

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

Teacher Licensure Program in Physical Education

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, builds 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.

Physical Education Program Objectives

The objectives of this program are:

- a. To develop a strong background in subject area knowledge based upon the National Association for Sport and Physical Education standards.
- b. To demonstrate knowledge of, and appreciation for, basic principles and applications within physical education as described in the North Carolina Healthful Living Education Standards.
- c. To demonstrate understanding of theories of learning and psychology related to motivation and promotion of behaviors that contribute to a healthful lifestyle and improved quality of life.
- d. To integrate knowledge of instructional design and assessment in health and physical education.

- e. To demonstrate effective skills of classroom management and meeting diverse learning needs within the classroom.
- f. To demonstrate application of instructional technologies to health and physical education 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 health and physical education.
- 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.

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.

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

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|----------|---------------------------------------|-----|
| PSY 223 | Lifespan Human Development | (3) |
| EDN 200 | Teacher, School and Society | (3) |
| EDNL 200 | Field Studies | (1) |
| EDN 203 | Psychological Foundations of Teaching | (3) |
| EDN 303 | Instructional Technology | (3) |

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

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| EDN 356 | Reading in the Secondary School (or EDN 352) | (3) |
| EDN 409 | Practicum | (12) |

Total = 28 semester hours

Program Notes

- Advance planning of programs is essential for students interested in becoming teachers in secondary or allied education areas. Students should apply to the Watson School of Education as soon as admission requirements are met (typically in 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*.
- The following courses have field experience components so students should plan their schedules to allow sufficient time to complete the expectations: EDN 200 and 356.
- Physical Education majors must complete an Academic Concentration in a selected academic area by completing a minimum of 18 hours in the discipline. Information on Academic Concentration requirements is available in the Watson School of Education.
- 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. 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.
- All students seeking teacher licensure are required to demonstrate mastery of essential and advanced technology skills. Instructional technology skills are developed through student enrollment in EDN 303 or 416 and technology infusion in all other core and professional education courses. Demonstration of advanced technology skills requires mastery of the ISTE National Educational Technology Standards (attached).

Additional Information for Teacher Licensure

Students are required to take 18 hours in an academic concentration area.

Physical Education majors who want to add licensure in Health may take six health courses (18 hours) that have been agreed upon with advisor!

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.