

M.A. in Science Education Non-Licensure Program Checklist

Candidates applying into the M.A. Science Education Non-Licensure program are not required to hold a Standard Professional I license as an admission requirement. Candidates are not eligible to receive either a Standard Professional I or Master's License upon completion of the program requirements.

<p>Science Education Core</p> <p>_____ SCE 5600 Foundations of Science Education (required)</p> <p>_____ Choose either (a) or (b) (depending on one's area of concentration):</p> <p>_____ (a) SCE 5610 Improving Classroom Instruction in the Life and Earth Sciences</p> <p>_____ (b) SCE 5620 Improving Classroom Instruction in the Physical Sciences</p> <p>_____ SCES 5xxx Special Topics in Science Education (elective)</p>	6
<p>Science Content Courses</p> <p>A minimum of 18 semester hours from the following:</p> <p>Biology (required for undergraduate Biology Education majors)</p> <p>_____ BIO 5100 Marine Biology</p> <p>_____ BIO 5120 Topics in Ecology and Environmental Biology</p> <p>_____ BIO 5150 Advanced Microbiology</p> <p>_____ BIO 5200 Current Trends in Molecular and Cell Biology</p> <p>_____ BIO 5250 Evolutionary Botany</p> <p>_____ BIO 5350 Evolutionary Zoology</p> <p>_____ BIOS 5xxx Special Topics in Biology</p>	18-21
<p>Guided Electives</p> <p>The program director must approve the elective selections based upon the student's career goals and objectives. Suggested electives include Education and other Science Content courses.</p>	9-12
<p>Capstone Experience</p> <p>Each candidate must select and successfully complete a Master's Research Project as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.</p>	
TOTAL	36



Preparing professional educators who are committed, collaborative, and competent.

M.A. Science Education

The goals of the program are designed to prepare a student to be able to:

1. Apply the theoretical, philosophical, and research bases for educational practice in secondary school classrooms to improve student learning.
2. Plan, implement, and evaluate instruction that is philosophically consistent with the Constructivist viewpoint.
3. Incorporate knowledge of the nature of the learner, learning process, variations in learning abilities and learning styles, and strategies for evaluating learning in the secondary school classroom.
4. Plan, implement, and evaluate instruction that is responsive to wide variations in students' learning needs and learning styles.
5. Understand and employ methods of research to examine and improve instructional effectiveness and student achievement, particularly in the Constructivist science classroom.
6. Understand and link subject matter and students' developmental and diverse needs in the context of secondary science classrooms.
7. Plan, implement, and evaluate instruction that reflects intellectual rigor and depth of knowledge in both science content and students' diverse learning needs.
8. Demonstrate self-directed, self-reflective professional behavior and the importance of providing leadership to colleagues and communities through collaboration and participation in state and national science education organizations.

If you have questions about this program, please contact the Graduate Science Education Program Director or the Undergraduate Science Education Program Coordinator:

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