

A Guide for the UNG English Education Major, 2024-25

S. K. Brehe, English Department

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 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.

As you learn about things that should be here, please tell Prof. Brehe: 706 864-1349, steven.brehe@ung.edu

If you need this document in another format, please email english-dah@ung.edu or call 706.864.1964

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. (But you can ignore the military courses.) 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. (In Banner, follow the menu items Student, Student Records, and Student Tranguid.) Everything left unchecked is what you still must complete to graduate.

Start planning future semesters. Fill out the Courses for Specific Semesters chart on the last page. It will help you decide *when* to take *what*. 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, **133 academic hours** of courses; some students take more. (Remember that HOPE scholarships only pay for 127 hours.) For example, 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.

(By the way, some students can take slightly *less* than 133 hours for various reasons. For example, they may have taken one or more years of a foreign language in high school; that helps them fulfill their foreign language requirement with fewer courses.)

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.

In Banner, 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.

Your Core Courses (Areas A through F)

This section is for those pursuing an English degree with teacher certification as their first degree. If you're a post-baccalaureate and graduate, you need not worry about Areas A through E; just take the English and Education courses in Area F (unless you have equivalents in transfer credits).

Go to the online [Undergraduate Catalog](#) and find the document entitled "Core Curriculum." (In the menu on the left, click "Programs.") Here you will find information about Core requirements, including lists of all the courses that fulfill these requirements. These courses are usually offered both fall and spring, and many are offered in summers.

You'll probably need to refer to the "Core Curriculum" pages often, and you may find it helpful to save a copy to your computer. If you completed your Core at another school in the University System of Georgia and haven't changed majors, your Core is considered completed at UNG (except for the required courses in Area F).

You can get answers about the core courses you need from the Registrar's online documents on transfer credits, your transcript evaluation on your Banner account, and DegreeWorks.

Area A: You must pass ENGL 1101 and 1102 and your first Math course with a grade of C to be admitted to the Teacher Education program. MATH 1101 or 1111 are acceptable, and higher level courses are, too.

Area B: For this area, you'll take **a course on a global topic**. If you have coursework in a **modern language**, consider taking a CLEP or FLATS exam through the testing center to get credit for the course. That credit will apply to your plan of study.

Or you may take a placement test through the Department of Modern Languages (Dunlap 322), though this will not give you course credit for the class. Be aware that your program requires completion through level 2002 of a modern language, which for most students means four language courses. Consider a Study-Abroad semester, during which you may be able to complete the last three classes or a minor, depending on your proficiency and the program. Study Abroad funding is available; consult the Center for Global Engagement.

If you have no prior modern language experience, you will need to begin with the 1001 level. You can list either your 1001 or 1002 class in Area B on your plan of study, but not both. The other class *will be an elective*. Consult with Financial Aid about the role of electives in your course program.

Area C: This area includes the first of *five* required **English 2100-level survey courses**; the other four survey courses count in other parts of your Plan of Study. (All the available survey courses are listed in the “Core Curriculum” section of the *Catalog* and described later in the *Catalog*.) You need a grade of B or better in your first survey course to take upper-level English courses. You need a grade of B or better in this course (and in ENGL 2050 and 2230) to qualify for upper-division English courses.

For the second course in Area C, there are several good choices in **arts and philosophy**. Because English teachers will sometimes teach speech, another good option is COMM 1110, Public Speaking. The “Core Curriculum” section of the *Catalog* lists other options.

Area D: See the “Core Curriculum” section of the *Catalog* for a list of acceptable courses. Take two lab-based **science courses** (each includes a three-hour lecture and a one-hour lab) and a third three-hour course. For English Ed. majors, MATH 2400, elementary statistics, is recommended, because you will take a course on statistics-based research (SCED 3540).

Area E: Take one of the listed courses for each of the three Area E subsections. Remember, courses cannot count in multiple sections. For English Ed. majors, PSYC 1101 is the recommended behavioral science 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 Area E: 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. (For further information, refer to [this page](#) on U.S. and Georgia Constitutional Requirements.)

Ignoring this requirement can cause you trouble later on 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.

Area F: Refer to the "English with Teaching Certification" section within the "programs" section of the *Catalog* for a list of courses you can take for this area.

An **important** point: **You must pass the following courses with a B or better** before you can take upper-division (3000- and 4000-level) English courses. **You should finish these courses by the end of your sophomore year:**

- At least one ENGL 2100-level literature survey course,
- ENGL 2050, Standard English Grammar, and
- ENGL 2230, Intermediate Composition.

You can replace the 2100-level survey course a 2200 course, including ENGL 2270, Introduction to Creative Writing.

Students take twelve hours in a **modern language** for their English degrees, completing at least a 2002 course. It's a good idea to finish this requirement as soon as possible to build on your previous language courses.

You may want to consider study abroad to fulfill the modern language requirement. It's an expensive option, and it requires a summer, but immersion in a foreign culture and language can lead to greater fluency, and you'll benefit from the cross-cultural experience. See the website of the [Center for Global Engagement](#), which offers scholarships to make the experience more affordable.

Some 2100-level literature survey courses (discussed in **Frequently Asked Questions**) also apply in Area F.

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

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** – except for ENGL 2050, 2230, and your first 2100-level literature survey course, which require a B 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.

While you're working on your Core, finish more 2100-level survey courses. Also, **as soon as possible**, take these:

- ENGL 2050 (Standard English Grammar),
- ENGL 2230 (Intermediate Composition), and
- ENGL 3050 (Advanced English Grammar).

You must take Advanced Grammar by the end of your junior year. **All coursework except that designated for the senior year must be completed by then.** ENGL 3050 is a prerequisite for English 4901, Teaching English, which you will take in the fall of your senior year.

Take either ENGL 4411 (Chaucer) or 4441 (Milton).

Take a **Shakespeare** course: ENGL 4431 (tragedies, romances), 4432 (histories, comedies), or 4435 (selected plays and poetry).

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.

No matter how you plan your coursework, all of it **must be completed** by the beginning of Fall of your senior year. In your senior year, you'll take ENGL 4901 (Teaching English), and the following Education courses: In the Fall, SCED 4002, 4003 (a grade of B or better is required), and 4005/L. In the Spring, you'll take SCED 4403, 4404, 4405/4405L, and 3540.

Work hard, plan ahead, and **finish all of 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 years, you'll be *very* busy 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.

Take EDUC 2110 as soon as possible: Then take 2120 and 2130 in any order or at the same time, but 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 that you apply for admission, you must pass them before you can take other Education courses in the spring. After admission, you must also pass all your later Education courses with a C or better to earn your degree and receive certification.

You can **apply for admission to the Teacher Education program in the semester in which you will complete your eightieth hour of course work**, assuming all those courses apply to your degree. You should begin preparing your application in advance — it is *crucial* that you apply before the deadline (which is always in August). The School of Education is not able to make exceptions.

The deadline is announced online in the Education web pages. As of this writing, the application period begins in August, before the beginning of Fall semester, and lasts four weeks. Find more information from the School of Education [here](#).

The application requires a number of documents, including the following, which should be in PDF format:

- Proof that you successfully completed the Georgia Ethics Assessment (test code 360).

- A copy of your current professional liability insurance, which you can obtain as a student member of the National Education Association or the Professional Association of Georgia Educators.
- A completed plan of study signed by your College of Education advisor.
- An overall GPA of 2.75 or higher when you are admitted to the program. GPA's between 2.5-2.74 will be considered.

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.

As of this writing, you'll take these courses in the following order, grouped by semester. In the second semester of your junior year, you'll take these:

READ 3106, Teaching Reading
SCED 3000, Curriculum

In this semester you should also take ENGL 4950, Composition Studies for English Teachers if you haven't already.

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 (described below), 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

SCED 4002, 4003, 4004 and 4005 can be taken at night or online or in a combination of these.

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

SCED 4403, 4404, 4405, 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](#).

GACE II enables the state to determine if prospective teachers know their subject matter well. (GACE scores also help universities evaluate how well their departments prepare their students.) GACE II does *not* exempt students from any courses (as certain other exams do).

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

When do I register?

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

Can you recommend 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, or in a closely related field. 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.

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 Duhon campuses.

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. 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.

Remember, 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 test out of any modern language requirements?

If your high school work enables you, you may be able to test out of one or more courses. See the Modern Language Department about placement tests. Be aware that placement tests may not give you course credit – you will need to take electives for those hours.

You can consider taking CLEP or FLATS exams through the UNG testing center to receive courses credit *which will count* for your program. CLEP and FLATS exams give students the opportunity to earn credit through the 2002 level with one exam. Please refer to the Testing Center's [website](#) for more information.

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 Core Curriculum) will all 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.

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, the American public complained about ill-prepared teachers who don't know their content areas well. As a result, many universities (but certainly not all of them) have raised standards. The fact is that the English Department would require you to take *more* English courses if we could, and we hope to require more in the future.

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 filled out with everything you have done and are doing with you.

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.

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 the correct person in Education. At this writing, that's Dr. Chantelle Renaud-Grant.

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

It's easy to switch over to the later requirements and Plan. 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 with experience in the field you are wanting to explore. Advisors answer questions, help you choose appropriate courses, and help you stay on track for meeting 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, the accrediting agencies, and (in some cases) the federal government.

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, and the literature that is often taught in high schools.

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

First Year:

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. In Fall or Spring, start your modern language courses. This would be a good time to take EDUC 2120 and 2130.

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. Continue your modern language courses.

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 require evidence that you are insured. You will maintain your policy through the rest of your education and beyond.

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.

Fourth Year (and beyond):

In the Fall, take ENGL 4901 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).

Post-Baccalaureate and Graduate Programs

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. **Plan** ahead. Speak with your advisor regularly. Really.

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.

Useful Phone Numbers and Other Information

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

Advisors for English Education majors include these faculty on the Gainesville campus:

Prof. Cameron Crawford, cameron.crawford@ung.edu

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

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

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

You can contact Barrett Rodgers, the Undergraduate Admissions Specialist (706-867-3210), about admissions to the School of Education. Raquel Johnson is the Field Placement Director for internships (706-867-1487).

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.

Endorsements: Endorsements are additional certifications in related subjects, such as Reading or Teaching English as a Second Language (which, by the way, 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/>

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 advisor in English: Speak to Prof. Steven Brehe (706-864-1349) in Dahlonega, or to Prof. Tanya Bennett (678-717-3870) in Gainesville.

The GRE or MAT test for entrance to Graduate Studies: See 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/Georgia-Standards/Pages/default.aspx>

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 SCED 4005/L 3 credits ENGL 4901 <u>3 credits</u> 12 credits	SCED 4403 3 credits SCED 4404 3 credits SCED 4405 3 credits Classroom data analysis: SCED 3540 <u>3 credits</u> 12 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 Prof. Diana Edelman (Gainesville) or Prof. Wendy Kurant (Dahlongega) at numbers above.