



WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION

The M.A.T. in Secondary Education addresses the North Carolina Masters/Advanced Competencies which include standards in Instructional Expertise, Knowledge of Learners, Research Expertise, Connecting Subject Matter and Learners, and Professional Development. The graduate program incorporates the conceptual framework which is common to all teacher education programs at UNCW: The Watson School of Education develops highly competent professionals to serve in educational leadership roles.

Program Objectives

Upon completion of the graduate Secondary Education program, the student 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. Demonstrate a well-articulated knowledge of high school communities and issues that impact teaching in a high school setting.
3. Communicate effectively in standard English both verbally and in written formats.
4. Adapt instructional strategies to the developmental and learning needs of individuals, including adolescents with special needs and students from culturally diverse backgrounds.
5. Establish a classroom climate conducive to the learning, social, and emotional needs of adolescents.
6. Choose objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
7. Use technology to enhance teaching and learning experiences.
8. Employ and analyze appropriate assessments and evaluative procedures.
9. Demonstrate effective teaching including positive results for student learning, self-reflection, and appropriate professional dispositions.

Important Information

- A. Students enrolling in the M.A.T. program must select one of the following specialties: English, history, mathematics, science, or Spanish (K-12 licensure). Upon completion of the program students are recommended for “M” level licensure in the appropriate discipline. NOTE: Students may have to take additional undergraduate discipline area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in their methods course and internship. If an applicant is more than 9 hours away from the undergraduate licensure, it is recommended that he/she complete the required courses as a special undergraduate *prior* to applying for the MAT program.
- B. Candidates for the M.A.T. program are required to have teaching experience documented before they apply in order to be knowledgeable about education in high schools and working with adolescents. Such experience may include substitute teaching, part-time teaching, volunteer work, etc.
- C. Students enroll in a graduate methods course in their discipline (LIC 503 - LIC 507). In addition to meeting all requirements for the methods course including field experiences, students must complete a module on “Reading Across the Content Areas.”
- D. Students earning the M.A.T. in Secondary Education must complete a culminating product/portfolio as part of LIC 521: Seminar in Secondary Education. The culminating product should provide evidence that students: (1) have synthesized the learning from graduate courses, and (2) are able to demonstrate proficiency in meeting ISTE National Technology Standards, INTASC Standards, and/or standards of other professional associations.
- E. Students must meet with their advisors during the fall and spring semesters to plan program coursework and to receive their registration information. Prerequisites and corequisites are listed in the UNCW Graduate Catalogue.
- F. Selected courses require additional field experience hours so students must plan their schedules to accommodate these expectations. Successful completion of all field experiences in EDN and LIC courses is required for eligibility for internship (LIC 509).
- G. 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 .
- H. During the fall and spring semester, graduate education courses are offered in the late afternoon and evening time periods. During the summer, graduate courses are typically offered during Summer Session II.
- I. Individuals may take up to 10 semester hours as non-degree students provided they meet the admissions requirements. These hours may be applied toward the degree upon acceptance as a degree-seeking student. A maximum of six semester hours of graduate credit may be transferred from another accredited institution in partial fulfillment of the total hours required for the master’s degree.
- J. A graduate student has five calendar years to complete his or her degree program. The five-year period begins with the student’s first term of work after formal admission to a degree-granting program. Work completed as a non-degree student does not initiate the five-year period for completing a degree program. Students must be enrolled in the term in which they complete their graduate work or are scheduled to receive their degree.
- K. Graduate assistantships are available in the Watson School of Education. The positions provide employment for 20 hours per week working as research assistants with faculty members or as assistants in the Ed Lab, Technology Lab, or Curriculum Materials Center. For additional information, contact the Graduate Coordinator (Associate Dean for Academic Programs) in the Watson School of Education at 910-962-4142.

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.

Watson School of Education
University of North Carolina Wilmington

MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION

The program leading to the Master of Arts degree (M.A.T.) in secondary education provides professional training for (a) “licensure-only” students who already have a degree and wish to gain teacher licensure and (b) lateral-entry teachers. The 39-semester hour program is comprised of 21 semester hours in professional education competency areas and 18 hours in the academic specialization. The M.A.T in Secondary Education is offered in the following specialties: English, history, mathematics, science, and Spanish.

The program is comprised of a core of professional studies that develop the instructional decision-making of secondary teachers and a specialization track that develops knowledge of subject matter, structure of the disciplines, and appropriate modes of inquiry. The program supports the Watson School of Education’s conceptual framework of developing highly competent professionals to serve in educational leadership roles.

Program of Study

I. Professional Core (9 Hours)

EDN 520	Instructional Development	(3)
EDN 523	Research in Education	(3)
EDN 528	Secondary School Organization (20 hrs. field experience)	(3)

II. Pedagogical Expertise (21 Hours)

LIC 503-507	Methods Courses (30 hrs. field experience)	(3)
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Select one from:

LIC 503	Advanced Theory and Practice in Teaching Secondary English
LIC 504	Advanced Theory and Practice in Teaching Secondary Math
LIC 505	Advanced Theory and Practice in Teaching Secondary Social Studies
LIC 506	Advanced Theory and Practice in Teaching Secondary Science
LIC 507	Advanced Theory and Practice in Teaching Spanish (K-12)

Plus 18 hours in the Academic Specialization (see Section IV.)

III. Professional Development (9 Hours)

LIC 509	Internship in Secondary Schools	(6)
LIC 521	Seminar on Secondary Learners (must be taken concurrently with LIC 509)	(3)

IV. Academic Specialization - courses must be approved by advisor

A. English (18 hours)

ENG 501	Introduction to Research Methods in English	(3)
	Two literature courses	(6)
	Additional English courses	(9)

B. History (18 hours)

HST 500	Historiography	(3)
	Course in US history	(3)
	Course in European history	(3)
	Course in global history	(3)
	Additional social studies courses	(6)

C. Mathematics (18 hours)

MAT 511-512	Real Analysis	(3-3)
MAT 541	Modern Algebra I	(3)
MAT 542	Modern Algebra II	(3)
	Additional mathematics courses	(6)

D. Science (18 hours)

Selected science courses based upon background in order to provide breadth and depth. Two courses are required in the life sciences and two in physical sciences. Courses must be selected in consultation with the advisor.

E. Spanish (18 hours)

SPN 500:	Advanced Writing Techniques	(3)
SPN 511:	Topics in Spanish Civilization	
or	SPN 512: Topics in Spanish American Civilization	(3)
SPN 521:	Studies in Spanish Literature	
or	SPN 522: Studies in Spanish American Literature	(3)
	Additional Spanish courses to be chosen from the following:	(9 credit hours total)
SPN 501	Translation Techniques & Practices	(3)
SPN 505	Conversation & Composition	(3)
SPN 507	Topics in Spanish Phonetics and Phonology	(3)
SPN 508	Topics in Hispanic Linguistics	(3)
SPN 511	Topics in Spanish Civilization	(3)
SPN 512	Topics in Spanish American Civilization	(3)
SPN 521	Studies in Spanish Literature	(3)
SPN 522	Studies in Spanish American Literature	(3)
SPN 595	Seminar in Hispanic Studies (May be repeated for up to 6 credit hrs.)	
SPN 598	Internship (limited to 3 credit hrs.)	
SPN 591	Directed Individual Studies (limited to 3 credit hrs. and offered on a limited basis)	

Students must choose at least one Spanish-related and one Spanish American-related course from SPN 511, 512, 521, and 522. A total of 3 credit hours may be accepted from SPN 591 and SPN 598 combined.

Master of Arts in Teaching

English, History, Mathematics, Science, Spanish

The preferred starting point for the M.A.T. Program is the fall semester for full-time students.

Full-time M.A.T. Track

Option A Starting in Fall Assumes all undergraduate licensure requirements completed	Option B Starting in Summer Assumes all undergraduate licensure requirements completed	Option C Starting in Spring Assumes all undergraduate licensure requirements completed and some teaching experience prior to the program. If no teaching experience, then full-time starting spring is not recommended
Fall—EDN 528*	Summer—A&S Grad Course	Spring—EDN 520
Fall—LIC 503-6 Methods**	Fall—EDN 528*	Spring—EDN 523
Fall—A&S Grad Course	Fall—LIC 503-7 Methods**	Spring—A&S Grad Course
Fall—A&S Grad Course	Fall—A&S Grad Course	Spring—A&S Grad Course
Spring—EDN 520	Fall—A&S Grad Course	Fall—EDN 528*
Spring—EDN 523	Spring—EDN 520	Fall—LIC 503-6 Methods**
Spring—A&S Grad Course	Spring—EDN 523	Fall—A&S Grad Course
Spring—A&S Grad Course	Spring—A&S Grad Course	Fall—A&S Grad Course
Summer—A&S Grad Course (when available)	Spring—A&S Grad Course	Spring—LIC 509 (full-time)
Summer—A&S Grad Course (when available)	Summer—A&S Grad Course (when available)	Spring—LIC 521
Fall—LIC 509 (full-time)	Fall—LIC 509 (full-time)	Summer—A&S Grad Course (when available)
Fall—LIC 521	Fall—LIC 521	Summer—A&S Grad Course (when available)
* 20 hours of school visitations required ** 30 hours of school visitations required	* 20 hours of school visitations required ** 30 hours of school visitations required	* 20 hours of school visitations required ** 30 hours of school visitations required

Part-time M.A.T. Track

Option A Starting in Fall Assumes all undergraduate licensure requirements completed	Option B Starting in Summer Assumes all undergraduate licensure requirements completed	Option C Starting in Spring Assumes all undergraduate licensure requirements completed
Fall—EDN 528*	Summer—A&S Grad Course+	Spring—A&S Grad Course
Fall—A&S Grad Course	Summer—A&S Grad Course+	Spring—A&S Grad Course
Spring—EDN 520	Fall—EDN 528*	Summer- A&S Grad Course+
Spring—A&S Grad Course	Fall—A&S Grad Course	Summer-A&S Grad Course+
Summer—EDN 523	Spring—EDN 520	Fall—EDN 528*
Summer—A&S Grad Course+	Spring—A&S Grad Course	Fall—LIC 503-6 Methods**
Fall—LIC 503-6 Methods**	Summer—EDN 523	Spring—EDN 520
Fall—A&S Grad Course	Summer—A&S Grad Course+	Spring—A&S Grad Course
Spring—LIC 509 (full-time)	Fall—LIC 503-7 Methods**	Summer—EDN 523
Spring—LIC 521	Fall—A&S Grad Course	Summer—A&S Grad Course+
Summer—A&S Grad Course+	Spring—LIC 509 (full-time)	Fall—LIC 509 (full-time)
Summer—A&S Grad Course+	Spring—LIC 521	Fall—LIC 521
* 20 hours of school visitations required ** 30 hours of school visitations required	* 20 hours of school visitations required ** 30 hours of school visitations required	* 20 hours of school visitations required ** 30 hours of school visitations required

+ when available

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1 TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.