SECONDARY EDUCATION MAJOR - WORLD LANGUAGE

Program Director: Loren Jones, Ph.D.

World Language Education (Grades 7-12)
The World Language (WL) Education curriculum is designed for prospective world language teachers in grades 7-12 who have been admitted to the TLPL Teacher Education Program. Currently, admission is open to qualified candidates seeking teacher certification in Spanish, French, Russian, Italian, Chinese and German. Other languages might be added later for teacher certification. Teacher candidates enrolled in world language education are required to have an academic content major. Consult with an advisor in Curriculum and Instruction for further information.

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

The following requirements must be met with the WL Education program:

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<td>College Requirements</td>
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**Pre-Professional/Subject Area Courses**

1. Primary WL Area: Intermediate (200 level) courses
2. Primary WL Area: Reading Strategies
3. Primary WL Area: Grammar and Composition (300-400 levels)
4. Primary WL Area: Survey of Literature (300-400 levels)
5. Primary WL Area: Conversation (300-400 levels)
6. Primary WL Area: Literature (400-above levels)
7. Primary WL Area: Culture and Civilization
8. Select one of the following:
   - Primary WL Area: Applied Linguistics
   - LING200: Introductory Linguistics

**Electives** Select a minimum of three elective courses in Supporting Area/WL-Related Courses

9. A minimum of six hours of intermediate-level language course work in the major language must precede the required 300-400 level courses. The latter are comprised of a minimum of 30 hours of prescribed course work that includes the areas of reading strategies, grammar and composition, conversation, literature, civilization and culture, and linguistics. Teacher candidates must also take a minimum of nine hours (three courses) of electives in a related area. The second area of concentration must be approved by a FL advisor.

**Professional Education Courses**

1. EDHD413: Adolescent Development
2. EDHD426: Cognitive and Motivational Literacy Content
3. TLPL462: Reading in the Secondary School
4. Select one of the following:
   - TLPL360: Foundations of Education
   - TLPL250: Historical and Philosophical Perspectives on Education

A minimum of six hours of intermediate-level language course work in the major language must precede the required 300-400 level courses.

**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

1. In almost all instances, Primary WL Area courses must have been completed prior to the Teaching Internship. Any substitutions for the above must be pre-approved by a WL Education Advisor.
2. Applied Linguistics in the Primary WL Area if available; otherwise LING200 may satisfy this requirement; check with your advisor.
3. The pre-professional courses vary by subject area. Consult the academic department for the specific course requirements for each language area.
4. Fall only

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