

English/Secondary Education, B.A.

Degree Offered

- Bachelor of Arts

Nature of the Program

Students who want to become secondary English teachers (grades 5-Adult) complete a series of Secondary Education courses, requirements for General Education Foundations (GEF) components that are related to the area of specialization, and courses specific to the area of specialization: English, Grade 5-Adult.

The program boasts a clear set of research-based program goals and carefully sequenced learning experiences. Students will learn to integrate what one teaches with how it is taught and will receive more than 1,000 hours of experience in public school classrooms. The program functions in close collaboration with exemplary local public schools and has selective and rigorous standards for admission and retention of students as well as rigorous performance requirements that are relevant to effective teaching practice.

Admissions for 2026-2027

- First Time Freshmen are admitted directly to the major.
- Students transferring from another WVU major or from another institution with fewer than 24 credits and at least a 2.0 overall GPA are admitted directly to the major.
- Students transferring from another WVU major or from another institution with 24 credits or more and at least a 2.0 overall GPA must meet the following requirement prior to being admitted to the major: an overall GPA of a 2.75.

Major Code: 1423

General Education Foundations

Please use this link to view a list of courses that meet each GEF requirement. (<http://registrar.wvu.edu/gef/>)

NOTE: Some major requirements will fulfill specific GEF requirements. Please see the curriculum requirements listed below for details on which GEFs you will need to select.

Code	Title	Hours
General Education Foundations		
F1 - Composition & Rhetoric		3-6
ENGL 101 & ENGL 102 or ENGL 103	Introduction to Composition and Rhetoric and Composition, Rhetoric, and Research Accelerated Academic Writing	
F2A/F2B - Science & Technology		4-6
F3 - Math & Quantitative Reasoning		3-4
F4 - Society & Connections		3
F5 - Human Inquiry & the Past		3
F6 - The Arts & Creativity		3
F7 - Global Studies & Diversity		3
F8 - Focus (may be satisfied by completion of a minor, double major, or dual degree)		9
Total Hours		31-37

Please note that not all of the GEF courses are offered at all campuses. Students should consult with their advisor or academic department regarding the GEF course offerings available at their campus.

Degree Requirements

Students must complete WVU General Education Foundations requirements, College B.A. requirements, major requirements, and electives to total a minimum of 120 credit hours. For complete details on these requirements, visit the B.A. Degrees tab on the Eberly College of Arts and Sciences page.

Departmental Requirements for the B.A. in English Secondary Education

Students wishing to graduate with a degree in English Secondary Education must complete a total of 96 credit hours in their major. Students must abide by the following rules:

- **Calculation of the GPA in the major:** Students must earn a minimum grade C- in all C&I, EDUC, ENGL, and SPED courses applied toward English/Secondary Education Major Requirements, and minimum cumulative grade point average of 2.75. If a course is repeated, all attempts will be included in the calculation of the GPA unless the course is eligible for a D/F repeat.
- **Writing and Communication Skills:** The English Secondary Education program is a **SpeakWrite Affiliated Program**, committed to fostering and assessing student's written, verbal, visual, and mediated communication skills. The English Secondary Education major requires its Bachelor of Arts program graduates to complete at minimum the following SpeakWrite certified courses: ENGL 101 and ENGL 102 (or ENGL 103), ENGL 200, ENGL 241, ENGL 242, ENGL 261, ENGL 263, ENGL 405.
- **WV State Certification Requirements:**
 - PRAXIS II #5038 English Language Arts (NOTE: Successful completion of this assessment is required prior to the year-long residency. Scores must be received prior to obtaining a clinical experience permit.)
 - edTPA Teacher Performance Assessment – a three-part performance exam during Residency II. (NOTE: Successful completion of this assessment is required for program completion.
 - Teacher candidates complete 125 field experience hours in middle and high schools during the third year of the program. During the final year of the program, teacher candidates complete a year-long residency. The College of Applied Human Sciences coordinates the placement and supervision of teacher candidates as they engage in these professional experiences.
- **Capstone Requirement:** The university requires the successful completion of a Capstone course. Students majoring in English Secondary Education will complete EDUC 485 for their Capstone experience.

Curriculum Requirements

Code	Title	Hours
	University Requirements	28
	Eberly Edge Requirements	9
	English/Secondary Education Major Requirements	83
	Total Hours	120

University Requirements

Code	Title	Hours
	General Education Foundations (GEF) 1, 2, 3, 4, 5, 6, 7, and 8 (31-37 Credits)	
	Outstanding GEF Requirements 1, 2, 3, 4 and 5	19
ENGL 191	First-Year Seminar	1
	General Electives	8
	Total Hours	28

Eberly Edge Program Requirements

Code	Title	Hours
	EDG 1: Data and Society	3
	EDG 2: Effective and Civil Communication (ENGL 309)	
	EDG 3: Ethics and Civil Responsibility	3
	EDG 4: Global and Regional Perspectives (ENGL 226)	
	EDG 5: Practicing Arts and Sciences (ARSC 380)	3
	EDG 6: EEDG High Impact Experience (ENGL 491)	
	Total Hours	9

English/Secondary Education Major Requirements

Code	Title	Hours
Foundation Course:		3
ENGL 200	Foundations of Literary Study	
English Language Course		3
ENGL 221	The English Language	
Historical Breadth Courses:		9
ENGL 241	American Literature 1	
ENGL 242	American Literature 2	
ENGL 261	British Literature before 1800	

Gender/Multicultural/Transnational (GMT) Course: 6

ENGL 226	World Literature
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and select one of the following:

ENGL 352	Topics in Appalachian Studies
ENGL 355	Topics in Multiethnic Literature
ENGL 356	Topics in Native American Literature
ENGL 374	Global Anglophone Literature
ENGL 385	American Women Writers
ENGL 386	British Women Writers
ENGL 387	Topics in Women's Literature
ENGL 388	Topics in Gay/Lesbian Studies

Study of Major Author course: 3

ENGL 263	Shakespeare 1
or ENGL 363	Shakespeare 2

Methods Courses: 6

ENGL 309	Approaches to Teaching Composition
ENGL 405	Young Adult Literature

English Electives: 9

Select one ENGL Writing Elective from the list below:	
ENGL 312	Creative Writing Workshop: Fiction
ENGL 313	Creative Writing Workshop: Poetry
ENGL 314	Creative Writing Workshop: Non-Fiction
ENGL 318	Topics in Creative Writing
WRIT 301	Writing Theory and Practice
WRIT 302	Editing
WRIT 303	Multimedia Writing
WRIT 304	Business and Professional Writing
WRIT 305	Technical Writing
WRIT 306	Topics in Digital Humanities

Select any two ENGL classes at the 200-level or above (only one 200-level course is permitted).

UNDERGRADUATE PROFESSIONAL EDUCATION COURSEWORK 41

EDUC 200	Professional Inquiry in Education
EDP 301	Learning in PreK-Adult Educational Settings
RDNG 422	Reading in the Content Areas
C&I 324	Teaching Language Arts: Secondary School
C&I 424	Approaches to Teaching Language
C&I 489	Identity and Cultural Diversity in the Classroom
SPED 404	Special Education in Contemporary Society
SPED 460	Differentiation of Instruction
ENGL 490	Teaching Practicum
ENGL 491	Professional Field Experience (Residency 1)
ENGL 491	Professional Field Experience (Residency 2)

Capstone Experience: 3

EDUC 485	Residency/Technology Capstone in Secondary Education
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Total Hours 83

SUGGESTED PLAN OF STUDY**First Year**

Fall	Hours	Spring	Hours
ENGL 101 (GEF 1)		3 ENGL 102 (GEF 1)	3
GEF 2A		3 GEF 3	3
GEF 5		3 GEF 4	3

ENGL 191		1 ENGL 226 (EDG 4 & F7)	3
ENGL 200		3 EDG 3: Ethics and Civil Responsibility	3
EDG 1: Data and Society		3	
		16	15
Second Year			
Fall	Hours	Spring	Hours
GEF 2A		3 ENGL 242 (GEF 8 Course 2)	3
ENGL 221		3 ENGL 263 (GEF 8 Course 3)	3
ENGL 241 (F6)		3 ENGL 405	3
ENGL 261 (GEF 8 Course 1)		3 EDUC 200	3
ENGL Elective at the 200 level or above		3 General Elective	3
		15	15
Third Year			
Fall	Hours	Spring	Hours
ENGL 309 (EDG 2)		3 ARSC 380 (EDG 5)	3
EDP 301		3 ENGL 300-Level GMT	3
SPED 404		3 300- or 400-level ENGL or WRIT elective--creative writing or professional writing & editing course suggested	3
C&I 424		3 ENGL 300-Level Elective	3
ENGL 490		1 RDNG 422	3
General Elective		3 ENGL 490	1
		16	16
Fourth Year			
Fall	Hours	Spring	Hours
ENGL 491 (Residency 1 & EDG 6)		6 ENGL 491 (Residency 2)	9
C&I 324		3 EDUC 485	3
C&I 489		3	
SPED 460		3	
		15	12

Total credit hours: 120

Degree Progress

- By the end of the fourth semester in the major, the student must have completed EDUC 200 with a C or better and must have a minimum GPA of 2.75. If a student does not meet these criteria, they will be removed from the major until the benchmarks are met.
- By the end of the sixth semester in the major, the student must have completed 125 hours of field placement and must have a minimum GPA of 2.75.
- To graduate with this major, a student needs an overall GPA of 2.75.

Major Learning Outcomes

ENGLISH/SECONDARY EDUCATION

Upon successful completion of the B.A. degree, **English** majors will be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

The learning goals for the WVU Secondary Teacher Education Program are to prepare students who:

- Have commitment and skills to engage in life-long learning;
- Are effective communicators;
- Recognize that teaching is a professional, moral, and ethical enterprise with well-developed ethical frameworks which facilitate effective teaching;
- Will serve as a facilitator of learning for all students;
- Possess in-depth knowledge of both pedagogy and content, and the relationships between them;

- Are reflective practitioners;
- Are aware of, and have respect for, human diversity;
- Value and integrate knowledge from a wide variety of fields, are creative and open to new ideas, and are able to act constructively in a world characterized by technological, cultural, and societal diversity and change.