THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS: Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one-page in length. Forms and appropriate attachments should be submitted to the Office of Academic Affairs, who will assign a Log Number to each proposal. Also submit an electronic version of as much of the proposal as is possible.

DATE SUBMITTED- October, 2004

COLLEGE/SCHOOL – College of Education

DEPARTMENT/PROGRAM – Curriculum & Instruction, Secondary Education Program

PROPOSED ACTION (A separate form for each) ADD_____ DELETE_____ CHANGE_ √_

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)

Please see attached documents.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

Please see attached documents.

APPROVAL SIGNATURES

1. Department Committee Chair
   [Signature]
   [Date: 09/09/05]

2. Department Chair
   [Signature]
   [Date: 09/09/05]

3. College/School PCC Chair
   [Signature]
   [Date: 09/09/05]

4. Dean
   [Signature]
   [Date: 09/09/05]

5. Dean of the Graduate School (if required)
   [Signature]
   [Date: 09/09/05]

6. Chair, Senate PCC
   [Signature]
   [Date: 09/09/05]

7. Chair of Senate
   [Signature]
   [Date: 09/09/05]

8. Vice President for Academic Affairs & Provost
   [Signature]
   [Date: 09/09/05]
MEMORANDUM

TO: Edna Szymanski
Dean, College of Education

FROM: Victor Korenman
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Course Requirements in All The Secondary Education Majors (PCC Log No. 04067)

At its meeting on March 18, 2005, the Senate Committee on Programs, Curricula, and Courses approved your proposal to modify the course requirements in all the Secondary Education Majors.

The changes are effective in Fall 2005. The College should ensure that the new requirements are fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

VK:sfm
Enclosure
Cc: Dr. Sylvester Gates, Chair, Senate PCC
Dr. Mary Giles, University Senate
Ms. Barbara Hope, Data Administration
Dr. Phyllis Peres, Undergraduate Studies
Ms. Anne Turkos, Archives
Dr. Donna Wiseman, College of Education
Dr. Linda Yokoi, Records & Registrations
Description:
The proposed revisions in the BA in Secondary Education Program provide for a consistent early opportunity for undergraduates to enroll in the initial subject area pedagogy course (S-Ped I) and restructures the senior year required courses and school-practicum experiences for subject matter specific areas in the curriculum. Related courses in the professional program – i.e. courses in human development, diversity, and reading -- are not directly affected by this proposal.

In this revision, all secondary unit areas (Art, English, Languages, Mathematics, Science, and Social Studies) will schedule the S-Ped I course in the fall (open to juniors but accessible to seniors who are late deciders). To facilitate exploration of a career in secondary teaching, undergraduate subject area majors will be able to enroll in this course before being formally admitted to the secondary education program. The second subject matter pedagogy course (S-Ped II) will be offered in the fall term of the senior year with an accompanying 1 credit field practicum. Remaining courses fulfill students’ academic and other professional requirements. In the spring semester of the senior year, all unit areas will schedule their student teaching practicum (expanded to 17 full weeks), a one or two credit subject-matter based student teaching seminar (which makes more uniform the different practices and policies that are in place across unit areas presently), and a two credit course on Diversity and Professionalism to clearly satisfy MSDE and national accreditation standards.

Summary of changes in the secondary education program curriculum and scheduling:

(1) All subject areas will schedule the S-Ped I course in the Fall Term, with expectation that students will enroll in their junior year; the course is open to subject area majors who have not yet applied to the secondary education program and to seniors who applied late and need to take the course concurrently with the S-Ped II course.

(2) All subject areas will schedule the S-Ped II course in the Fall Term, with expectation that students will enroll in the course in their senior year prior to the full time student teaching.

(3) In math educ, the current EDCI 350 course will be replaced by EDCI 455 (to reflect the emphasis on methodology at the secondary level and that it is a senior-level advanced course.

(4) In English educ, the prior sequencing of EDCI 417 in the junior year before EDCI 340 in the senior year will be replaced by a sequence that positions EDCI 416 as the S-Ped I course offered for junior level students and EDCI 417 as the S-Ped II course offered in the fall term for senior students.

(5) In Social Studies, the prior sequencing of EDCI 426 in the junior year before EDCI 320 in the senior year will be replaced by a sequence that positions EDCI 426 in the junior year and EDCI 427 in the fall term for senior students.

(6) All secondary subject area students will enroll in the proposed EDCI 474 course (2 credits) during the student teaching semester. The new course proposal for EDCI 474 has been approved.

(7) For Art (EDCI 404), Foreign Language Ed (EDCI 430), Math (EDCI 450), and Social Studies (EDCI 420), the current 3 credit student teaching seminar
taken currently with student teaching will be reduced to 1 credit; in Science, a new 2 credit student teaching seminar (temporarily EDCI 488) will accompany and support the student teaching practicum. The credit change for Art has been approved; the credit change for Foreign Lang Ed, Math, and Social Studies are pending.

Summary of the impact of the proposed changes in the overall curriculum credits:

1) for English, there will be a two credit increase in the overall plan of studies (with the 2 credits added during the student teaching semester which will not affect either registration or students’ progress to graduation)

2) for Art, Social studies, Foreign Languages, and Math Education, there will be no change in the number of credits required because the current 3 credit course taken during the student teaching semester will be split into a 1 credit subj ped seminar and the proposed 2 credit course in Diversity and Professionalism

3) for Science Education, beginning in the 05-06 academic year, there is the possibility of a 4 credit increase in the total program; the additional credits occur during the student teaching semester (because of the desire from science education for a 2 credit student teaching seminar in addition to the new 2 credit Diversity and Professionalism course), but this will not likely affect registration or students’ progress to graduation. The shift of the second subject matter pedagogy course to the fall term of the senior year and the S-Ped I course to the first term of the junior year in the students’ schedules has been accommodated by (a) majors seeking certification in Biology and Chemistry will be able to count the first subject matter pedagogy course to also fulfill subject matter dual major requirements, thereby meaning that there will be no added credits for these students, and (b) majors in physics will either be able to substitute EDPL 210 for the EDPL 301 course and use it to meet core humanities requirements (and the change would add no credits to the program of studies) or would add the three credits, which these students can do without necessarily adding credits to their overall programs of studies).

See attached for details of the proposed changes for each subject matter area.

Justification/Reasons/Resources:

1) College policy requires students to take and pass the Praxis II subject matter and content-specific pedagogy assessments to be eligible for student teaching. Our students have done well in the content sections but some, especially in areas that had only one subject matter pedagogy course scheduled before student teaching, have had difficulty passing the pedagogy sections. We have accommodated that temporarily, but the proposed program change ensures that students have had at least one full course and are well through the second subject matter pedagogy course before they must take the Praxis II examination. This provides more coherent and deeper studies in subject matter pedagogy before having to take this gateway test.

2) Establishing the second pedagogy course in the fall term of the senior year together with the fall term field practicum which includes both a middle and secondary school field experience strengthens students’ preparation in the central issues and practices of their certification field before they enter the full-time student teaching internship in the spring semester.

3) The agreement by faculty to support a common framework for the student teaching seminar (1-2 credits) clarifies what had been variable and inconsistent practice and policy across unit areas in the current curriculum. It is also responsive to what
faculty believe to be the appropriate time needed to accomplish the synthesis and reflective tasks that are expected during those seminars. In the areas of art, mathematics, foreign languages, and social studies, some of the content formerly addressed in the three credit student teaching seminar courses (e.g., school policies and structures, classroom and school discipline, policies, understanding, and adapting to students with special needs) will be addressed in the new EDCI 474 course. Certain subject specific topics such as curriculum planning and student assessment, will be strengthened in the senior level EDCI subject pedagogy course.

4) The creation of the EDCI 474 course (2 credits) for students across all unit areas addresses several vital needs that have been inadequately addressed in the current curriculum arrangement. Student post program surveys (immediate and at one, three, and five year intervals) indicate that, across all areas, many students report that they did not receive adequate or sufficient background in understanding how to meet the demands of working with diverse students (including students with learning difficulties, language issues, and/or cultural differences) and with issues related to interacting with parents, community, and other school professionals. These are also areas of study we are expected to address formally to be in compliance with national and state standards for programs in teacher preparation. Our current program has made inconsistent efforts to address these areas informally as extra or special “seminars” during the student teaching semester; the proposed change formalizes and makes systematic our ability to address these topics at the time they are most meaningful for our students.

5) The proposed renumbering of the S-Ped I and S-Ped II courses in each area creates a more logical and related number system for each subject area.

6) The adoption of a common and consistent scheduling system for the required subject area pedagogy courses and field experiences should facilitate undergraduate students’ being able to plan effectively for the courses they have to take to meet the requirements for the dual major.

No new resources are required for the proposed change. We will be reallocating load responsibilities for faculty and professional staff to address the identified changes without additional expenditures.
Senior Year Curriculum/Scheduling Changes  
EDCI – Secondary Education Program

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## Science – 2005-2006

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Curriculum and Instruction
SECONDARY EDUCATION PROGRAMS

The Department offers a variety of secondary education programs leading to the Bachelor of Science and Bachelor of Arts degrees. Students who complete a secondary education program at UMCP meet the Maryland State Department of Education requirements for the Professional Eligibility Certificate. Changes in the secondary education programs are under review. Consult the Department of Curriculum and Instruction for updated information.

Foreign-Language Requirement, Bachelor of Arts Degree

Language proficiency may be demonstrated in one of several ways:

(a) Successful completion of level 4 in one language. Students must provide a high school transcript to verify exemption.
(b) Successful completion of an intermediate-level college foreign language course designated by the department.
(c) Successful completion of a language placement examination in one of the campus language departments offering such examinations.

Students who have native proficiency in a language other than English should see an adviser in the EDCI advising office, room 1207 Benjamin.

Art Education (pre K-12)

The Art Education curriculum is designed to prepare students to teach art in elementary and secondary schools. It provides prospective art teachers with a knowledge base about the theories and best practices relevant to effective pedagogy, as well as current education and art education goals and standards. Students admitted to Art Education complete the Bachelor of Arts and are required to have an academic content major.

For more information on the sequence of pre-professional and professional courses, consult the College of Education, Department of Curriculum and Instruction’s advising office.

Pre-Professional/Subject Area Courses
Note: Course Sequencing is under review.

ARTT 150—Introduction to Art Theory (3)
ARTT 100—Two Dimensional Art Fundamentals (3)
ARTT 110—Elements of Drawing I (3)
ARTH 200—Art of the Western World to 1300 (3)
ARTH 201—Art of the Western World after 1300 (3)
ARTT 200—Three-Dimensional Art Fundamentals (3)
ARTT 210—Elements of Drawing II (3)
ARTT 320—Elements of Painting (3)
ARTT 418—Drawing (3)
ARTT 428—Painting (3)
EDCI 407—Practicum in Art Education: Three Dimensional (3) (Spring only)
ARTT 340—ARTT 341, ARTT 342, ARTT 343, ARTT 344—Elements of Printmaking: Intaglio (3)

Pre-Professional/Education Courses

EDHD 413—Adolescent Development (3)
EDHD 426—Cognition & Motivation in Reading: Reading in Content Areas I (3)
EDPL 301—Foundations of Education (3)
EDCI 463—Reading in the Secondary School (3)

Professional Education Courses

EDCI 300—Discipline Based Art Education (C&I Art Methods) (3) (Spring only)
EDCI 373—Practicum in Ceramics (3) (Spring only)
EDSP 470—Introduction to Special Education (3)
EDCI 403—Teaching of Art Criticism in Public Schools (3) (Spring only)
EDCI 400—Field Experience in Art Education (1) (Fall only)(taken concurrently with EDCI 405)
EDCI 405—Discipline-Based Art Education Methods II (3) (Fall only)
EDCI 406—Computers, Art, and Chaos Theory (3) (Fall only)
EDCI 401—Student Teaching in Elementary School: Art (6)
EDCI 402—Student Teaching in Secondary Schools: Art (6)
EDCI 404—Student Teaching Seminar (1)
EDCI 474 – Inclusion, Diversity, and Professionalism in Teaching (2)

English Education (Grades 7-12)

Students who complete the English Education curriculum receive the Bachelor of Arts degree and meet the MSDE requirements for the Professional Eligibility Certificate. Students admitted to English Education are required to have an academic content major and must complete the following program requirements:

Pre-Professional/Subject Area Courses

COMM107—Oral Communication: Principles and Practices, or COMM125—Introduction to Interpersonal Communication, or COMM220—Small Group Discussion (3)
COMM230—Argumentation and Debate or COMM330—Argumentation and Public Policy or COMM383—Urban Communication or
COMM402—Communication Theory and Process (3) Foreign Language (Intermediate mastery of a modern or classical language is required.) (8 credits)
ENGL280 (3)
ENGL101—Introduction to Writing or ENGL101H—Honors Composition (3)
    (If exempt from ENGL101, majors are required to take)
ENGL291—Intermediate Writing or ENGL294—Introduction to Creative Writing.)
ENGL201—Western World Literature, Homer to the Renaissance, or
ENGL202—Western World Literature, Renaissance to the Present (3)
ENGL301—Critical Methods in the Study of Literature (3)
ENGL304—The Major Works of Shakespeare or ENGL403—Shakespeare:
    The Early Works or ENGL404—Shakespeare: The Later Works (3)
British and American Literature: one upper-level course in five out of the
    following six areas to be taken during the sophomore and junior years (15
    credits total; one of these five courses must be in American Literature):
    a. Medieval Literature
    b. Renaissance Literature other than Shakespeare
    c. Restoration or 18th Century Literature
    d. 19th Century British Literature
    e. American Literature before 1900
    f. 20th Century British or American Literature
ENGL384—Concepts of Grammar or ENGL383—The Uses of Language or
ENGL385—English Semantics or ENGL482—History of the English Language (or
    ENGL483, 484, 486, 489)
ENGL391—Advanced Composition or ENGL393—Technical Writing or
ENGL493—Advanced Expository Writing
ENGL399—Senior Seminar (3)
ENGL487—Foundations of Rhetoric or COMM360—The Rhetoric of Black America or
    COMM401—Interpreting Strategic Discourse or COMM453—The Power of
    Discourse in American Life (3)
ENGL Elective—Women or minority course (3)

Pre-Professional/Education Courses

EDPL301—Foundations of Education (3)
EDHD413—Adolescent Development (3)
EDHD426—Cognition & Motivation in Reading: Reading in Content Areas I (3)
EDCI463—Reading in the Secondary School (3)

Professional Education Courses

EDCI 416 – Curriculum and Instruction in Secondary Education: English, Speech,
    Theatre (3)  (Fall only, junior year preferred; open to non-majors in secondary education
    with Department permission)
EDCI466—Literature for Adolescents (3)
EDCI467—Teaching Writing (3)
EDCI417—Bases for English Language Instruction (3)
EDCI340—delete EDCI 340 – replaced by EDCI 416, see above
EDCI447—Field Experience in English Teaching (concurrent with EDCI340) (1)
EDCI440—Student Teaching Seminar in Secondary Education: English (concurrent with
    EDCI441) (1)
EDCI441—Student Teaching in Secondary Schools: English (12)
EDCI 474 - Inclusion, Diversity, and Professionalism in Teaching (2)

For more information on the sequence of pre-professional and professional courses, consult the College of Education, Department of Curriculum and Instruction (Room 1207, Benjamin).

**Foreign Language Education (Grades 7-12)**

The Foreign Language (FL) Education curriculum is designed for prospective foreign language teachers in grades 7-12 who have been admitted to the EDCI Teacher Education Program. Currently, admission is open to qualified students seeking teacher certification in Spanish, French, Russian, Italian, and German. Other languages might be added later for teacher certification. Students enrolled in foreign language education are required to have an academic content major. The foreign language education programs are under review. Consult with an advisor in the Department of Curriculum and Instruction for further information.

A minimum of six hours of intermediate-level language course work in the student’s 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. Students 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.

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

**Pre-Professional/Subject Area Courses**

- Primary FL Area—Intermediate (200 level) (3,3)
- Primary FL Area—Reading Strategies (3)
- Primary FL Area—Grammar and Composition (300-400 levels) (3,3)
- Primary FL Area—Survey of Literature (300-400 levels) (3,3)
- Primary FL Area—Conversation (300-400 levels) (3)
- Primary FL Area—Literature (400-above levels) (3,3)
- Primary FL Area—Culture and Civilization (3,3)
- Applied Linguistics (in the Primary FL Area if available; otherwise, LING 200 or ANTH 371—FL Phonetics may satisfy this requirement; check with your advisor). (3)
- Electives in Supporting Area/FL-Related Courses (9 hours-minimum of three courses).

In almost all instances, Primary FL Area courses must have been completed prior to the Student Teaching semester. Any substitutions for the above must be pre-approved by a FL Education Advisor.
Note: The pre-professional courses vary by subject area. Consult the academic department for the specific course requirements for each language area.

**Pre-Professional/Education Courses**

EDPL 301—Foundations of Education (3)  
EDHD 413—Adolescent Development (3)  
EDHD 426—Cognition & Motivation in Reading: Reading in Content Areas I (3)  
EDCI 463—Reading in the Secondary School (3)

**Professional Education Courses**

EDCI 330—Curriculum and Instruction in Secondary Education: Foreign Language (3)  
EDCI 433—Introduction to Foreign Language Methods (3)  
EDCI 438—Field Experience in Second Language Education (1) (Fall only)  
EDCI 430—Student Teaching Seminar in Secondary Education: Foreign Language (1)  
EDCI 431—Student Teaching in Secondary Schools: Foreign Language (12)  
EDCI 474 – Inclusion, Diversity, and Professionalism in Teaching (2)

**Mathematics Education (Grades 7-12)**

Students who were accepted into the College of Education’s Mathematics Education Program prior to January 2001 may complete the requirements for that major. Students who wish to be certified to teach mathematics at the secondary level and who have not yet been accepted into the College of Education must complete the requirements for the Mathematics Major - Secondary Education Track. The curriculum is under review. Please check with the mathematics department for specific math courses to be taken.

As of January 2001, the courses that must be taken in the College of Education are the following:

**Pre-Professional/Education Courses**

EDHD 413—Adolescent Development (3)  
EDHD 426—Cognition & Motivation in Reading: Reading in Content Areas I (3)  
EDPL 301—Foundations of Education (3)  
EDCI 463—Reading in the Secondary School (3)

**Professional Education Courses**

EDCI 457—Teaching and Learning Middle School Mathematics (3) (Fall only, junior year preferred, open to non-secondary education majors with Department permission)  
EDCI 455—Curriculum and Instruction in Secondary Education: Mathematics (3) (Fall only)  
EDCI 355—Field Experience in Secondary Mathematics Education (1) (Fall only)  
EDCI 450—Student Teaching Seminar in Secondary Education: Mathematics (1)
EDCI 451—Student Teaching in Secondary Schools: Mathematics (12)
EDCI 474 – Inclusion, Diversity, and Professionalism in Teaching (2)

Science Education (Grades 7-12)

The Science Education program is under review. Please check with the science department regarding specific course work.

Students may earn credentials in biology, chemistry, earth science, or physics. Beginning in 2001, all students admitted to the secondary program in science education must complete a major in their area of specialization. Students should consult the respective departments for requirements. (Students specializing in earth science must complete a major in geology). For more information, please see education.umd.edu/science.

Pre-Professional Education Courses

EDPL 301—Foundations of Education (3)
EDHD 426—Cognition & Motivation in Reading: Reading in Content Areas I (3)
EDHD 413—Adolescent Development (3)
EDCI 463—Reading in the Secondary School (3)

Professional Education Courses

All areas of science education will be required to complete the following professional education courses:

EDCI 370—Curriculum & Instruction in Secondary Education: Science (3)
EDCI 375—Field Experience in Science Education (1)
EDCI 470—Practices of Teaching Science (3)
EDCI 471—Student Teaching in Secondary Schools: Science (12)
EDCI 488 - Student Teaching Seminar in Secondary Schools: Science (2)
EDCI 474 - Inclusion, Diversity, and Professionalism in Teaching (2)

Speech/English Education (Grades 7-12)

Students interested in teaching speech in secondary schools complete a minimum of 30 credits in speech and speech-related courses. Because most speech teachers also teach English classes, the program includes another 30 credits in English and English education. Upon selection of this major, students should meet with an adviser to carefully plan their programs. Communication is now a Limited Enrollment Program (LEP), and the Speech/English Education program is under review. Please check with the EDCI Advising Office, room 2311 Benjamin for specific course work.

In addition, intermediate mastery of a modern or classical language is required for a B.A.
Pre-Professional/Subject Area Courses

Speech Area (6):

COMM 200—Advanced Public Speaking (3)
Film elective (3)
HESP 202—Introduction to Hearing and Speech Sciences or HESP 305 or HESP 400 (3)
THET 110—Introduction to Theatre (3)
COMM 401—Interpreting Strategic Discourse (3)
COMM 402—Communication Theory and Process (3)
COMM Upper-level electives (6)
ENGL 101—Introduction to Writing (3)
ENG 280 (3)
ENGL 201—or 202 Western World Literature (3)
ENGL 281—Standard English Grammar, Usage, and Diction or ENGL 383 or ENGL 384 or ENGL 385 or ENGL 482 or ENGL 484 (3)
ENGL 301—Critical Methods in the Study of Literature or ENGL 453 (3)
ENGL 310, 311 or 312—English Literature (3)
ENGL 313, 430, 431, 432, 433—American Literature (3)
ENGL 391 or 393—Advanced Composition or Technical Writing (3)

Pre-Professional/Education Courses
EDPL 301—Foundations of Education (3)
EDHD 413—Adolescent Development (3)
EDHD 426—Cognition & Motivation in Reading: Reading in Content Areas I (3)
EDCI 463—Reading in the Secondary School (3)

Professional Education Courses
EDCI 417—Bases for English Language Instruction (3)
EDCI 416—Curriculum & Instruction in Secondary Education: Eng/Spch/Theatre (3)
EDCI 447—Field Experience in English, Speech, Theatre Teaching (1)
EDCI 466—Literature for Adolescents (3)
EDCI 467—Teaching Writing (3)
EDCI 440—Student Teaching Seminar in Secondary Education: English, Speech, Theatre (1)
EDCI 442—Student Teaching in Secondary Schools: Speech/English (12)
EDCI 474 – Inclusion, Diversity, and Professionalism in Teaching (2)

Theatre/English Education (Grades 7-12)

The Theatre/English Education program is presently under revision. Please check with
Students interested in teaching theatre in secondary schools complete a minimum of 30 credits in theatre and theatre-related courses. Because most theatre teachers also teach English classes, the program includes another 30 credits in English and English education. Upon selection of this major, students should meet with an adviser to carefully plan their programs.

In addition, intermediate mastery of a modern or classical language is required for a B.A.

**Pre-Professional/Subject Area Courses**

THET 111—Theatre Art & Scholarship (3)
THET 120—Acting I (3)
THET 170—Theatre Craft I (3)
THET 273—Scenographic Techniques or THET 476 or THET 480 (3)
THET 330—Play Directing I (3)
THET 460—Theatre Management I (3)
THET 479—Theatre Workshop II (3)
THET 490—Theatre History I (3)
THET 491—Theatre History II (3)
COMM 107—Oral Communication: Principles and Practices or COMM 200 - or COMM 230 (3)
ENGL 101—Introduction to Writing (3)
ENGL 280
ENGL 201 or 202—Western World Literature (3)
ENGL 281—Standard English Grammar, Usage, and Diction or ENGL 383 or ENGL 384 or ENGL 385 or ENGL 482 or ENGL 484 (3)
ENGL 310, 311, or 312—English Literature (3)
ENGL 313—American Literature (3)
ENGL 301—Critical Methods in the Study of Literature or ENGL 453 (3)
ENGL 391 or 393—Advanced Composition or Technical Writing (3)

**Pre-Professional/Education Courses**

EDHD 413—Adolescent Development (3)
EDPL 301—Foundations of Education (3)
EDHD 426—Cognition & Motivation in Reading: Reading in Content Areas I (3)
EDCI 463—Reading in the Secondary School (3)

**Professional Education Courses**

EDCI 417—Bases for English Language Instruction (3)
EDCI 416—Curriculum & Instruction in Secondary Education: Eng/Spch/Theatre (3)
EDCI 467—Teaching Writing (3)
EDCI 466—Literature for Adolescents (3)
Social Studies Education (Grades 7-12)

Students in the Social Studies Education program may select an area of concentration in history, geography, or government and politics. Each concentration follows the general requirements of their respective majors in addition to the pre-professional/subject area supporting course work required for certification. Students may elect to complete the program for certification in Social Studies by choosing one of three options for completing the program.

Option I: HISTORY: This option, which requires completion of the foreign language requirement, is primarily for those students earning their initial degree. Requires 68 semester hours of which 39 credit hours must be in history.

NOTE: The history major requires completion of UNIV 101 and a foreign language requirement through the intermediate level. See ARHU advisor for details.

Pre-Professional/Subject Area Courses

Introductory Courses:
HIST 156 (3) (CORE: SH)
HIST 157 (3) (CORE: SH)

100-200 level HIST (non-US, >1500) (3) (See advisor for approved courses)
HIST 209 or HIST 220 (3)
HIST 309 (3)

History Electives: (24 credits)
- 18 credits at the junior/senior level
- 15 credits must be in a concentration
- 1 course must be non-Western

In addition to the required credit hours in history, the social studies education program requires 29 credit hours of course work in geography and the social sciences as outlined below.

GEOG 100 (3) (CORE: SB)
GEOG 201/211 (3/1) (CORE: PL)
SOCY or ANTH (3)
ECON 200 (4)
ECON Elective (3)
GVPT 100, 260, or 280 (3) (CORE: SB)
GVPT 170 (3) (CORE: SB)

Geography/Social Science Electives (6) (junior-senior level)

One course in Ethnic Minority Studies (U.S. orientation); can be one of the above courses in history, geography, or social sciences (3).

Option II: GEOGRAPHY: This option is primarily for those students earning their initial degree. Requires 60 credit hours of Pre-professional/Subject Area course work. Thirty-five credit hours must be in geography. GEOG 201, 211, 202, 212 are required. Nine credit hours of 300 level Gateway courses must be taken in physical geography, human geography, and geographic techniques. The remaining 18 credit hours must include a quantitative methods course and 15 credit hours of upper level systematic geography courses.

Pre-Professional/Subject Area Courses

Primary Courses:
GEOG 201/211 (3) (1)
GOEG 202/212 (3) (1)

Gateway Courses:
300 level physical course (3)
300 level human course (3)
300 level technique course (3)

Upper Level Geography Electives (15)
Quantitative Methods (3)

In addition to the required credit hours in geography, the social studies education program requires 25 credit hours of course work in history and the social sciences as outlined below.

SOCY or ANTH (3)
ECON 200/CORE (4)
ECON Elective (3)
GVPT 100, 260, OR 280 (3)
GVPT 170/CORE (3)
HIST 156 or 157/CORE (3)
HIST (non-Western 100/200 level) (3)
History/Social Science Elective - Junior or Senior level (3)

One course in Ethnic Minority Studies (U.S. orientation); can be one of the above courses in social sciences or history (3).

Option III: GOVERNMENT AND POLITICS: This option is primarily for those
students earning their initial degree. Requires a minimum of 65 credit hours of preprofessional/subject area course work. Thirty-six hours must be in GVPT. GVPT 100, 170, and 241 are required. At least eighteen of the thirty-six credit hours must be upper-level courses.

All GVPT majors must also complete an approved skills option (a foreign language or three quantitative courses from a select list - see GVPT advising office.)

In addition, the GVPT program is a Limited Enrollment Program (LEP). See GVPT advisor for specific admission requirements.

### Pre-Professional/Subject Area Courses

#### Introductory Courses:
GVPT 100/CORE (3)
GVPT 170/CORE (3)
GVPT 241 (3)
GVPT Electives (9)
GVPT Upper Level Courses (18)
Social Science Quantitative Courses or Foreign Language (see GVPT advisor)

In addition to the required credit hours in GVPT, the social studies education program requires 26 credit hours of course work in history and the social sciences as outlined below.

HIST 156 or 157/CORE (3)
HIST (non-Western 100/200 level) (3)
SOCY or ANTH (3)
ECON 200/CORE (4)
ECON Elective (3)
Upper Level GEOG/HIST (3)
GEOG 201 AND 211/CORE (3/1)
GEOG 100/CORE (3)

One course in Ethnic Minority Studies (U.S. orientation); can be one of the above courses in social sciences or history (3).

All options must complete the following Education course work:

### Pre-Professional/Education Courses

EDPL 301 - Foundations of Education (3)
EDHD 413 - Adolescent Development (3)
EDHD 426 - Cognition & Motivation in Reading: Reading in the Content Areas I (3)
EDCI463 - Reading in the Secondary School (3)
**Professional Education Courses**

EDCI 426 - Materials & Resources in Social Studies (3)
EDCI 427 - Curriculum and Instruction in Secondary Education – Social Studies (3) (Fall only)
EDCI 428 - Field Experience in Secondary Social Studies Teaching (1) co-requirement EDCI 427 (Fall only)
EDCI 421 - Student Teaching in Secondary Schools: Social Studies (12)
EDCI 420 - Student Teaching Seminar in Secondary Education: Social Studies (1)
EDCI 474 – Inclusion, Diversity, and Professionalism in Teaching (2)

Course Code: EDCI