



Alignment of Degree Programs

CIP Code & Title: 13.1305 English Language Arts Teacher Education

Level: Master's

Area of Strategic Emphasis: Education

PROGRAM DESCRIPTION:

Master of Arts in Secondary English Education:

The University of South Florida's Master of Arts in Secondary English Education is designed for certified teachers looking to deepen their craft through additional professional preparation and for those considering advanced graduate study (e.g., a Ph.D. in English Education).

Master of Arts in Teaching in Secondary English Education:

The Master of Arts in Teaching (M.A.T.) in Secondary English Education is a major designed to prepare students for initial certification in English Education. The M.A.T. in Secondary English Education is designed to include initial certification to teach English, Grades 6-12, with ESOL Endorsement and Reading Endorsement while working towards a master's degree. This major is intended for individuals with a bachelor's degree in Liberal Arts English or for graduates of other programs who have subsequently completed the following coursework within their programs of study: grammar/language development, adolescent literature, American literature, British literature, female/minority literature, expository writing, and creative writing.

CURRICULUM:

A. Student Learning Outcomes:

M.A.:

Goal 1: Discipline Specific Content

- 1a. Outcome: The effective English/Language Arts teacher consistently:
 - Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - Designs instruction for students to achieve mastery;
 - Selects appropriate formative assessments to monitor learning;
 - Uses diagnostic student data to plan lessons; and
 - Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Goal 2: Communication Skills

- 2a. Outcome: The effective English/Language Arts teacher consistently:

- Conveys high expectations to all students;
- Models clear, acceptable oral and written communication skills;
- Integrates current information and communication technologies; and
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Goal 3: Critical Thinking Skills

- 3a. Outcome: The effective English/Language Arts teacher consistently:
 - Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - Applies technology to organize and integrate assessment information.

M.A.T.:

Goal 1: Discipline Specific Content

- 1a. Outcome: The effective English/Language Arts teacher consistently:
 - Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - Designs instruction for students to achieve mastery;
 - Selects appropriate formative assessments to monitor learning;
 - Uses diagnostic student data to plan lessons; and
 - Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Goal 2: Communication Skills

- 2a. Outcome: The effective English/Language Arts teacher consistently:
 - Conveys high expectations to all students;
 - Models clear, acceptable oral and written communication skills;
 - Integrates current information and communication technologies; and
 - Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Goal 3: Critical Thinking Skills

- 3a. Outcome: The effective English/Language Arts teacher consistently:

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- Applies technology to organize and integrate assessment information.

B. Admission Standards for the Program:

B1. University Admissions:

Admission to the University is based on the University's Graduate Admission Requirements that may be found by clicking on the following url:

- **Graduate:** <https://www.usf.edu/admissions/graduate/admission-information/requirements-deadlines.aspx>

B2. Program Admission Requirements:

M.A./M.A.T.:

- Proof of successful completion of the GKT or of GRE with minimum score of 156 in verbal reasoning and a least 4/6 on analytical writing.
- Students with fewer than 24 upper-level undergraduate course credits in English may still be accepted to the program, but they will be required to make up the deficiency in undergraduate coursework by taking additional graduate courses in English/Education during the program.
- A personal statement (300-500 words) stating educational or professional purpose for pursuing this graduate degree.
- Two letters of recommendation from former professors assessing the applicant's readiness for graduate study (or, if a former professor is not an option because the applicant has been out of school for several years, letters from work supervisors are permissible).

C. Graduation Requirements for the Program:

- Minimum GPA of 3.0
- Successful completion of the following:
 - All degree requirements and the required minimum degree program credit hours;
 - Completion of the requirements associated with the thesis or non-thesis requirement.

D. M.A. Curricular Framework:

D1. Required Courses: (6 credit hours)

D1a. Major Core Courses: 2 courses; 6 credit hours

- EDF 6432 Foundations of Measurement (3)
- LAE 5842 Classroom Communication (3)

D2. Major (Restricted) Electives: (6 credit hours)

D3a. Teaching Secondary Writing Concentration: 2 courses; 6 credit hours

In addition to the concentration courses, students take an additional six credit hours of English/College of Education coursework.

D3. Other Required Course: (3 credit hours)

- LAE 6637 Current Trends in Secondary English Education (3) (comprehensive exam)

D4. Required Concentrations: (15 credit hours)

D4a. Teaching Secondary Writing Concentration: 5 courses; 15 credit hours

Concentration Core (4 courses; 12 credit hours)

- LAE 6345 Teaching Written Composition (3)
- LAE 6644 Current Teaching of the English Language and the Study of Traditional Grammar (3)
- LAE 6923 Teachers Writing: A Writing Workshop Approach to the Teaching of Writing (3)
- LAE 6793 Professional Leadership and Research in the Teaching of Writing (3)

Restricted Elective: (1 course; 3 credit hours)

Student chooses an additional three-hour elective, as approved by the Department.

D4b. Teaching Secondary Reading Concentration: 5 courses; 15 credit hours

- RED 6658 Foundations and Application of Differentiated Reading Instruction (3)
- RED 6545 Issues in Vocabulary and Word Study (3)
- RED 6544 Cognition, Comprehension, and Content Area Reading: Remediation of Reading (3)
- RED 6540 Assessment in Developing Literacies (3)
- RED 6846 Practicum in Reading (3)

Note: The Teaching Secondary Reading concentration leads to Florida Reading Endorsement.

D4c. Teaching Secondary ELLs Concentration: 5 courses; 15 credit hours

Concentration Core (4 courses; 12 credit hours)

- TSL 5085 ESOL I - Theory and Practice of Teaching English Language Learners (3)
- TSL 5086 ESOL II - Secondary Language & Literacy Acquisition in Children & Adolescents (3)
- TSL 5242 ESOL III Language Principles, Acquisition, and Assessment(3)

- LAE 6644 Grammar for Teachers (3)
Restricted Elective: (1 course; 3 credit hours)
Student chooses an additional three-hour elective, as approved by the Department.

Note: The Teaching Secondary ELLs concentration leads to Florida Reading Endorsement.

D4d. Teaching Young Adult Literature Concentration: 5 courses; 15 credit hours

Concentration Core (4 courses; 12 credit hours)

- LAE 6366 New Perspectives on the Teaching of Young Adult Literature (3)
- LAE 6467 World Literature for Teachers (3)
- LAE 6861 Teaching American and British Literature with Technology (3)
- LAE 6644 Grammar for Teachers (3)

Restricted Elective: (1 course; 3 credit hours)

Student chooses an additional three-hour LAE elective, as approved by the Department.

D. M.A.T. Curricular Framework:

D1. Required Courses: (6 credit hours)

D1a. Major Core Courses: 2 courses; 6 credit hours

- EDF 6432 Foundations of Measurement (3)
- LAE 5842 Classroom Communication (3)

D2. Major (Restricted) Electives: (27 credit hours)

D2a. Restricted Electives: 2 courses; 6 credit hours

- ESE 5342 Teaching the Adolescent Learner (3)
- ESE 5344 Classroom Management for a Diverse School and Society (3)

D2b. Required Courses for ESOL Endorsement: 2 courses; 6 credit hours

- TSL 5085 ESOL I - Theory and Practice of Teaching English Language Learners (3)
- TSL 5242 ESOL III - Language Principles, Acquisition, and Assessment (3)

D2c. Required Courses for Reading Endorsement: 5 courses; 15 credit hours

- RED 6316 Emergent Literacy (3)
- RED 6317 Intermediate Literacy (3)
- RED 6427 Children's Literature (3)
- LAE 6317 Writers and Writing (3)
- RED 6846 Practicum in Reading (3)

D3. Other Required Courses: (19 credit hours)

- LAE 6738 Teaching Reading in English Curriculum (3)
- LAE 6345 Teaching Written Composition (3)
- LAE 6339 Methods of Teaching Secondary English Language Arts (4)
- LAE 6637 Current Trends in Secondary English Education (3)
- LAE 6947 Internship (6)

ADDITIONAL REQUIREMENTS:**M.A.:**

- Before graduating with a master's degree, all candidates must take and successfully pass a Comprehensive Examination in English Education at the end of their program. Students must be registered in LAE 6637 during the semester in which the examination is taken.

M.A.T.:

- In order to complete the internship (LAE 6947), candidates must have achieved passing scores on the State of Florida tests.
- All candidates must take and successfully pass a master's Comprehensive Examination in English Education during their last year of the program.

NOTES:

- Do not anticipate any significant increase in students and the student to faculty ratio post consolidation is expected to be stable.