SECONDARY EDUCATION MAJOR - ENGLISH

Program Director: Wayne H. Slater, Ph.D.

English Education (Grades 7-12)
Undergraduates who complete the English Education curriculum receive the Bachelor of Arts degree and meet the MSDE requirements for the Professional Eligibility Certificate. Teacher education candidates admitted to English Education are required to have an academic content major and must complete the following program requirements. Please check with the ENGL department regarding specific coursework.

Secondary Education Pathways
The Department of Teaching and Learning, Policy and Leadership offers undergraduate curricula in secondary education that lead to the Bachelor of Science or Bachelor of Arts degree and prepares teachers in various subject areas for teaching in middle schools, secondary schools (grades 7-12), and PreK-12 settings (Art and World Languages).

Multiple pathways are available for individuals who are interested in teaching at the secondary level:

The Dual Major option, which is designed for incoming freshmen or sophomores, leads to the Bachelor’s degree with a major in an academic content area plus a second major in secondary education. All secondary majors are required to have an academic content major which satisfies the requirements of the academic department and meets the standards for teacher certification. Candidates who follow the proposed sequencing of courses can complete both majors in four years with careful advisement and scheduling;

The five-year Integrated Master’s with certification program. See http://www.education.umd.edu/MCERT/.

Graduates of the Secondary Education programs meet the requirements for certification in Maryland and additional states that are affiliated with the Interstate Reciprocity Agreement through the Maryland State Department of Education.

Note: The Mathematics Education and Science Education programs are currently under review. For more information, please visit the Terrapin Teachers website http://terrapinteachers.umd.edu/.

Admission to the Major
Admission to the Teacher Education Professional Program is competitive. Admission procedures and criteria can be found on the College of Education, College Requirements tab (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/).

Placement in Courses
The Secondary Education programs include both pre-professional and professional education course work. Before undergraduates may enroll in courses identified as part of the professional sequence, they must complete the selective admissions requirements and be fully admitted to the College of Education’s Teacher Education program. Admission procedures and criteria are explained in the College of Education entry. Teacher candidates will not be permitted to enroll in professional sequence courses -- including the yearlong internship -- prior to completion of the selective admissions requirements and full admission to the College of Education.

Program Learning Outcomes
1. Secondary Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (e.g., National Council of Teachers of English - NCTE, National Council of Teachers of Mathematics - NCTM, etc.); state (MSDE); and, institutional standards.
2. Secondary Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates’ knowledge, skills, and dispositions are applied effectively in practice.
3. Secondary Education teacher candidates practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice. They accurately assess and analyzes student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
4. Secondary Education teacher candidates demonstrate understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures. They are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (e.g., NCTE, NCTM, etc.); state (MSDE); and, institutional standards.
5. Secondary Education teacher candidates can effectively plan technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement. They demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

Requirements
All Teacher Education Programs have designated pre-professional courses and a specified sequence of professional courses. Before undergraduates may enroll in professional education course requirements they must be fully admitted to the College of Education’s Teacher Education Program. An overall grade point average of 2.75 must be maintained after admission to Teacher Education. All teacher candidates are required to obtain satisfactory evaluations on the College of Education Foundational Competencies/Model Code of Ethics for Educators (MCEE) standards and to attain qualifying scores for the State of Maryland on a test of basic skills (Praxis CORE, SAT, ACT or GRE) and Praxis II assessments. The test of basic skills is required for admission, and Praxis II is required for the teaching internship and graduation. The culminating experience of the program is the yearlong internship, which takes place in a public Collaborating School (i.e., partner school, PDS - Professional Development School).

The department of Teaching and Learning, Policy and Leadership offers a variety of secondary education programs-tracks leading to the Bachelor of Science and Bachelor of Arts degrees. Teacher candidates who complete a secondary education program at UM meet the Maryland State Department of Education requirements for the Professional Eligibility Certificate. Consult the Curriculum and Instruction program advisor for updated information.

Secondary Math Education and Science Education are part of Terrapin Teachers, an innovative program designed to produce a new generation of highly qualified instructors in STEM subjects. In this program, you can earn a STEM degree PLUS eligibility for certification as a middle or high
Secondary Education Major - English

school teacher. For more information about this program please visit our website at the following link: tt.umd.edu (http://www.tt.umd.edu/).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>College Requirements</td>
<td><a href="https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext">https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext</a></td>
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### Pre-Professional/Subject Area Courses

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRGN LANG</td>
<td>Foreign Language</td>
<td>8</td>
</tr>
<tr>
<td>ENGL280</td>
<td>The English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENGL301</td>
<td>This is English: Fields and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENGL428</td>
<td>Seminar in Language and Literature</td>
<td>3</td>
</tr>
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Select one of the following:

- COMM107    | Oral Communication: Principles and Practices | 3       |
- COMM125    |                                             |         |
- COMM220    |                                             |         |

Select one of the following:

- COMM230    | Argumentation and Debate                    | 3       |
- COMM330    | Argumentation and Public Policy             |         |
- COMM402    | Communication Theory and Process            |         |

Select one of the following:

- ENGL101    | Academic Writing                            | 3       |
- ENGL101    | Academic Writing (ENGL101H - Honors Composition) | 2       |
- ENGL201    | Inventing Western Literature: Ancient and Medieval Traditions | 3 |
- ENGL202    | Inventing Western Literature: Renaissance to Modern | 3 |

Select one of the following:

- ENGL304    | Shakespeare: The Early Works                | 3       |
- ENGL404    | Shakespeare: The Later Works                |         |

Select one of the following:

- ENGL384    | Concepts of Grammar                         | 3       |
- ENGL383    | Language in Its Social Contexts             |         |
- ENGL385    | English Semantics                           |         |
- ENGL482    | History of the English Language             |         |
- ENGL483    | American English(es)                       |         |
- ENGL484    | Style and Grammar in Written English        |         |
- ENGL486    |                                             |         |
- ENGL489    | Special Topics in Language and Rhetoric     | 3       |

Select one of the following:

- ENGL391    | Advanced Composition                        | 3       |
- ENGL393    | Technical Writing                           |         |
- ENGL493    | Writing Genres as Social Action             |         |

Select one of the following:

- ENGL487    | Principles and Practices of Rhetoric        | 3       |
- COMM360    | The Rhetoric of Black America               |         |
- COMM401    | Interpreting Strategic Discourse            |         |
- COMM453    |                                             |         |

### British and American Literature

Select one upper-level course in each of five out of six areas to be taken during the sophomore and junior years; one of these five courses must be in American Literature:

- Medieval Literature

Renaissance Literature other than Shakespeare
Restoration or 18th Century Literature
19th Century British Literature
American Literature before 1900
20th Century British or American Literature

Elective:

| ENGL | ENGL Elective Women or Minority course | 3       |

### Pre-Professional/Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDHD413</td>
<td>Adolescent Development</td>
<td>3</td>
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<tr>
<td>EDHD426</td>
<td>Cognitive and Motivational Literacy Content</td>
<td>3</td>
</tr>
<tr>
<td>TLPL488</td>
<td>Special Topics in Education (TLPL488B Teaching Academically, Culturally, and Linguistically Diverse Students in Secondary Education)</td>
<td>2</td>
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Select one of the following:

- TLPL360  | Foundations of Education                   | 3       |
- TLPL250  | Historical and Philosophical Perspectives on Education |         |

### Professional Education Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TLPL457</td>
<td>Literature for Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>TLPL456</td>
<td>Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>TLPL451</td>
<td>Teaching and Learning in Secondary Education: English</td>
<td>3</td>
</tr>
<tr>
<td>TLPL452</td>
<td>Bases for English Language Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TLPL479</td>
<td>Field Experiences in Education (TLPL479C Field Experience in English Teaching)</td>
<td>2</td>
</tr>
<tr>
<td>TLPL300</td>
<td>Digital Learning Tools and Communities</td>
<td>1</td>
</tr>
<tr>
<td>TLPL478</td>
<td>Professional Seminar in Education</td>
<td>2</td>
</tr>
<tr>
<td>TLPL489</td>
<td>Internship in Education</td>
<td>4</td>
</tr>
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Total Credits: **99**

1. Intermediate mastery of a modern or classical language is required.
2. If exempt from ENGL101, majors are required to take ENGL291, ENGL294.
3. TLPL479C and TLPL456 taken concurrently
4. TLPL478C and TLPL489C taken concurrently

For more information on the sequence of pre-professional and professional courses, consult the Curriculum and Instruction program advisor.

### Four Year Plan

Click here (http://www.gened.umd.edu/for-students/forstudents-4yearplans-educ.html) for roadmaps for four-year plans in the College of Education.

Additional information on developing a four-year academic plan can be found on the following pages:

- 4yearplans.umd.edu (http://4yearplans.umd.edu/)
- the Student Academic Success-Degree Completion Policy ([https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/academic-advising/](https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/academic-advising/)) section of this catalog