



**WATSON SCHOOL OF EDUCATION**  
**UNIVERSITY OF NORTH CAROLINA WILMINGTON**

**Teacher Licensure Program in Secondary English**  
**Program Goals**

The teacher licensure program is designed to develop highly competent professionals to serve in educational leadership roles. Such teachers make consistent, defensible, and appropriate decisions to facilitate student achievement on intended learning outcomes. The program includes the acquisition of complex teaching skills through cognitive understandings, building upon academic and pedagogical knowledge bases, followed by practice and reflection on professional development.

Upon completion of the licensure program, students should be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge in the selected discipline area necessary for effective instructional decision making.
2. Communicate effectively in standard English both verbally and in written formats.
3. Adapt instruction to the developmental and learning needs of individuals, including children and adolescents with special needs and students from culturally diverse backgrounds.
4. Establish a classroom climate conducive to the learning, social, and emotional needs of children and adolescents.
5. Choose appropriate objectives consistent with state and local curriculum guidelines, the learning needs of students, and the standards established by learned societies.
6. Use technology to enhance teaching and learning experiences
7. Demonstrate effective teaching including positive results for student learning, self-reflection, and appropriate professional dispositions.
8. Employ and analyze appropriate assessments and evaluative procedures.

**Secondary English Program Objectives**

The objectives of this program are as follows:

1. In language, the student will demonstrate adeptness in producing and understanding oral and written communication and non-verbal language by being able to:
  - a. demonstrate a working knowledge of standard grammar and usage;
  - b. demonstrate an understanding of how communication varies according to purpose, audience, and occasion;
  - c. demonstrate a knowledge of the history of the English language, the acquisition of language, and the psychological and sociological contexts of language usage; and
  - d. demonstrate a working knowledge of the most esteemed notions about writing instruction and evaluation.

2. In literature, the student will demonstrate familiarity with a wide variety of literature such as:
  - a. works of major British and American authors;
  - b. translations of major works by non-European authors;
  - c. writing which is especially appropriate for children and adolescents; and
  - d. works written by or about women and minorities.
3. In writing, the student will:
  - a. set an appropriate example through effective writing practices;
  - b. promote the various aspects of pre-writing, including identifying a purpose, determining the audience, selecting an appropriate form, and organizing;
  - c. utilize pre-writing plans, appropriate grammar, and suitable usage to produce a draft;
  - d. apply the principles of editing to a draft to prepare it for revision;
  - e. aid student self-evaluation to determine strengths and weaknesses;
  - f. develop techniques for engaging the entire class in cooperative writing experiences;
  - g. promote the various aspects of writing based on research; and
  - h. facilitate the ability to write speeches for oral presentation.
4. In speech, the student will have a working knowledge of the principles of oral communication and will demonstrate effective speech practices.
5. In viewing, the student will have an understanding of the use of mass media and the principles of visual communication.

### **Licensure Requirements**

Students who plan to become licensed teachers in the North Carolina public schools must complete the University or Basic Studies requirements, *all requirements in the major*, and be formally admitted to the Watson School of Education. Requirements for admission are listed in the UNCW [Undergraduate Catalogue](#), and also are listed on the Watson School's website at [http://www.uncw.edu/ed/advising/start\\_under.html](http://www.uncw.edu/ed/advising/start_under.html).

### **Formal Criminal Background Check Requirement**

All students completing degree or non-degree programs leading to NC teacher licensure must complete a formal criminal background check as they enter education coursework and again as they begin the student-teaching internship semester. *Failure to complete the background check will prohibit you from taking any education coursework in which field experience is required.*

**Note:** Admission to the Watson School of Education is required for enrollment in SEC courses. A grade of "C" or better is required in all professional education courses. Students may repeat courses in which they earned a grade *lower* than "C" (2.00) only with the permission of the dean of the Watson School of Education. However students should realize that courses are only offered once a year. Hence, repeating a course will add another year to a student's program of study. A cumulative grade point average of 2.70 is required for eligibility for the practicum semester.

In addition to the requirements for the academic major, the Secondary Education courses listed below are required for licensure. A grade of “C” or better must be earned in the following courses:

**Professional Core:**

- SEC 200 Teaching, Schools and a Global Society (3)
- SEC 210 Diverse Learners in Secondary Schools (3)
- SEC 220 Field Experience Block 1 (2)

**Professional Studies:**

- SEC 300 Curriculum Design, Technology and Learning Assessment (3)
- SEC 310 Reading and Literacy in the Secondary School (3)
- SEC 320 Field Experience Block 2 (2)
- SEC 410 ESL Topics for Secondary Teachers (3)
- SEC 421 Field Experience Block 3: Secondary Teaching English (1)
- SEC 422 Field Experience Block 3: ESL (1)

**One of the following methods courses depending upon licensure area:**

- SEC 403 Theory & Practice in Teaching Secondary English 9-12 (4)
- SEC 404 Theory & Practice in Teaching Secondary Mathematics 9-12 (4)
- SEC 405 Theory & Practice in Teaching Secondary Social Studies 9-12 (4)
- SEC 406 Theory & Practice in Teaching Secondary Science 9-12 (4)

**Professional Semester:**

- SEC 431 Practicum (12)
- SEC 430 Seminar – Leadership, Reflection and Management Practices (3)

**Total = 40 semester hours**

**Secondary Program Course Sequence**

Block 1	Block 2	Block 3	Block 4
<b>Fall Only</b>	<b>Pre-Methods Block</b>	<b>Methods Block</b>	<b>Internship</b>
SEC 200: Teaching Schools, and a Global Society (3)	SEC 300: Curriculum Design, Technology, and Learning Assessment (3)	SEC 403: Theory and Practice in Teaching Secondary English (4)	SEC 430: Seminar - Leadership, Reflection and Management Practices (3)
SEC 210: Diverse Learners in Secondary Schools (3)	SEC 310: Reading and Literacy in the Secondary School (3)	SEC 410: ESL Topics for Secondary Teachers (3)	SEC 431: Practicum (12)
SEC 220: Field Experience Block 1 (2)	SEC 320: Field Experience Block 2 (2)	SEC 421: Field Experience Block 3: Secondary Teaching (1)	
		SEC 422: Field Experience Block 3: ESL (1)	
Hours 8	8	9	15

**Total = 40 hours**

## Program Notes

- The program is designed in a cohort model: Students will remain with the same group of students from Block 1 through to Block 4 of the program.
- Advance planning of programs is essential for students interested in becoming teachers in secondary or allied education areas. Block 1 and Block 3 courses are only offered in the fall semester, and Block 2 and Block 4 are only in the spring semester.
- Students should apply to the Watson School of Education as soon as admission requirements are met (typically by the end of the spring semester of the sophomore year), select courses carefully, and plan their programs in regular consultation with their advisors. A minimum of 124 hours is required for graduation.
- Students must comply with the Academic Achievement and Professional Behavior expectations described in the Watson School of Education's *Standards for Professional Conduct*.
- Successful completion of field experiences assignments is required in order for students to be able to proceed to take education courses in the next block.
- In order to be eligible for internship students must:
  - a. be admitted to the Watson School of Education,
  - b. have a cumulative GPA of 2.7 or better,
  - c. have completed all required Education courses and ideally, all academic major courses.
  - d. have demonstrated appropriate professional dispositions as described in the Watson School of Education's *Standards for Professional Conduct*.
  - e. complete an application for internship at least one semester in advance of the intended student teaching semester and attend orientation meetings.
- Praxis II Specialty Tests are not required for majors who complete the teacher education program, including internship. Lateral entry teachers are required to take Praxis II. Registration materials and study guides are available online at [www.ets.org/praxis](http://www.ets.org/praxis)

### Additional Information for Teacher Licensure

Students must also complete: ENG 205; 304; 320; 321; 332 or 333; 381; 382 or 383, 6 hours in American Literature, 3 hours in non-western or non-canonical literature; 3 additional hours in writing; an additional three-hour English elective; and ENG 495 or 496. In addition to the Shakespeare course, 3 of the above hours must be in literature before 1900. No more than 12 hours may be at the 200 level. Up to 6 hours of appropriate courses from outside the department, including creative writing courses may be counted toward the major.

*The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, gender, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, veteran status or relationship to other university constituents – except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.*