

(For students beginning the Secondary Education Program Fall 09)

Teacher Licensure Program in Secondary Social Studies

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 Social Studies Program Objectives

The objectives of this program are:

- a. To demonstrate an in-depth understanding and appreciation of the interplay of the social, political, geographical, economic, and cultural forces shaping society.
- b. To demonstrate knowledge of, and appreciation for, the growth and development of both western and non-western civilizations and the United States.
- c. To understand the connections between their own lives and cultures and the larger social, political, and economic contexts of society.
- d. To integrate knowledge provided by the social science disciplines in order to view current international happenings from a global perspective.
- e. To demonstrate understanding of and sensitivity to conditions of cultural diversity.
- f. To generate explanations of the influence of social, political, economic, and environmental matters as they developed in the past, exist in the present, and hold implications for the future.
- 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 the ability to teach social studies skillfully by drawing upon a sound intellectual base.

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. 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 405 Theory & Practice in Teaching Secondary Social Studies 9-12	(4)
SEC 421 Field Experience Block 3: Secondary Teaching Social Studies	(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
Pre-Admission Block	Pre-Methods Block	Methods Block	Internship
SEC 200: Teaching Schools, and a Global Society (3)	SEC 300: Curriculum Design, Technology, and Learning Assessment (3)	SEC 405: Theory and Practice in Teaching Secondary Social Studies (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

- 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:
 - 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

Additional Information for Teacher Licensure in Social Studies Certification

Students seeking social studies certification can major in History, Political Science, or Sociology. Additional requirements are listed below and are based on your intended major.

HISTORY MAJORS

In addition to the core requirements for the B.A. degree in History, *History* majors who wish to be licensed in Social Studies must complete a minimum of 21 hours including PLS 101, and at least one course in each of the following areas:

1. Sociology/Anthropology
2. Geography
3. Economics (ECN 125 is strongly recommended)

POLITICAL SCIENCE MAJORS

In addition to the core requirements for the B.A. degree in Political Science, *Political Science* majors who wish to be licensed in Social Studies must complete a minimum of 21 hours including HST 101, 102, 104, and 201 or 202 and at least one course in each of the three following areas:

1. Sociology/Anthropology
2. Geography
3. Economics (ECN 125 is strongly recommended)

SOCIOLOGY MAJORS

In addition to the core requirements for the B.A. degree in Sociology, *Sociology* majors who wish to be licensed in Social Studies must complete a minimum of 21 hours to include PLS 101, HST 101, 102, 104, and 201 or 202 and at least one course in each of the following areas:

1. Geography
2. Economics (ECN 125 is strongly recommended)

ANTHROPOLOGY MAJORS

In addition to the core requirements for the B.A. degree in Anthropology, *Anthropology* majors who wish to be licensed in Social Studies must complete a minimum of 21 hours to include PLS 101, HST 101, 102, 104, and 201 or 202 and at least one course in each of the following areas:

1. Geography
2. Economics (ECN 125 is strongly recommended)

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.