North Carolina Community College System
Dr. Jeff A. Cox
President
200 W. Jones St., Raleigh NC 27603

NUMBERED MEMO CC26-008

TO: Presidents
Chief Academic Officers

FROM: Dr. Jeff A. Cox, NCCCS President

SUBJECT: New to the System – Residency Certificates

DATE: January 16, 2026

On January 16, 2026, the State Board of Community Colleges approved the following six (6) new Curriculum Standards and eighteen (18) courses:

Birth through Kindergarten Residency Licensure Certificate (C55500)*
High School Math Residency Licensure Certificate (C55510)*
High School Science Residency Licensure Certificate (C55520)*
Middle School Math Residency Licensure Certificate (C55530)*
Middle School Science Residency Licensure Certificate (C55540)*
Special Education Residency Licensure Certificate (C55550)*
Effective Term: Fall 2026

**A technical edit was made to the certificate codes following State Board approval to align with current program code requirements.*

The six curriculum standards and the approved courses are attached for your convenience. You may view all curriculum standards by visiting the Academic Programs website at:

https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards

Note concerning program approval procedures.

- Colleges with Current EPP Status: Community colleges must receive State Board of Community College (SBCC) approval to offer any Residency Licensure Certificate. Once approved, the NCCCS EPP State Director will inform the NC Department of Public Instruction of any new Residency areas added for each college.
- Colleges Without Current EPP Status: Community colleges must receive State Board of Community College (SBCC) approval to offer the Elementary Education Residency Licensure Certificate. Additionally, community colleges must also receive approval as an Educator Preparation Provider from the State Board of Education (SBE). Consultation with the NCCCS EPP State Director is necessary prior to seeking program approval.

If you have any questions concerning the January State Board action item listed above, please contact Dr. Mary Olvera at olveram@nccommunitycolleges.edu.

JAC/le/ao
Attachments
Cc:

Dr. Brian S. Merritt	Dr. Mary Olvera	Ms. Jonnell Carpenter, General Counsel
Dr. Lisa Eads	Ms. Reyna Rodriquez	Ms. Peyton Bell
Dr. Hilmi Lahoud	Ms. Ariel O'Quinn	State Directors

Email

CURRICULUM STANDARD	*Effective Term Fall 2026 [2026*03]*

Curriculum Program Title	**Birth Through Kindergarten Residency Licensure Certificate**	Program Code	**C55500**
Concentration	**(not applicable)**	CIP Code	***13.0101***

Curriculum Description

The Birth Through Kindergarten Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach Birth Through Kindergarten by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	**Diploma**	**Certificate**
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Birth Through Kindergarten Residency Licensure (Certificate) C55500

	AAS	Diploma	Certificate
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. CORE	**N/A**	**N/A**	**18 SHC**
Required Courses: EDU 246 Early Dev, Well Being & Res 3 SHC EDU 255 Curr Strat & Learn Exp BK 3 SHC EDU 260 BK Assmt & Fam Collab 3 SHC EDU 266 Lang & Lit Dev BK 3 SHC EDU 267 Math Foundations BK 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
B. CONCENTRATION *(Not applicable)*			
C. OTHER MAJOR HOURS *To be selected from the following prefixes:* None			

CURRICULUM STANDARD	*Effective Term Fall 2026 [2026*03]*

Curriculum Program Title	**High School Math Residency Licensure Certificate**	Program Code	**C55510**
Concentration	**(not applicable)**	CIP Code	***13.0101***

Curriculum Description

The High School Math Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach math by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	**Diploma**	**Certificate**
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

High School Math Residency Licensure (Certificate) C55510

	AAS	Diploma	Certificate
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. CORE	**N/A**	**N/A**	**18 SHC**
Required Courses: EDU 230 Dev Div & Res in You & Sec Stu 3 SHC EDU 268 Instr Methods for HS Math 4 SHC EDU 269 Des Res Math Instr for HS 3 SHC EDU 270 Effective Instructional Enviro 2 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
C. CONCENTRATION *(Not applicable)*			
C. OTHER MAJOR HOURS *To be selected from the following prefixes:* None			

CURRICULUM STANDARD	*Effective Term Fall 2026 [2026*03]*

Curriculum Program Title	**High School Science Residency Licensure Certificate**	Program Code	**C55520**
Concentration	**(not applicable)**	CIP Code	***13.0101***

Curriculum Description

The High School Science Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach science by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	**Diploma**	**Certificate**
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

High School Science Education Residency Licensure (Certificate) C55520

	AAS	Diploma	Certificate
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. CORE	**N/A**	**N/A**	**18 SHC**
Required Courses: EDU 230 Dev Div & Res in You & Sec Stu 3 SHC EDU 270 Effective Instructional Environ 2 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 273 Instr Methods for HS Science 4 SHC EDU 274 App Sci Inquiry in HS Science 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
D. CONCENTRATION *(Not applicable)*			
C. OTHER MAJOR HOURS *To be selected from the following prefixes:* None			

CURRICULUM STANDARD	*Effective Term Fall 2026 [2026*03]*

Curriculum Program Title	**Middle School Math Residency Licensure Certificate**	Program Code	**C55530**
Concentration	**(not applicable)**	CIP Code	***13.0101***

Curriculum Description

The Middle School Math Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach math by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	**Diploma**	**Certificate**
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Middle School Math Residency Licensure (Certificate) C55530

	AAS	Diploma	Certificate
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. CORE	**N/A**	**N/A**	**18 SHC**
Required Courses: EDU 230 Dev Div & Res in You & Sec Stu 3 SHC EDU 231 Instr Methods for Mid Gra Math 4 SHC EDU 232 Des Res Math Instr for Mid Gra 3 SHC EDU 270 Effective Instructional Environ 2 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
E. CONCENTRATION *(Not applicable)*			
C. OTHER MAJOR HOURS *To be selected from the following prefixes:* None			

CURRICULUM STANDARD	*Effective Term Fall 2026 [2026*03]*

Curriculum Program Title	**Middle School Science Residency Licensure Certificate**	Program Code	**C55540**
Concentration	**(not applicable)**	CIP Code	***13.0101***

Curriculum Description

The Middle School Science Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach science by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	**Diploma**	**Certificate**
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Middle School Science Licensure (Certificate) C55540

		AAS	**Diploma**	**Certificate**
Minimum Major Hours Required		**49 SHC**	**30 SHC**	**12 SHC**
A.	**CORE**	**N/A**	**N/A**	**18 SHC**
Required Courses:				
EDU 230	Des Res Math Instr for Mid Gra	3 SHC		
EDU 238	Instr Methods for Mid Gra Sci	4 SHC		
EDU 239	App Sci Inquiry in Mid Gra	3 SHC		
EDU 270	Effective Instructional Environ	2 SHC		
EDU 272	Technology, Data, and Assess	3 SHC		
EDU 283	Educator Preparation Practicum	3 SHC		
F.	**CONCENTRATION** *(Not applicable)*			
C.	**OTHER MAJOR HOURS** *To be selected from the following prefixes:* None			

CURRICULUM STANDARD	*Effective Term Fall 2026 [2026*03]*

Curriculum Program Title	**Special Education Residency Licensure Certificate**	Program Code	**C55550**
Concentration	**(not applicable)**	CIP Code	***13.0101***

Curriculum Description

The Special ED Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach Special Education by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	**Diploma**	**Certificate**
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Special Education Residency Licensure (Certificate) C55550

	AAS	Diploma	Certificate
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. CORE	**N/A**	**N/A**	**18 SHC**
Required Courses: EDU 224 Found, Pol, & Prac in Spec Edu 3 SHC EDU 225 Inst & Beh Strat for Incl Class 3 SHC EDU 264 Strat for Adpt Math Instr 3 SHC EDU 265 Strat for Adpt Lit Instr 3 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
G. CONCENTRATION *(Not applicable)*			
C. OTHER MAJOR HOURS *To be selected from the following prefixes:* None			

The following are the eighteen (18) new courses for the Residency Licensure Certificates:

Birth through Kindergarten Residency Licensure Certificate (C55500)
High School Math Residency Licensure Certificate (C55510)
High School Science Residency Licensure Certificate (C55520)
Middle School Math Residency Licensure Certificate (C55530)
Middle School Science Residency Licensure Certificate (C55540)
Special Education Residency Licensure Certificate (C55550)

EDU-224 Found, Pol, & Prac in Spec Edu
(Foundations, Policies, and Practices in Special Education)

Class 3 Lab 0 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course provides an overview of federal and state legislation, policies, and procedures guiding K–12 special education programs, emphasizing ethical responsibilities, referral and placement processes, and collaboration among educators, families, and agencies. Emphasis is placed on understanding service delivery models, family and community partnerships, and the impact of research, trends, and legal mandates on programs for children and youth with disabilities. Upon completion, students should be able to explain key policies and procedural safeguards, identify roles in special education service delivery, and apply foundational knowledge to ensure compliance, advocacy, and equitable access for students with exceptional learning needs.

EDU-225 Inst & Beh Strat for Incl Class
(Instructional and Behavioral Strategies for Inclusive Classrooms)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course covers instructional and behavioral strategies that support diverse students with disabilities in inclusive K–12 settings, focusing on evidence-based practices that promote engagement, achievement, and positive learning outcomes. Topics include differentiation, Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and individualized supports aligned with IEP and 504 requirements to create equitable, responsive learning environments. Upon completion, students should be able to design and implement inclusive instructional plans, adapt materials, procedures, and environments to meet varied learning needs, apply effective behavioral supports, and use data to inform decisions that enhance academic and social-emotional development.

EDU-230 Dev Div & Res in You & Sec Stu
(Development, Diversity, and Resilience in Youth and Secondary Students)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course provides an overview of youth development with an emphasis on understanding how individual, cultural, and contextual factors influence learning, well-being, and resilience in middle and high school settings. Emphasis is placed on applying research-based knowledge of cognitive, social, emotional, and physical development to meet the needs of diverse students, foster motivation and engagement, and support healthy identity formation during the secondary years. Upon completion, students should be able to design learning environments and instructional practices that promote well-being, self-efficacy, and resilience; apply inclusive and developmentally appropriate strategies; and build positive relationships that enhance learning and growth among diverse youth.

EDU-231 Instr Methods for Mid Gra Math
(Instructional Methods for Middle Grades Mathematics)

Class 3 Lab 3 Clinical 0 Work 0 Credit 4
Course Corequisites: None
Course Prerequisites: None
This course provides an overview of instructional methods, learning theories, and content knowledge essential for teaching mathematics in the middle grades, emphasizing conceptual understanding, procedural fluency, and mathematical reasoning aligned with the North Carolina Standard Course of Study. Emphasis is placed on designing equitable, student-centered instruction that integrates number systems, algebraic reasoning, geometry, and data analysis with real-world problem-solving, technology use, and culturally responsive teaching practices. Upon completion, students should be able to plan and implement standards-based mathematics lessons, promote critical thinking and problem-solving, address student misconceptions, and adapt instruction to meet the diverse developmental and learning needs of all middle grades students.

EDU-232 Des Res Math Instr for Mid Gra
(Designing Responsive Mathematics Instruction for Middle Grades)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course introduces assessment strategies, differentiation methods, and applications of mathematical content knowledge to support effective, inclusive teaching in middle grades mathematics classrooms. Topics include formative and summative assessments, data-informed decision-making, Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and evidence-based strategies for engaging diverse students in mathematical reasoning and inquiry. Upon completion, students should be able to design and apply assessment tools, analyze student data to guide instruction, differentiate lessons to promote

equity and access, and demonstrate a deep understanding of mathematical concepts that support conceptual growth and achievement for all students.

EDU-238 Instr Methods for Mid Gra Sci
(Instructional Methods for Middle Grades Science)

Class 3 Lab 3 Clinical 0 Work 0 Credit 4
Course Corequisites: None
Course Prerequisites: None
This course provides an overview of instructional methods, learning theories, and content knowledge essential for teaching science in the middle grades, emphasizing inquiry, scientific reasoning, and conceptual understanding aligned with the North Carolina Standard Course of Study. Emphasis is placed on designing student-centered, hands-on instruction that integrates life, physical, and earth sciences with real-world applications, technology, and engineering design practices that encourage curiosity and critical thinking. Upon completion, students should be able to plan and implement standards-based science lessons that promote inquiry, data analysis, problem-solving, and evidence-based reasoning while adapting instruction to meet the diverse developmental and learning needs of middle grades students.

EDU-239 App Sci Inquiry in Mid Gra
(Applying Scientific Inquiry in Middle Grades)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course introduces assessment strategies, differentiation methods, and applications of scientific content knowledge to support effective, inclusive science teaching in the middle grades classroom. Topics include formative and summative assessments, inquiry-based investigations, Universal Design for Learning (UDL), safety and lab management, and evidence-based strategies for engaging all students in scientific exploration and critical thinking. Upon completion, students should be able to design and use assessment tools to measure conceptual understanding, analyze student data to guide instruction, differentiate lessons to promote access and equity, and apply scientific inquiry skills to foster curiosity and achievement among diverse students.

EDU-246 Early Dev, Well-Being & Res
(Early Development, Well-Being, and Resilient Classrooms)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course introduces the developmental foundations of young children from birth through kindergarten, emphasizing emotional well-being, resilience, and the creation of nurturing learning environments that promote healthy growth and school readiness. Emphasis is placed on understanding the cognitive, social, emotional, and physical stages of early development; recognizing the impact of relationships, environment, and stress; and applying responsive strategies that support secure attachment and adaptive coping in young children. Upon completion, students should be able to design supportive routines and learning experiences

that promote self-regulation, confidence, and resilience; build positive relationships with children and families; and create inclusive, developmentally appropriate environments that strengthen early learning and well-being.

EDU-255 Curr Strat & Learn Exp BK
(Curriculum Strategies and Learning Experiences Birth through Kindergarten)

Class 3 Lab 3 Clinical 0 Work 0 Credit 4
Course Corequisites: None
Course Prerequisites: None
This course provides an overview of developmentally appropriate curriculum strategies and learning experiences for children from birth to age five, focusing on designing, implementing, and evaluating inclusive, responsive, and equitable learning opportunities across diverse early childhood settings. Emphasis is placed on integrating early childhood content domains, aligning curriculum with the NC Foundations for Early Learning and Development, and applying best practices for observation, assessment, and instructional design in culturally and linguistically diverse environments. Upon completion, students should be able to design and implement developmentally appropriate, inclusive, and culturally responsive curriculum plans that reflect best practices in early education, support individual and group learning needs, and promote holistic growth across multiple domains of child development.

EDU-260 BK Assmt & Fam Collab
(Birth Through Kindergarten: Assessment and Family Collaboration)

Class 3 Lab 0 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course provides an overview of assessment practices and family collaboration strategies for children from birth through kindergarten, emphasizing the use of authentic, developmentally appropriate methods to support growth, learning, and equitable outcomes across diverse early childhood settings. Emphasis is placed on observation, documentation, and assessment techniques that respect cultural, linguistic, and ability diversity, as well as strategies for engaging families as active partners in understanding and supporting children's development. Upon completion, students should be able to implement effective assessment practices, analyze and use data to inform curriculum decisions, and collaborate with families to create inclusive, responsive learning environments that promote each child's developmental progress and success.

EDU-264 Strat for Adpt Math Instr
(Strategies for Adaptive Math Instruction)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course provides a comprehensive introduction of strategies, best practices, and skills to effectively teach math in K-12 special education settings while aligning instruction with NC DPI curriculum standards and the InTASC Model Core Teaching Standards. Topics include number sense and operations; data analysis and probability; mathematical problem solving, communication, and reasoning; technology in math; and algebraic and geometric concepts individualized and tailored to each students' needs across various educational settings. Upon completion, students should be able to assess learning needs, implement and evaluate curriculum, ensure comprehensive and adaptive math instruction to support diverse, equitable and inclusive learning requirements.

EDU-265 Strat for Adpt Lit Instr
(Strategies for Adaptive Literacy Instruction)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course provides a comprehensive introduction to evidence-based strategies, best practices, and instructional skills for teaching reading and writing in K–12 special education settings while aligning with NC DPI curriculum standards and the InTASC Model Core Teaching Standards. Topics include phonological awareness, phonics, fluency, vocabulary, and comprehension; written expression; literacy assessment and progress monitoring; assistive and adaptive technologies; and differentiated instruction for diverse students across general and specialized settings. Upon completion, students should be able to design, implement, and evaluate individualized literacy instruction that fosters language development, reading proficiency, and equitable access to literacy for students with a wide range of learning needs and exceptionalities.

EDU-266 Lang & Lit Dev BK
(Language and Literacy Development Birth Through Kindergarten)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course introduces the foundations of language and literacy development in children from birth through age five, emphasizing evidence-based strategies and developmentally appropriate practices that foster communication, comprehension, and early literacy skills across diverse early learning environments. Emphasis is placed on the developmental stages of emergent literacy, including receptive and expressive language, print awareness, and early writing, as well as the influence of cultural, linguistic, and family factors on literacy growth. Upon completion, students should be able to plan, implement, and evaluate inclusive, literacy-rich experiences that promote language and literacy development, select diverse and

developmentally appropriate materials, and design integrated activities aligned with the NC Foundations for Early Learning and Development.

EDU-267 Math Foundations BK
(Mathematical Foundations: Birth Through Kindergarten)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course introduces the fundamental concepts, developmental progressions, and instructional approaches that support early mathematical learning from birth through kindergarten. Emphasis is placed on understanding how young children construct number sense, spatial reasoning, and problem-solving skills through play, exploration, and meaningful everyday experiences aligned with the North Carolina Foundations for Early Learning and Development. Upon completion, students should be able to design and implement developmentally appropriate learning experiences that foster curiosity, mathematical thinking, and early numeracy; integrate math into daily routines and play; and adapt instruction to meet the diverse needs of young students.

EDU-268 Instr Methods for HS Math
(Instructional Methods for High School Mathematics)

Class 3 Lab 3 Clinical 0 Work 0 Credit 4
Course Corequisites: None
Course Prerequisites: None
This course provides an overview of instructional methods, learning theories, and content knowledge essential for teaching mathematics in high school, emphasizing conceptual understanding, procedural fluency, and mathematical reasoning aligned with the North Carolina Standard Course of Study. Emphasis is placed on designing rigorous, student-centered instruction that integrates algebra, functions, geometry, statistics, and calculus with real-world applications, inquiry-based learning, and the effective use of technology and mathematical modeling. Upon completion, students should be able to plan and implement standards-based mathematics lessons that foster critical thinking, problem-solving, and communication; address student misconceptions; and adapt instruction to meet the diverse developmental and learning needs of secondary students.

EDU-269 Des Res Math Instr for HS
(Designing Responsive Mathematics Instructions for High School)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course introduces assessment strategies, differentiation methods, and applications of mathematical content knowledge to support effective, data-driven instruction in high school mathematics classrooms. Topics include formative and summative assessments, data analysis for instructional planning, Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and evidence-based strategies that promote engagement, persistence, and achievement among diverse students. Upon completion, students should be able to design and

use varied assessment tools, analyze student performance data to guide instruction, differentiate lessons to enhance access and equity, and apply advanced mathematical concepts in authentic, problem-based learning contexts.

EDU-273 Instr Methods for HS Science
(Instructional Methods for High School Science)

Class 3 Lab 3 Clinical 0 Work 0 Credit 4
Course Corequisites: None
Course Prerequisites: None
This course provides an overview of instructional methods, learning theories, and content knowledge essential for teaching science in high school, emphasizing inquiry, scientific reasoning, and conceptual understanding aligned with the North Carolina Standard Course of Study. Emphasis is placed on designing rigorous, student-centered instruction that integrates biology, chemistry, physics, and earth/environmental science with real-world applications, engineering design, and technology-enhanced investigations that develop critical and analytical thinking. Upon completion, students should be able to plan and implement standards-based science lessons that promote inquiry, data analysis, and scientific communication; address misconceptions; and adapt instruction to meet the developmental and learning needs of diverse secondary students.

EDU-274 App Sci Inquiry in HS Science
(Applying Scientific Inquiry in High School Science)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3
Course Corequisites: None
Course Prerequisites: None
This course introduces assessment strategies, differentiation methods, and applications of scientific content knowledge to support effective, inclusive, and data-driven instruction in high school science classrooms. Topics include formative and summative assessments, data interpretation, Universal Design for Learning (UDL), safety and ethics in laboratory instruction, and evidence-based strategies for engaging diverse students in scientific reasoning and inquiry. Upon completion, students should be able to design and implement varied assessment tools, analyze student data to guide instruction, differentiate science instruction to enhance access and equity, and apply advanced content knowledge to real-world scientific problem solving.