

SECONDARY EDUCATION MAJOR - WORLD LANGUAGE

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World Language Education (Grades Pre-K-12)

The World Language (WL) Education curriculum is designed for prospective world language teachers in Pre-K-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: For more information on the Mathematics Education and Science Education programs, 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 analyze 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 competently integrate 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:

Course	Title	Credits
College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext)		
Pre-Professional/Subject Area Courses ¹		
Primary WL Area	Intermediate (200 level) courses	6
Primary WL Area	Reading Strategies	3
Primary WL Area	Grammar and Composition (300-400 levels)	6
Primary WL Area	Survey of Literature (300-400 levels)	6
Primary WL Area	Conversation (300-400 levels)	3
Primary WL Area	Literature (400-above levels)	6
Primary WL Area	Culture and Civilization	6
Select one of the following:		3
Primary WL Area: Applied Linguistics		
LING200	Introductory Linguistics ²	
ELECTIVES: Select a minimum of three elective courses in Supporting Area/WL-Related Courses		9
Pre-Professional/Education Courses ³		
EDHD413	Adolescent Development	3
EDHD426	Cognitive and Motivational Literacy Content	3
TLPL462	Reading in the Secondary School	3
Select one of the following:		3
TLPL360	Foundations of Education	
TLPL250	Historical and Philosophical Perspectives on Education	
Professional Education Courses		
TLPL445	Methods I: World Language Methods and Technology ⁴	3
TLPL450	Advanced World Language Methods and Technology ⁴	3
TLPL479	Field Experiences in Education (TLPL479J Field Experience in Second Language Education) ⁴	1
TLPL478	Professional Seminar in Education (TLPL478K Student Teaching Seminar in Secondary Schools: World Language)	1
TLPL489	Internship in Education (TLPL489J Teaching Internship in Secondary Schools: World Language)	12
TLPL488	Special Topics in Education (TLPL488B Teaching Academically, Culturally, and Linguistically Diverse Students in Secondary Education)	1-3
Total Credits		81-83

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

Note: The pre-professional courses vary by subject area. Consult the academic department for the specific course requirements for each language area.

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.

In addition to all coursework, teacher candidates must earn an Advanced Low score on the ACTFL oral proficiency exam in their corresponding foreign language. Majors in Russian, Italian, and Chinese must also earn an Advanced Low score on the ACTFL written proficiency test.

GRADUATION PLANS

Click here (<https://education.umd.edu/student-resources/student-services/coe-undergraduate-studies-student-services-office/major-four/>) for roadmaps for graduation plans in the College of Education.

Additional information on developing a graduation plan can be found on the following pages:

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