traditional First-Degree Students are those who are seeking a first bachelor's degree in Comprehensive Social Studies. They must complete the General Education Curriculum (GEC) program, make grades of C or better in the three English requirements (ENG 1110, 1210, 1250), pass the PRAXIS I*, and have a minimum overall 2.5 GPA to be formally admitted to the Teacher Education Program.

Second-Degree Students are those who have a bachelor's degree in another area and want to become licensed to teach in the area of Comprehensive Social Studies. Second-degree students apply through Undergraduate Admissions. Their transcripts are first evaluated by Admissions and then by the program coordinator to determine the specific program of study leading to a second-degree and licensure. For second-degree students, GEC requirements are automatically fulfilled.

*Alternatives: SAT scores of 1100 or above (550 on Verbal or Quantitative will exempt candidates from some tests requirements) or a minimum ACT composite score of 24.

Licensure-Only Students are those who hold a bachelor's degree, a license in another teaching area or who hold an advanced degree (master's or doctorate). Those who think they are eligible for this classification should contact the Office of Alternative Licensure Programs. Licensure-only students will submit copies of their current license and official transcripts from all previous institutions. An individual program will be developed based on a transcript evaluation.

COMPREHENSIVE SOCIAL STUDIES COURSES

Professional Studies

- EDU 2600: Orientation to Teaching (2)
- EDU 2800: Instructional Technology (3)
- EDU 3000: Educational Psychology (3)
- EDU 3010: Human Growth & Development (3)
- EDU 3030: Diversity, Pedagogy & Social Change (3)
- EDU 3120: Inclusive Teaching Students w/ Special Needs (3)
- EDU 3150: Instructional Planning (3) *
- EDU 3170: Assessment of Learning (3) *
- EDU 4126 & 4226: Student Teaching & Seminar (9) *

***Must be admitted to TEP**

Specialty Courses

- ECON 2000: Level: Economics (3)
- ECON 2200 or 2300 (Micro or Macro)
- GEOG 1000/1100/2100: Intro/**World & Regional** (Choose One) (3)
- HIST 1100: World Societies to 1650 (3)
- HIST 1320: World Societies Since 1650 (3)
- HIST 2000: Historical Writing & Literature (3)
- Undergraduates, 2nd Degree**
- HIST 2210: US History to 1865 (3)
- HIST 2220: US History from 1865 (3)
- HIST 2890: Methods & Applications in History (3)
- HIST African/ American-African/ or Latin American History (9) **At least 2 areas**
- HIST European History to and Since 1815
- HIST 4310: History of North Carolina (3)
- HIST Electives (3,3)
- POLS 2100/2120: Am. National Govt/State & Local (Choose One)
- SOCI 2100/3100 (Princs. of Soc./Marriage & Family
- SCI 1220: (Science Odyssey) Undergraduate

Biology, Chemistry 2nd Degree Licensure only

*** Undergrad, Licensure only candidates**