



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

**(For students beginning the Secondary Education Program Fall 09)**

**Teacher Licensure Program in Secondary Mathematics**

**Program Goals**

The teacher licensure program is designed to develop highly competent and caring professionals to serve in educational leadership roles. The program is designed around the following four core principles:

- Intensive school experiences in secondary classrooms throughout the program which prepare students to teach in large, traditional high school settings and small learning communities, such as Freshman Academies and Early Colleges
- An emphasis on broad issues of diversity, including the development of culturally responsive pedagogy, serving students with special needs, and teaching English Language Learners
- A focus on strong content preparation, effective curriculum design, and cross-discipline, integrated curriculum
- Global connections to the high school curriculum and overall secondary experience

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

- Demonstrate leadership in their classroom, in the school, and in the community
- Establish a respectful environment for a diverse population of students
- Know the content they teach
- Collaborate with colleagues across grade levels and disciplines
- Relate learning to applied, authentic experiences
- Contextualize teaching, learning, and schools within a global perspective
- Facilitate learning for all students
- Establish a pattern of reflective practices and scholarly inquiry culminating in confidence, professionalism, and effectiveness in the role of a teacher.
- Use technology to support teaching and learning
- Communicate in Standard English, both verbally and in written formats

Demonstrate professional behaviors, a caring personality, a positive disposition to helping students be successful, and a proactive nature in connecting to families and the community.

**Secondary Mathematics Program Objectives**

The objectives of this program are:

- a. To develop a strong background in subject area knowledge based on the National Council of Teachers of Mathematics Standards and the North Carolina secondary education certification requirements.
- b. To demonstrate knowledge of, and appreciation for, basic principles and applications within mathematics, computer science, and statistics as applied to secondary mathematics and society at large.

- c. To demonstrate understanding of theories of learning and psychology related to motivation and cognition in mathematics.
- d. To integrate knowledge of instructional design and assessment in mathematics.
- e. To demonstrate effective skills of classroom management and meeting diverse learning needs within the classroom.
- f. To demonstrate application of instructional technologies to mathematics teaching and learning.
- g. To demonstrate the skills and intellectual orientation necessary to solve problems rationally, make informed decisions, and examine value systems and patterns of behavior.
- h. To demonstrate understanding of the curriculum, materials, curricular resources and instructional methods pertaining to secondary mathematics.
- i. To demonstrate planning, teaching, and assessment within classroom settings.

### **Licensure Requirements**

Students who plan to become licensed teachers in the North Carolina public schools must complete the university's Basic Studies expectations, *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 [www.uncw.edu/ed](http://www.uncw.edu/ed). For the secondary education program, completion of SEC 200, SEC 210 and SEC 220 is required, all with a grade of "C" (2.00) or better.

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:

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

**NOTE:** The courses listed below require admission to the Watson School of Education

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 404 Theory & Practice in Teaching Secondary Math 9-12	(4)
SEC 421 Field Experience Block 3: Secondary Teaching Math	(1)
SEC 410 ESL Topics for Secondary Teachers	(3)
SEC 422 Field Experience Block 3: ESL	(1)
SEC 431: Practicum	(12)
SEC 430 Seminar – Leadership, Reflection and Management Practices	(3)

**Total = 40 semester hours**

### Secondary Program Course Sequence

Block 1 fall only	Block 2 spring only	Block 3 fall only	Block 4 spring only
<b>Pre-Admission Block</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 404: Theory and Practice in Teaching Secondary Math (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

40 hours

### Program Notes

- For traditional undergraduates, the education program is two years with students beginning Block 1 in the fall of their junior year.
- 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 at the end of the fall semester of the junior 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:
  - be admitted to the Watson School of Education,
  - have a cumulative GPA of 2.7 or better,
  - have completed all required Education courses and ideally, all academic major courses.
  - have demonstrated appropriate professional dispositions as described in the Watson School of Education's *Standards for Professional Conduct*.

- 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**

Attention to sequencing of courses is required due to the pre-requisites and level of rigor involved in courses. In addition to completing the 33 hours of math core requirements for a B.A. major in mathematics, students seeking licensure in mathematics must complete: MAT 345, 346, PHY 201, and three additional hours in mathematics at the 300-400 level chosen with help from the advisor in secondary mathematics education.

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.

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