

A Guide for the UNG English Education Major, 2025-26

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This Guide will answer many of your questions, help you decide which courses to take, and explain the English Department's Plan of Study for Teacher Certification. You'll probably need to read this guide more than once and refer to portions of it now and again. You can also do a **CTRL-F** search to find specific topics.

This Guide contains the following sections, which you can jump to by pointing at a heading, pressing the **CTRL** key, and left-clicking your mouse:

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Getting Started

Pursuing the English Education major is hard work. Take it seriously.

First, find the right online version of the [Undergraduate Catalog](#) on UNG's website. Although our programs change often, you'll typically have to fulfill the requirements as they're described in the version of the *Catalog* that was current in the year when you began your program. You can search the *Catalog* for answers to many of your questions.

During your first 45 hours, you'll get advised at the [Academic Advising](#) office within Student Services. They can access your student account and your plan of study. To make an appointment conveniently, see the [Advisement Appointment System](#) and the [admissions page](#) of the College of Education website. The School of Education has other important documents and forms, including the *Teacher Education Handbook*, available on the Teacher Education web page. Also see the page on [Education Pathway Advising Tools](#).

While you're on the Education web page, **read the Admissions section** for the Teacher Education Program and contemplate the implications of the requirements. (For example, are you willing to give the University permission to conduct a background check on you?) You'll also find requirements and other pertinent information in the *Undergraduate Catalog*, early in the chapter on the Teacher Education program.

Online in Banner, go to the **DegreeWorks** program, which can help you work out which courses you need. It also helps you avoid mistakes and locate information and services.

You may also find it helpful to get a copy of your appropriate **Plan of Study** form, called the “Plan of Study for BA Degree in English with Teaching Certification.” It’s online [here](#). A simpler plan of study to help you just with your Core Curriculum is [here](#).

With the help of DegreeWorks and your advisor, you can use your plan of study like a to-do list. Check off everything you already have credit for. (Credit typically means an A, B, or C grade.) If you don’t remember all your courses or grades, use your Tranguid in Banner to guide you.

The **DegreeWorks** facility can be helpful, but **it’s less helpful for transfer students**, because of the number of variables involved. Transfer students often require individual attention from their advisors and need to make decisions that cannot easily be encoded into DegreeWorks.

Start planning for future semesters. Remember to give yourself a *balanced* workload and pay attention to any **prerequisites**. In particular, before you can take any upper-division (3000- and 4000-level) English courses, you must have completed these three prerequisites:

- ENGL 2050 (Standard English Grammar),
- ENGL 2230 (Intermediate Composition), and
- a literature survey course at the 2100 level.

You must pass these three courses with a C or better. You should finish these courses by the end of your sophomore year at the latest.

The English and Education departments offer required upper-division courses on a rotating schedule. When an upper-division course that you need is offered, register for it, because it may not be offered again for a while. Your advisor can help you with this. Use your tentative schedule to fill out another plan of study to make sure you’ve got every requirement plotted. (DegreeWorks does much of this for you.)

As you’ll see, the English Education major requires, for most students, **120 academic hours** of courses; some students take more. (Remember that HOPE scholarships only pay for 127 hours.) The major **doesn’t include – or require – a minor**. If you want to add a minor or take other courses that aren’t required, you’ll take more courses than those in the Plan. And courses cannot be counted twice. (The only exceptions, where courses may be counted twice, are Area F and a minor.)

With or without a minor, many English Education students take more than four years to complete their degrees. If you want to finish your degree in four years, you’ll need to take more than 15 hours many semesters, or attend school one or more summers, or do some of each.

If you're **transferring coursework and credits** from another school, the University Registrar evaluates your transcript and decides if a transferred course meets our requirements.

If you disagree with the Registrar's decisions, you may appeal by submitting, to the chairperson of the relevant department, the following:

- a memo presenting your case, including documentation about the course (e.g., a syllabus or a letter from the instructor)
- the course description from the other school's catalog

If your appeal is accepted by the department, the University Registrar must then approve it. (See, on the University website, the Registrar's documents on [Transfer Credit](#).)

Many transfer students find that they have taken some courses that do not apply to their UNG degrees.

Your IMPACT Core Curriculum

This section is for those pursuing an English degree with teacher certification as their first degree. If you're a post-baccalaureate student and you graduate, you need not worry about most of the CORE; just take the English courses in the "Field of Study" portion (unless you have equivalents in transfer credits). In that portion, you can replace the 2100-level survey course a 2200 course, including ENGL 2270, Introduction to Creative Writing.

Go to the page on [English Advising Tools](#), where you'll find the **Plan of Study** for the **English with Education Concentration (B.A.)**. It's a three-page document that you'll refer to again and again. The second page lists all the courses you can choose from to meet each requirement. The third page of the Plan of Study lists a number of a number of important requirements, but please notice this recent change: in the Plan of Study requiring only 120 hours, you need to take just *one* foreign language course.

The University System of Georgia requires all undergraduates to take course work in **U.S History and the Constitution, and in Georgia history and the state constitution**. To meet that requirement, you should choose one of these courses for your Social Sciences course: HIST 2111, HIST 2112, or POLS 1101. If you've completed one of these courses through AP or IB credit, or at an out-of-state school or a private school, it *does not* meet some of these requirements.

In that case, to meet the requirements fully, you'll need to take *either* an additional course (one of the three listed above) *or* some subset of four exams given through the Testing Center on your campus. (For further information, refer to [this page](#) on the U.S. and Georgia Constitutional Requirements.) Ignoring this requirement can cause you trouble later in your university career.

Military Science: If you choose to be in the Corps of Cadets, you'll complete *additional* hours in this area. Otherwise, you don't have to take these courses.

The English Major

You may take English courses in any order, except for prerequisites. You must pass all of them **with a C or better**.

On the *Undergraduate Catalog* web page, the web pages on the Department of English have more information on the major, including course descriptions. English offers several upper-division courses every summer.

You must take Advanced Grammar, ENGL 3050, by the end of your junior year. ENGL 3050 is a prerequisite for English 4901, Teaching English, which you will take in the fall of your senior year. Likewise, **all coursework except that designated for the senior year must be completed by your senior year**. Consider using the summers before and after your junior year to finish those courses.

Take either ENGL 4411 (Chaucer) or 4441 (Milton), typically offered in the Spring.

Take a **Shakespeare** course: ENGL 4431 (tragedies, romances), 4432 (histories, comedies), or 4435 (selected plays and poetry). These are usually offered in the Fall.

Take one of these **genre** courses:

- ENGL 3220 (poetry),
- ENGL 3230 (novels),
- ENGL 3240 (short stories),
- ENGL 3250 (world drama),
- ENGL 3260 (creative nonfiction), or
- ENGL 3300 (mythology).

Because English majors are typically strong in prose fiction, they often need to study one (or more) of the other genres.

Choose an upper-division British literature course, numbered somewhere from 3400 to 3499 or 4400 to 4499.

Choose an upper-division American literature course, numbered somewhere from 3600 to 3699 or 4600 to 4699.

Courses that fill some of these requirements are offered each summer. But **consider your options carefully**: A course in, say, Victorian literature or American literature will prepare you much better for your career than a course in Tolkien. Those courses will also prepare you better for your exams.

The summer before your junior year and the summer afterward are good times for you to finish your content courses (i.e., upper English courses) and core courses, so you don't have to take courses while you're doing your student teaching.

Plan to take ENGL 4950 (Composition Studies for Teachers) the Spring **before** your senior year.

Work hard, plan ahead, and **finish all your other coursework, including your English courses, before you begin your senior year.** You need to know your subject matter as well as possible by then. Many students have to take courses in the summer to get this done. During your senior year, you'll be *very* busy with student teaching. You don't want to be worrying about other courses then.

Use the planning sheet later in this Guide to help you register for the required English and Education courses during the right semesters. Talk to your advisors in English and Education **every semester** for more guidance. Also see Courses for Specific Semesters on the last page of this Guide.

Teacher Education

Read closely the several sections on the School of Education's policies and expectations. Also read the pages on student teaching, called the *field experience*.

While you're working on your Core, take EDUC 2110 as soon as possible: Then take 2120 and 2130 in any order or at the same time. You *must* pass these courses with a C or better to be admitted to the Education program. **If you take 2120 and 2130 in the fall after you apply for admission to the College of Education, you must pass them before you can take other Education courses in the spring.** If you don't, this will slow you down in completing your degree.

After admission, you must also pass all your later Education courses with a C or better to earn your degree and receive certification.

You will typically **apply for admission to the Teacher Education program in the August just before your junior year.** By that time you should have completed 60 to 80 credit hours, all of them applying to your degree. You'll need to have completed ENGL 1101 and ENGL 1102, and EDUC 2110, EDUC 2120, and EDUC 2130 with grades of C or better to apply.

You should begin preparing your application in advance — it is *crucial* that you apply before the deadline (which is in late August). The School of Education is not able to make exceptions.

For much more information on applying, go to the [College of Education Admission Requirements](#) and look under **Secondary Content Programs**.

After you have been admitted, **you'll take Education courses in a prescribed sequence** with your *cohort* (i.e., with the other students admitted when you were), because Education typically offers the courses only once a year. (See the Education web page for course rotations.) If you can't take a course during the term it's offered to your cohort, you'll be behind, and you may have trouble getting in when the course is offered again.

For SCED 3000, you'll complete a minimum of 60 hours of field placement (student teaching) in a middle school. This is a requirement for all future teachers of secondary students. Fall and spring of your senior year, you'll be in schools doing more student teaching.

In the Fall you'll take these courses:

SCED 4002, Assessment
SCED 4003, Characteristics of Secondary Students with Mild Disabilities
SCED 4005/4005L, Secondary Internship and Classroom Management
ENGL 4901, Teaching English

And in the spring of your senior year, you take these:

SCED 4403, 4404, 4405, The Internship (your student teaching)
SCED 3540, Applied Data Analysis

Also see Courses for Specific Semesters on the last page of this Guide.

Be sure to attend the seminars on the student teaching experience, offered by Education before, during, and after your internship.

The GACE Exam

GACE is the Georgia Assessment for the Certification of Teachers, a standardized test developed by the Educational Testing Service for the State of Georgia.

To qualify for teacher certification, you must take and pass two GACE II tests, the English Test I (020) and II (021). No pedagogy test is necessary. You'll take these in your next-to-last semester. Learn more at the [Education webpage](#).

All the GACE tests include multiple-choice questions and essay questions. At the [GACE site](#) there is information about the kinds of knowledge and skills assessed on each test, along with advice and materials on preparing.

Frequently Asked Questions

What is a Plan of Study and how do I use one?

Your plan of study is a guide to all of the requirements you must meet in order to graduate with your degree in English with Teacher Certification. You should keep up with your plan of study beginning your very first semester. As you progress through your program, check off classes and requirements you have completed and use this resource (along with others) to help choose appropriate classes.

When you meet with an advisor to discuss course options, your academic plans, and concentration goals, you should bring a plan of study that you have filled out with all the courses that you have taken and all that you are going to take in the next semester.

Your teachers do not have your specific background memorized, so if you bring a completed plan of study, that can help highlight where you are in your program and what you still need to do – providing necessary information for your conversation with your advisor.

When do I register?

Follow the Registrar's instructions [here](#) to find that information in your Banner account.

Is there an alternate path?

Yes. If you can devote the time to it, take a B. A. degree in English with either a Literature Concentration or a Writing and Publication Concentration. Then do a Post-baccalaureate in English Education to get certification.

Or take a B. A. in English and then earn a Master of Arts in Teaching (MAT).

Either route takes longer than an English Ed. degree by a year or so, but if your first degree is in English, you'll finish with a stronger preparation in your field, and with the second degree you'll be certified to teach. Scheduling will also be easier because you're not completing two majors (English and Education) at once. Here's another advantage: the B.A. in English requires a minor, so you could get a minor in another area, which may help qualify you for more teaching positions.

This arrangement makes it possible for you to be paid for your first teaching, instead of interning at no salary. Students who graduate with teaching experience may be more marketable than those seeking a teaching position without teaching experience.

Which 2100-level surveys should I take?

You're required to take *at least one* World Literature course. You may take any of the other survey courses listed in the Plan of Study, for a total of *five* survey courses.

With the Common Core curriculum, you will teach multicultural, world, American, and European literature; choose your surveys with that in mind.

Also keep in mind that early literature (ancient and medieval) is often the most difficult for new teachers, so you should probably take *at least one* early World or early British survey to help you understand and teach these works. Many literature surveys are offered both fall and spring; some are offered in the summer.

What will *this* course be like?

The best way to learn about a specific course is to talk to the professor who teaches it; ask for a copy of a recent syllabus. Also talk with students who have taken it.

Which upper-division electives should I take?

Consider your future responsibilities: as an English teacher, you will constantly teach writing. You'll also teach a good deal of nineteenth- and twentieth-century literature. You'll teach many short stories, many poems, some drama (including Shakespeare), and some novels.

With that in mind, we'd strongly recommend that you take **another writing course**, like ENGL 3135, Advanced Expository Writing, or ENGL 3160, Technical and Professional Writing. The better your own writing is, the more likely you are to teach it well. And, should you decide to leave teaching (as some teachers do), your writing will be one of your most marketable skills.

Which genre courses should I take?

Evaluate your own knowledge and take a course or two in areas you've identified as weaknesses. For example, if you aren't very good at analyzing poetry, take Poetry and Poetics (ENGL 3220), even if you've already taken a genre course. If you're weak in British or World literature, take one or more courses in those subjects.

No one leaves school knowing it all. As you discover your weak areas, you can take courses in the evenings and the summer (and spend time in the library) to learn more. Good teachers never stop learning, and you will be well prepared for lifelong learning.

Can I take courses online?

In some cases, yes, depending on what's available currently.

The University System's **eCore** courses (that is, online courses for the IMPACTS Core Curriculum) will apply to your degree. But you should remember that online courses may require skills and aptitudes (e.g., considerable persistence in working independently) that may not be required in your classroom courses. See the catalog for [a list of available online courses](#).

For courses beyond the Core Curriculum, check carefully first: Talk with the Registrar (and see Course Transfer Equivalencies on UNG's website) if you're taking courses from other schools. In some cases those won't apply to your degree here.

How can I learn more about the Education side?

See [the College of Education's web page](#) for much more information. Upper-division Education courses are offered on both the Gainesville and Dählonega campuses.

Why is the Teacher Education portion of my program so much more regimented than the content portion?

Teacher Education has a much bigger job, wrangling many more students who are preparing for many different careers (administration, early childhood, middle school, and others), and coordinating that with many public school systems, all while making sure each student meets the state's specific and frequently changing requirements.

That's no simple task, and, as a result, making allowances for individual circumstances is usually difficult and often impossible.

Why does UNG require so many courses for an English Education degree?

For decades, some critics of public education complained about ill-prepared teachers who didn't know their content areas well. As a result, many universities (but certainly not all of them) have raised standards. The English Department would require you to take *more* English courses if we could.

How do I get my Plan of Study approved?

This will be done by the Registrar through the DegreeWorks program. You'll be informed if anything requires fixing. You will require signatures from your advisor in the English Department and from your advisor in Education.

What if I started under one set of degree requirements and now need to switch to later requirements and a later Plan of Study?

You can switch over to the later requirements and a new plan of study. Just email the Registrar stating that you want to do this. Copy to your advisor.

Who is my advisor? Why should I bother seeing them? I know what I'm doing.

An advisor is, usually, a faculty member or staff member with experience in helping students like you. Advisors answer questions, help you choose appropriate courses, and help you stay on track as you meet graduation requirements. Your assigned advisor will be listed on your Tranguid in your Banner account. (Go to Banner and follow menu items for Student, Student Records, and Student Tranguid.)

It is *strongly recommended* that you check in with your advisor every semester—even if you are certain that you know what you are doing. In the best case, your advisor will simply review your plan and tell you that you're doing a good job. Sometimes your advisor will ask why you have certain classes planned and, when necessary, make recommendations that may help to keep you on track. And sometimes they tell you that you're making big mistakes. Then they help you correct them.

If you are also pursuing a minor (although the English Education program does not require one), you should also contact a minor advisor to help you get the most out of your minor.

Why is pursuing this Education degree so complicated?

You're getting the equivalent of two majors, one in English, one in Education. You have to meet the general requirements of the University system (the Core Curriculum), and also meet the expectations of two academic departments, the state government, and accrediting agencies.

If I already have a bachelor's degree, but it's not in English Education, how long will it take me to earn certification?

This is difficult to generalize about. Much of the answer depends upon your major field in your first degree and upon your GPA. If you have a degree in English, you may only have to take Education courses, but we may also ask you to take some pertinent English courses to better prepare you for teaching, especially in writing, grammar, or literature

Or, if your first degree is not in English, you will have to take courses for both the English major and for certification, which may amount to an additional 70 hours or more. A low GPA in your first degree may complicate matters further.

We have to evaluate these cases on an individual basis, keeping in mind University standards, state standards, and practical matters like passing your GACE exam. Begin by speaking with a secondary education advisor in the School of Education or to the Graduate advisor in English. (See the list of phone numbers near the end of this Guide.)

I can't take it anymore! I'm bailing!

Go to Banner to change your campus or major.

Summary: Year by Year

Your First Year

Work on your IMPACTS Core. Complete as many of the prerequisites for admission to Teacher Education as soon as possible, including the three Area A courses (ENGL 1101 and 1102, and your Math course), and take EDUC 2110.

In the spring or summer, take a 2100-level survey (several are offered in the summers), so you can take upper-division English courses in the Fall. This would be a good time to take EDUC 2120 and 2130.

Your Second Year

In the Fall, take ENGL 2050 and 2230, more 2100-level English courses, and take EDUC 2120 and 2130 if you haven't already. Take ENGL 3050 immediately after 2050. Prepare to apply for admission to Teacher Education before Fall of your third year.

Get professional liability insurance. Education will tell you more about this, but you are required to have [insurance](#) for EDUC 2120 and 2130, and the College of Education will help you get the insurance and require evidence that you have obtained it. You will maintain your policy through the rest of your education and beyond.

Your Third Year

By this time, you've probably been admitted to the Education program. Try hard to finish up your core and major courses by the end of the year, as indicated elsewhere in this guide.

Take SCED 3000, READ 3106, and ENGL 4950 in the Spring. Your Plan of Study will be approved by the Registrar through DegreeWorks.

Finish your core, including your modern language requirement. Also finish your required upper-division courses in English.

Remember that before your fourth-year courses, you *must* complete all your other courses, including your upper-division English courses (except for ENGL 4901), even if you have to put in more than two semesters doing it.

Your Fourth Year (and beyond)

In the Fall, take ENGL 4901, Teaching English, and more Education courses. The same goes for the spring, and you're doing your internship both semesters. Find out about deadlines for applying for graduation and ordering your diploma—these deadlines arrive early.

Also during your first semester of this year, apply for and take GACE II. Apply for certification. Line up your professional recommendations. Update your résumé. Begin your job search. Complete your internship. Get a job. Graduate. Teach. Sing. Dance. Make merry.

Remember: **See your English advisor *at least once a semester***, beginning with your very first semester. (Have we said this before?) Students who do not are sometimes rudely surprised to learn that they have not met one qualification or another.

You should finish *all* your English courses except ENGL 4901 *before* you start your senior year. Your courses that year (especially your student teaching) will be more demanding than you may realize, and you should not be taking other courses (except SCED 3540).

Keep your English textbooks, especially the anthologies from your literature survey courses. They will be invaluable references while you teach. And you don't get that much money back by selling them.

Useful Phone Numbers and Other Information

The English Department: Dr. Diana Edelman is the Chair of the English Department. Her office is in 3168 Nesbitt on the Gainesville campus (678-717-3666). On the Dahlonega campus, Dr. Wendy Kurant is the Associate Department Chair, and her office is in Dunlap 207 (706-864-1775).

The advisor for English Education majors on the Gainesville campus is Dr. Cameron Crawford, cameron.crawford@ung.edu.

Advisors for English Education majors on the Dahlonega campus are these faculty:

Dr. Steven Brehe (706-864-1349), steven.brehe@ung.edu

Dr. Austin Riede (706-864-1961), austin.riede@ung.edu

You can also email coeundergrads@ung.edu for more information about the education side.

Applying to Teacher Education: See the UNG web page on Teacher Education, especially the pages on [Admissions](#) and Certification.

If you have questions when you're applying to the College of Education, find the **Main Contact Information** page of the College of Education. There you'll find the email and phone number for the Program Admissions Specialists. Later, when you're getting ready to begin your field experiences in the classroom, you can also find on that page the email and phone for the Field Placement Director.

Endorsements: Endorsements are additional certifications in related subjects, such as Reading or Teaching English as a Second Language, and they are valuable additions to your credentials. You can add endorsements to your education degree if you take more courses, which are often available in the summers. You can even add the endorsements after you graduate and begin teaching. See the University web page on [certificates](#) and endorsements for more information.

Search State Job Openings for teachers at <https://www.teachgeorgia.org/>

Post-Baccalaureate Programs: If you have a bachelor's degree in English or a related field, you can earn certification in English Education by completing course work in Education. See the Teacher Education web page. You can also talk with the English Ed. advisors.

Graduate Programs: If you have a previous bachelor's degree in English with no certification, you have the option of earning a Master of Arts in Teaching degree. See the Teacher Education web page and the English department graduate advisor for more information.

Graduate Studies: The office is located at the Chestatee Building, Room 348, 110 South Chestatee Street, Dahlonega (706-864-1543; e-mail grads@ung.edu). See the University web site for more information on graduate programs.

Graduate advisors in English: Speak to Dr. Steven Brehe (706-864-1349) in Dahlonega, or to Dr. Chris Bell (678-717-3720) in Gainesville.

The GRE or MAT test for entrance to Graduate Studies: See <https://www.ets.org/>

ETS information on GACE: <https://www.gace.ets.org/>

Information on registering for GACE: <https://ung.edu/testing/gace.php>

Find the **Georgia Standards of Excellence** here: <https://www.georgiastandards.org/>

continued

Courses for Specific Semesters

<p>This page lists <i>only</i> the most important English and Education courses that you should take in specific semesters. If you intend to finish in four years, you need to follow the plan on this page and also take more than 15 hours a semester in several semesters or take summer courses. You should of course also take other required courses in English and your Core Curriculum in Fall and Spring semesters, but you must have those finished by Year 4.</p>			
	Fall	Spring	Summer
Year 1	ENGL 1101 3 credits	ENGL 1102 3 credits EDUC 2110 3 credits	
Year 2	ENGL 21__ 3 credits ENGL 2050 3 credits EDUC 2120 3 credits EDUC 2130 3 credits ENGL 2230* 3 credits	ENGL 3050 3 credits	
Year 3		SCED 3000 4 credits READ 3106 3 credits ENGL 4950 3 credits	All coursework, other than that listed for Year 4, <i>must</i> be completed before Fall of your internship year. No additional coursework can be taken during your Spring internship, other than SCED 3540.
Year 4	SCED 4002 3 credits SCED 4003 3 credits SCED4005/L 3 credits ENGL4901 3 credits	SCED 4403 3 credits SCED 4404 3 credits SCED 4405 3 credits Classroom data analysis: SCED 3540 3 credits	

* Currently ENGL 2230 requires the prerequisite of a 2100-level English survey course. To take both courses concurrently, you must obtain permission from the English department before registering. Contact Dr. Diana Edelman (Gainesville) or Dr. Wendy Kurant (Dahlongega) at their numbers, listed above.