SECONDARY EDUCATION MAJOR - ENGLISH

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

### Pre-Professional/Subject Area Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<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>
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<td>Select one of the following:</td>
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<td>3</td>
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<tr>
<td>COMM107</td>
<td>Oral Communication: Principles and Practices</td>
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<tr>
<td>COMM125</td>
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<tr>
<td>COMM220</td>
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</tbody>
</table>

Select one of the following: 3

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

Select one of the following: 3

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

Select one of the following: 3

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

Select one of the following: 3

- ENGL384  Concepts of Grammar
- 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  Introduction to Old English
- ENGL489  Special Topics in Language and Rhetoric

Select one of the following: 3

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

Select one of the following: 3

- ENGL487  Principles and Practices of Rhetoric
- 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>
<th>Credits</th>
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<tbody>
<tr>
<td>EDHD413</td>
<td>Adolescent Development</td>
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<tr>
<td>EDHD426</td>
<td>Cognitive and Motivational Literacy Content</td>
<td>3</td>
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<tr>
<td>TPL488</td>
<td>Special Topics in Education (TLPL488B Teaching Academically, Culturally, and Linguistically Diverse Students in Secondary Education)</td>
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</tbody>
</table>

Select one of the following: 3

- TPL360  Foundations of Education
- TPL250  Historical and Philosophical Perspectives on Education

### Professional Education Courses

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TPL457</td>
<td>Literature for Adolescents</td>
<td>3</td>
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<tr>
<td>TPL456</td>
<td>Teaching Writing</td>
<td>3</td>
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<tr>
<td>TPL451</td>
<td>Teaching and Learning in Secondary Education: English</td>
<td>3</td>
</tr>
<tr>
<td>TPL452</td>
<td>Bases for English Language Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TPL479</td>
<td>Field Experiences in Education (TLPL479C Field Experience in English Teaching)</td>
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<tr>
<td>TPL300</td>
<td>Digital Learning Tools and Communities</td>
<td>1</td>
</tr>
<tr>
<td>TPL478</td>
<td>Professional Seminar in Education</td>
<td>4</td>
</tr>
<tr>
<td>TPL489</td>
<td>Internship in Education</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 99

1 Intermediate mastery of an intermediate modern or classical language is required.
2 If exempt from ENGL101, majors are required to take ENGL291, ENGL294.
3 TPL479C and TPL456 taken concurrently
4 TPL478C and TPL489C 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/) section of this catalog