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
• First-Time Freshmen are admitted directly into the major.
• Students transferring from another major at WVU must have a 2.75 overall GPA.
• Students transferring from another institution must have a 2.75 overall GPA.

Due to Covid-19 – Admission requirements may differ from what is listed on this page. Please review the most up-to-date program admission requirements for the Bachelor of Arts in English/Secondary Education (https://admissions.wvu.edu/academics/majors/english-secondary-education/) major

ADMISSION REQUIREMENTS 2022-2023
The Admission Requirements above will be the same for the 2022-2023 Academic Year.

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.

General Education Foundations
F1 - Composition & Rhetoric
ENGL 101 & ENGL 102 or ENGL 103
Introduction to Composition and Rhetoric and Composition, Rhetoric, and Research Accelerated Academic Writing

F2A/F2B - Science & Technology

F3 - Math & Quantitative Reasoning

F4 - Society & Connections

F5 - Human Inquiry & the Past

F6 - The Arts & Creativity

F7 - Global Studies & Diversity

F8 - Focus (may be satisfied by completion of a minor, double major, or dual degree)

Total Hours

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:

- **Capstone Requirement:** The university requires the successful completion of a Capstone course. Students majoring in English Secondary Education will complete ENGL 496 Senior Thesis for their Capstone experience.

- **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 496.

- **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 degree 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.

- **WV State Certification Requirements:**
  - Successful completion of PRAXIS I Core Academic Skills for Educators (CASE) is required for admission to the teacher education program: PRAXIS Core Reading #5712, PRAXIS Core Writing #5722 and PRAXIS Core Math #5732. (NOTE: PRAXIS Core test scores are not required of students who have either earned a Master's degree, or scored a 26 or higher on the ACT, or took the SAT prior to March 2016 and received a combined Math and Critical Reading score of 1170 or higher, or took the SAT after March 2016, and earned a combined Math and Evidence-Based Reading and Writing score of 1240 or higher.)
  - PRAXIS II #5038 English Language Arts (NOTE: Successful completion of this assessment is required prior to student teaching; scores must be received prior to obtaining a student teaching permit.)
  - edTPA Teacher Performance Assessment – a three-part performance exam during student teaching. (NOTE: Successful completion of this assessment is required for program completion.
  - Teacher candidates complete field experience hours in middle and high schools while completing professional education coursework. During the final year of the program, teacher candidates are placed in an appropriate school to complete their clinical student teaching experience. The College of Education and Human Services coordinates the placement and supervision of teacher candidates as they engage in these professional experiences.

- **Benchmark Expectations:** Please check admissions tab.

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**UNIVERSITY REQUIREMENTS:**

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<th>Course</th>
<th>Credit(s)</th>
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<tr>
<td>ENGL 191</td>
<td>First-Year Seminar</td>
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<td>GEF Requirements: credits may vary because of overlap</td>
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**ECAS B.A. REQUIREMENTS:**

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<th>Requirement</th>
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<tr>
<td>Fine Arts Requirement</td>
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<tr>
<td>Foreign Language</td>
<td></td>
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<tr>
<td>Global and Diversity Requirement</td>
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</table>

**ENGLISH CONTENT REQUIREMENTS:**

- **Foundation Course:**
  - ENGL 200 Foundations of Literary Study | 3
- **English Language Course**
  - ENGL 221 The English Language | 3
- **Historical Breadth Courses:**
  - ENGL 241 American Literature 1 | 9
  - ENGL 242 American Literature 2 |
  - ENGL 261 British Literature before 1800 |
- **Gender/Multicultural/Transnational Course:**
  - ENGL 226 World Literature | 6
  - and select one of the following:
    - 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

**Study of Major Author course:**
- ENGL 263  Shakespeare 1
- or ENGL 363  Shakespeare 2

**Methods Course:**
- ENGL 309  Approaches to Teaching Composition

**English Electives:**
- ENGL 301  Young Adult Literature
- Any ENGL at the 200-level or above
- Select any ENGL class at the 300 level or above

Select one ENGL Writing Elective from the list below:
- ENGL 301  Writing Theory and Practice
- ENGL 302  Editing
- ENGL 303  Multimedia Writing
- ENGL 304  Business and Professional Writing
- ENGL 305  Technical Writing
- ENGL 306  Topics in Humanities Computing
- 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

**UNDERGRADUATE PROFESSIONAL EDUCATION COURSEWORK**
- C&I 490  Teaching Practicum
- C&I 494  Seminar
- C&I 324  Teaching Language Arts: Secondary School
- C&I 424  Approaches to Teaching Language
- C&I 425  Approaches to Teaching Reading in ELA
- C&I 489  Identity and Cultural Diversity in the Classroom
- C&I 491  Professional Field Experience
- EDP 301  Learning in PreK-Adult Educational Settings
- EDUC 200  Professional Inquiry in Education
- EDUC 311  Practicum 1/Technology Application
- EDUC 312  Practicum 2/Technology Application
- SPED 304  Special Education in Contemporary Society
- SPED 461  Differentiated Secondary Instruction

**Capstone Experience:**
- ENGL 496  Senior Thesis

**General Electives**
- Number of General Elective may vary, depending on course selection, AP and transferred credits

**Total Hours** 120

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**SUGGESTED PLAN OF STUDY**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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<tbody>
<tr>
<td>F2A</td>
<td>3 F3</td>
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<tr>
<td>F5</td>
<td>3</td>
<td>3 Foreign Language 102</td>
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<td>ECAS Global and Diversity Requirement (F7)</td>
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<td>ENGL 101 (F1)</td>
<td>3 ENGL 200</td>
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<td>ENGL 191</td>
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<td>Foreign Language 101</td>
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|  | 16 | 15 |
Second Year

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<th>Spring</th>
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<tr>
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<td>EDUC 200</td>
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<td>ENGL 221</td>
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<td>ENGL 242 (F8 Course 1)</td>
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<td>ENGL 263 (F8 Course 2)</td>
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<td>ENGL 200+ Elective</td>
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<td>ENGL 226</td>
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Third Year

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<td>EDP 301</td>
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<td>C&amp;I 489</td>
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<td>ENGL 261 (F8 Course 3)</td>
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<td>C&amp;I 425</td>
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<td>ENGL 405</td>
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<td>EDUC 311</td>
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Fourth Year

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<td>ENGL at the 300 Level or above (Writing Elective)</td>
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<td>ENGL at the 300 level or above</td>
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</table>

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.