

**Secondary Education
Post-Baccalaureate Licensure Program
17 credit hours**

Admission Requirements:

Hold a bachelor's degree from an accredited college or university.

Be employed by a North Carolina public school as a high school teacher in one of the following areas: Biology, English, History, Mathematics

Demonstrate content-area knowledge by having successfully completed 24 hours of content courses in the area of employment or by submitting passing scores on state-approved licensure examination

Submit an application for the Post-Baccalaureate Licensure Program

Program Guidelines:

1. Each candidate's transcript will be evaluated and assessed based on a list of courses/competencies needed for initial licensure in the selected content area.
2. Each candidate must successfully complete all designated courses with a grade of C or better.
3. Each candidate must successfully complete all state-required licensure tests.
4. Each candidate must earn a passing score on the edTPA assessment as officially scored by Pearson.

Program Requirements:

Candidates for the 9-12 license will successfully complete each of the following courses or approved equivalents.

ED 303--Educational Psychology: Theories of learning; maximizing learning and retention; motivation; classroom management and control; working with disadvantaged and gifted learners; fostering creativity; testing and evaluation. 3 hours

ED 305--Introduction to Differentiated Instruction for ALL Learners: This course focuses attention on how teachers serve students of different backgrounds, abilities and exceptionalities in the classroom. "Differentiated Instruction" (DI) identifies students of varying abilities and prior experiences as benefiting from classroom practices that engage them "where they are." Differentiated Instruction, furthermore, is an attempt to embrace the diversity within the classroom and serve each student as most benefits them. This course is designed to present a general introduction and knowledge of DI. This includes accounting for the trends in the educational programming and the needs of a diverse student population including those with special needs. 3 hours

ED 306--Curriculum and Instruction: Concepts of curriculum theory, curricular design, curriculum planning, assessment, classroom organization and management, addressing the needs of all children. Audio-visual component. 3 hours

ED 335-- Classroom Strategies for the Secondary Teacher Grades 9-12: This course will provide an introduction to teaching methods that are common to all subjects at the secondary level. Topics will include cooperative learning, discovery learning, direct instruction, questioning techniques, differentiation of instruction for diversity, appropriate use of technology, and basic issues of assessment. 2 hours

Content appropriate methods course ED 325/354/360/390

ED 325--Adolescent Literature Grades 6-9 and 9-12: Literary preferences and needs of students at the middle and secondary levels. Includes the use of creative dramatics and story reading. Development of a resource file of titles and descriptions for use in teaching. 3 hours

ED 354--Middle Grades and Secondary Science Methods: Methods, materials, techniques and relevant content for teaching science on the Middle Grades (6-9) and secondary (9-12) levels. Development of lesson plans, a unit, demonstrations, labs, long term experimentation, and technology resources for instruction along with simulated and field experiences. Two hours lecture, three hours lab.

ED 360-- Mathematics Methods Grades 9-12: Teaching methodology in secondary mathematics. Mastery of curriculum content, historical scope and sequence. Selection and use of technology in the teaching of mathematics. Consideration of appropriate math experiences for the exceptional child. Restricted to Mathematics and Education majors.

ED 390-- Teaching Citizenship and Global Issues Grades 9-12: Role of the social studies in a spiral curriculum. Methodologies derived from learning theories and the nature of the social sciences are considered as sources for instruction strategies.

Complete appropriate student teaching course (3 credits) selected from the following:

- ED 443b (9-12) History Student Teaching: Instructional Presentation
- ED 460b (9-12) Mathematics Student Teaching: Instructional Presentation
- ED 465b (9-12) English Student Teaching: Instructional Presentation
- ED 470b (9-12) Science Student Teaching: Instructional Presentation

For more information, contact Dr. Janet Jenkins, Assistant Dean,
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