



# *ENGLISH EDUCATION PROGRAM HANDBOOK*

2018 – 2019

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## About this Handbook

This handbook contains essential information for all English Education majors. It is necessary for course registration, advising, and fulfilling all requirements for teacher certification and graduation. Keep all of your official papers (copies of health screenings, clearances, etc.) together with this handbook in a folder or binder. Take this binder or folder with you when meeting with your adviser.

To view this handbook online, go to <https://www.iup.edu/english/undergrad/majors/english-education-bsed/>

## English Education at IUP

IUP's reputation in English Education is recognized in Pennsylvania and nationally for excellence in preparing teachers for today's classrooms, for future graduate studies, and for a lifelong professional career. The English Education major at IUP will certify you to teach secondary English language arts in Pennsylvania and at least 45 other states. If you are planning to seek employment in a state other than Pennsylvania, be sure to check the specific requirements for that state on the College of Education web page.

The English Education major at IUP offers specialized training for students who wish to teach English at the secondary level. It is a challenging major for students who love English and who desire a career teaching English to young people. The career focus of this major creates a strong bond among undergraduate majors and faculty. The professors who teach English Education courses have taught English in secondary schools and remain active in the profession through research and service at the state and national levels.

*Looking for an ESL certificate to bolster your credentials? IUP offers an ESL certificate program for public school teachers. For more information, contact Dr. Brian Carpenter at [brian.carpenter@iup.edu](mailto:brian.carpenter@iup.edu).*

## Philosophy of the Program

Current theory and practice suggest that effective English teachers—

- + Have a broad knowledge and understanding of multicultural language and literature and are prepared to teach in schools with diverse populations
- + Introduce and develop problem-posing and problem-solving strategies in their classrooms
- + Know how to incorporate technology and use technology as a tool for improving and enhancing English Education and communications
- + Are leaders and model effective leadership in and outside the classroom
- + Advocate and incorporate interdisciplinary studies and projects
- + Create classroom environments where all students can learn by using multiple instructional strategies and adapting instruction for individual needs
- + Are reflective practitioners
- + Take an active role in the community and invite the community into their classrooms
- + Are lifelong learners and grow professionally, contributing something valuable to society

Pre-Service teachers will become familiar with *Standards for the English Language Arts*, developed by NCTE and IRA and available at <http://www.ncte.org/standards>) and with *NCTE/CAEP Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7 – 12* available at [http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards\\_111212.pdf](http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf)

The Interstate Teacher Assessment and Support Consortium (InTASC) standards, a core set of expectations for all teachers, are also an integral part of the English Education program and are reflected in graduates' professional portfolios. These standards can be found at [http://www.ccsso.org/resources/programs/interstate\\_teacher\\_assessment\\_consortium\\_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

## **English Education or B.A. English?**

There are two ways to be an undergraduate English major at IUP. Students wishing to major in English may choose either the Bachelor of Science degree in English Education or the Bachelor of Arts degree in English. The B.S. degree is for students who desire a career teaching English at the middle school, junior high, or high school level. English Education majors receive professional training for teaching, including methods courses and clinical experiences, including pre-student and student teaching. They also receive thorough preparation in the subject matter areas of literature, language, and composition. English Education majors take many of the same courses as B.A. majors. The primary difference is that B.S. Education majors take 19 credits in the English Department related to teaching and 30 credits in the College of Education, while B.A. majors take more English electives. Both majors can be completed in four years.

A sincere commitment to teaching is necessary in the English Education program. In addition, the English Education major has a minimum grade-point average requirement, unlike the B.A. degree. Students who wish to major in English but are unsure about their career goals should probably opt for the B.A. program initially, then apply to the English Education program if they desire a career in teaching secondary English.

The B.A. degree curriculum includes surveys of English and American literature, as well as courses in writing and on a variety of different authors, historical periods, and topics. English B.A. majors may choose a pre-law emphasis, which provides a broad academic background for those who plan to attend law school. For more information about the B.A. degree, please visit <http://www.iup.edu/english>.

This handbook is designed for English Education majors. We have included the requirements for both the B.S. and the B.A. degrees, however, to help you to compare the programs and weigh is better suited to help you reach your career goals. The requirements for both programs are listed later in this handbook.

## Admission to English Education

**IMPORTANT:** Unlike most other majors at IUP (including the B.A. in English), to become an English Education major, **you will need to apply and be accepted into the program.** There are **two** applications that you will need to make—the first one to the English Education Program in the English Department and the second one (after you have earned at least 48 credits and have taken a number of required courses) to the Teacher Education Program in the College of Education.

**First**, apply to the English Education Program in the English Department. You should make application after you have completed at least 12 credit hours and have a minimum 3.0 GPA. (You will need to maintain this minimum GPA throughout the program.)

**Second**, after you have completed at least 48 credit hours with a minimum 3.0 GPA, apply to the Teacher Education Program in the College of Education. (This minimum 3.0 GPA requirement is mandated by the Pennsylvania Department of Education (PDE) and is required for all education majors at colleges and universities in Pennsylvania.)

*Below are the requirements and procedures for each of these two applications.*

### Applying to the English Education Program in the English Department

You should apply to the English Education Program when you have completed 12 – 24 credit hours (approximately two semesters) and have the required minimum GPA of 3.0. If you apply later, you may find scheduling more difficult and graduation may take longer than normal for you. (If you are a transfer student, please see the program director as soon as possible for a transcript review and to work out a schedule.)

<b>IMPORTANT: The application deadlines for English Education are once in September (last Friday) and once in February (second Friday).</b>
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When you have completed 12 – 24 credits hours and have the required minimum 3.0 GPA, you should do two things:

1. Apply for admission to the English Education Program (See “How to Apply”)
2. Begin getting faculty recommendations

## **How to Apply**

1. Complete the **Interview Request Form** (in the Handbook) and deliver it to 359 Sutton Hall (Dr. Kerr’s office) **at the beginning of the semester** in which you are making application to the program. (Place the form in the basket hanging by the office door.) This form lets us know that you are intending to apply to English Education.
2. Obtain recommendations from three faculty members (forms are in this handbook). These three may be IUP instructors or other instructors who can attest to your abilities and desire to be a teacher. No more than **one** letter may be from a high school instructor. As noted on the form, instructors will mail recommendations to Dr. Kerr.
3. Create a writing folder (specific requirements are below) and deliver it to 359 Sutton Hall (place in basket by office door) by the fall or spring deadline.
4. Complete an interview (The day and time of your interview will be emailed to you after your Interview Request Form is received.

### **Creating a Writing Folder**

Your writing folder will consist of three components as follows:

1. A description of one high school English class that you believe was effective with an explanation of why you believe it was effective (about 200 words, one page, word-processed).
2. A statement of your personal and professional goals that answers these two questions:
  - Why have you decided to become an English teacher?
  - What personal and professional goals do you expect to achieve as a result of this decision?
3. **Two** papers written for any college class(es) you have taken.

**The writing folder should be placed in an envelope addressed to English Education Review Panel.  
Deliver your writing folder to 359 Sutton Hall (place in basket by office door).**

**All application materials must be received by the September or February due dates to be considered.**

## The Admission Interview

After you request an interview using the **Interview Request Form**, we will reserve a place for you on the interview schedule. Then you will be notified by email of the day, time and place for your interview. Be sure we have your current campus address, email, and phone number on the Interview Request Form. If you cannot attend the interview at the scheduled time, contact Dr. Kerr immediately by phone or email and you will be re-scheduled. Please don't be a no-show and have to re-apply to the program next semester.

The admission interview is a required part of the application process. Every student must successfully complete the interview in order to be admitted to the English Education program. (Other requirements for admission are listed in this handbook.) The purpose of the interview is to give faculty an opportunity to determine whether or not the applicant possesses qualities that are essential to success in the program. These include, but are not limited to, the following:

- † Communication skills: speaking and listening ability
- † Professional appearance
- † Commitment to teaching and learning: positive outlook; experience helping others; consideration of other majors and career choices
- † Reading and writing experiences: extent of reading and writing in and out of school; insight into previous teachers and life as a student

The interview will last about 30 minutes. Two faculty interviewers will rate each applicant at the end of the interview. After all interviews are completed, faculty will review and discuss each candidate's application folder, letters of recommendation, and interview ratings. An overall score is assigned to each candidate and becomes the primary basis for determining acceptance into the program. Because English Education is a challenging major and faculty are committed to high standards, applicants who do not meet the admission standards of the program may be asked to wait a semester and re-apply or to consider another major. Applicants may appeal the faculty committee's decision to the Director of the English Education program.

Applicants will receive a letter (via email) informing them of the faculty reviewers' decision. For those accepted into the program, the letter will also include the date and time for a **mandatory** orientation meeting. At the orientation meeting, new English Education majors will be familiarized with program requirements.



## If Your Admission Application Request Is Denied

If you are not accepted into the English Education program, you still have options. You can find out the reasons you were not admitted by contacting the English Education Program Director. You are still eligible to take English courses. If you decide to re-apply, you will need to wait until the following semester to do so. In the meantime, you may register for required English courses. Check the prerequisites listed in the catalog and, if necessary, contact the instructor to see if they may be waived. If you are not admitted the second time, you should contact your adviser to discuss other options you may have.

## Applying to Teacher Education in the College of Education

**IMPORTANT: You must first apply and be accepted to the English Education Program in the English Department** as described in the section of this handbook entitled **Applying to the English Education Program in the English Department** before making application to Teacher Education in the College of Education

Apply to the Teacher Education Program as soon as possible after you reach 48 semester hours with the required minimum GPA of 3.0 and have met the course requirements listed below. You may obtain this application in the Teacher Education Office, 104 Stouffer Hall, or from the program director.

You will need to take the following courses and complete them with a minimum grade of C before you can apply to the Teacher Education Program:

- ENGL 101
- ENGL 122 (**not** ENGL 121)\*
- EDSP 102
- ACE 103
- Six credits of Math, 101-level or higher

You should take these these courses over your first three semesters (through the first semester of your sophomore year). Refer to the **Eight-Semester Sequence** later in this handbook for suggested semesters during which to take these courses.

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\* Transfer students and students changing majors to English Education may be able to use ENGL 121 to meet this requirement. Students should consult with their advisers about this course requirement.

**There are three steps for students to follow for admission to the certification track:**

**STEP 1 APPLY FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM**

1. Apply and receive acceptance to the English Education Program (see previous section **Applying to the English Education Program in the English Department**). If not accepted, please see **What to do if...** elsewhere in this handbook.
2. Complete at least 48 semester hours with the required minimum GPA of 3.0. Transfer students with sufficient credits must complete one semester (12 credits minimum) at IUP to establish a GPA. The English Education Program director must sign off on any transfer credits from another state.  
These 48 semester hours must include the following:
  - Six credits (2 courses) of mathematics (101 or higher) with a grade of C or higher
  - ENGL 101 (with a grade of C or higher)
  - ENGL 122 (with a grade of C or higher)
  - EDSP 102 (with a grade of C or higher)
  - ACE 103 (with a grade of C or higher)
3. Submit an application form for admission to the Teacher Education Program in the College of Education. The application folder may be obtained in the Teacher Education Office, 104 Stouffer Hall, or from the English Education Program Director. Make an appointment with your adviser so that he/she can review the application and sign it.
4. The application must include health clearances (speech and hearing and TB), proof of liability insurance (obtained through student membership in PSEA), and the following:
  - Act 34 Clearance (criminal history check)
  - Act 151 Clearance (child abuse check)
  - Act 114 Clearance (fingerprinting)
  - Act 24 Clearance (Arrest or Conviction Report, signed)
  - Act 126 Mandated Reporter Training Certificate (see below)All teacher candidates must purchase a CastleBranch account for uploading and storing clearances. Clearances must be current and in the applicant's CastleBranch account for the Step 1 application to be considered complete.  
**IMPORTANT: STUDENTS WHO DO NOT HAVE ALL REQUIRED CLEARANCES WILL NOT BE ADMITTED TO EDUC COURSES UNTIL THEY ARE OBTAINED, AS REQUIRED BY PENNSYLVANIA LAW.**
5. PA Act 126 mandates that all teachers and teacher candidates complete mandated reporter training. This training is available online and takes approximately three hours to complete. Upon completion of training, a certificate will be issued. This certificate should be uploaded to CastleBranch. As with clearances and health screenings, students may not enroll in EDUC courses if proof of training is not provided. The training can be accessed at: [www.reportabusepa.pitt.edu](http://www.reportabusepa.pitt.edu).
6. Speech and Hearing Test: dates for this screening are posted on the Teacher

Education web page at the beginning of each semester. The test is administered in 263 Davis Hall. This test is easy and involves reading a short passage and taking a simple hearing test. This test is one-time only. (Take your student ID with you to this test.)

7. TB Screening Test: The TB test (for tuberculosis) is required by the state of Pennsylvania for all people who work in schools. The test is offered free by the Center for Health and Well Being in the Suites on Maple East. Check the Teacher Education web page for for dates. (Teacher candidates must undergo the TB screening test each year.)
8. Basic Skills Tests: All education majors must take and pass **either** the Pre-Service Academic Performance Assessment (PAPA) or the Praxis Core. **(See Appendix C for additional information about basic skills testing and PDE’s “mix and match” policy.)** The PAPA exam consists of standardized tests of basic academic skills in three areas: reading, writing, and mathematics. To register for the PAPA exam, go to the Pennsylvania Educator Certification Tests web site. You may register for the test online. The PAPA exams are offered at the location you select on your registration form. PAPA exams can also be taken at Pearson Professional Centers. Go to the PECT web site and select “Test Dates and Sites,” select “Locate test center” link next to Test Sites. This will generate a list of test sites. *Praxis*® Core Academic Skills for Educators (Core) Tests measure academic skills in reading, writing and mathematics. These tests were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs. For more information about the *Praxis* Core, including test dates and locations, go to:  
<https://www.ets.org/praxis/about/core/>
9. Required Essay: Write the required essay, as outlined in the Teacher Education Program application. **NOTE: You may use the Personal Goals Essay that you wrote for your application to the English Education Program in the English Department. Copy and submit this essay with your application.**
10. Step 1 Electronic Portfolio: Step 1 e-portfolios are created and evaluated in ACE 103 and must be satisfactorily completed to pass the course.
11. Adviser’s Signature: Obtain your adviser’s signature on your Step 1 application. **Your adviser cannot sign your Step 1 application until you have been formally accepted into the English Education Program and completed Step 1 requirements for the College of Education.**

## STEP 2

### MEET ELIGIBILITY REQUIREMENTS FOR STUDENT TEACHING

**After admission to the Teacher Education Program in the College of Education, the following requirement must be met prior to student teaching:**

- Minimum 3.0 GPA
- Completed Step 1 as outlined above
- Completed all major, methods, and Liberal Studies courses with a grade of C or higher

- Taken and passed the Praxis II exam (English Language Arts: Content Knowledge)
- Current Acts 24, 34, 114, and 151 clearances
- Mandated reporter training certificate
- Speech and hearing test
- Current TB test screening
- Proof of liability insurance
- Step 2 electronic portfolio (submitted in LiveText as a requirement for EDUC 342/CHSS 343)

### STEP 3

#### APPLY FOR STATE CERTIFICATION

The Pennsylvania Department of Education requires that all credentials be completed and submitted through the Teacher Information Management System (TIMS). For information about how to submit your application using TIMS, go to: [www.portal.state.pa.us/portal/server.pt?open=514&objID=506890&mode=2](http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506890&mode=2)

In order for IUP to recommend you your application for certification, by the end of student teaching, you must have—

- Completed Steps 1 and 2 as outlined above
- Completed EDUC 441 Student Teaching with a grade of C or higher
- The minimum GPA of 3.0 or higher
- Submitted the Step 3 electronic portfolio
- Completed application for Pennsylvania Teacher Certification
- A review and recommendation by (1) your adviser or the English Education Program Director and (2) the IUP Teacher Certification Officer indicating that you have completed all requirements.

**APPLY FOR GRADUATION THE SEMESTER PRIOR TO STUDENT TEACHING. IT IS RECOMMENDED THAT YOU COMPLETE ALL REQUIRED COURSES BEFORE STUDENT TEACHING, AS TAKING COURSES AFTER STUDENT TEACHING WILL DELAY GRADUATING ON TIME AN OBTAINING TEACHER CERTIFICATION. STUDENTS ARE NOT PERMITTED TO TAKE COURSES WHILE STUDENT TEACHING UNLESS THERE ARE EXTENUATING CIRCUMSTANCES. IF IT IS NECESSARY TO TAKE A COURSE DURING STUDENT TEACHING, PERMISSION MUST BE GRANTED BY THE DEAN'S ASSOCIATE FOR EDUCATOR PREPARATION.**

**IUP'S THREE-STEP PROCESS FOR TEACHER CERTIFICATION CAN BE FOUND AT:  
[HTTP://WWW.IUP.EDU/TEACHEREDUCATION/STUDENTS/THREE-STEP-PROCESS/](http://www.iup.edu/teachereducation/students/three-step-process/)**

## Pre-Service Academic Performance (PAPA), PRAXIS CORE & PRAXIS Exams

The most current information may be found at:

<http://www.iup.edu/teachereducation/students/all-about-state-testing-requirements/>

To obtain teacher certification in Pennsylvania, English Education majors must take two different tests. These tests are as follows:

- (1) Pre-service Academic Performance Assessment (PAPA) **or** Praxis Core\*
- (2) PRAXIS II (English Language Arts: Content Knowledge 5038).

The Pre-Service Academic Performance Assessment (PAPA) includes 3 modules: Reading, Mathematics, and Writing. Selected- response items and constructed response assignments:

- Reading: 36 selected response items
- Mathematics: 36 selected response items
- Writing: 36 selected response items, 2 sentence correction assignments, and 1 extended-response item

**Time:** Reading: 45 minutes, Mathematics: 75 minutes, Writing: 75 minutes. Examinees will also have 15 minutes for a computer-based testing tutorial, and test takers who take all three modules in one sitting will have a 15-minute break between modules.

*Praxis Core* tests include objective response questions, such as single-selection multiple-choice questions; multiple-selection multiple-choice questions; and numeric entry questions. The *Praxis Core Writing Test* also includes two essay sections:

- Reading: 56 questions
- Mathematics: 56 questions
- Writing: 40 questions and 2 essays

**Time:** Reading: 85 minutes, Mathematics: 85 minutes, Writing: 40 minutes, Essays: 60 minutes.

The basic skills test is part of the eligibility requirements for enrolling in the professional education sequence. Step 1 of IUP's Three Step Process for Teacher Education indicates in part that "...each exam may only be taken twice." Students who are not successful in two attempts may complete and file an appeal to the Teacher Education Office for special consideration. The Three Step Process is available at:

<https://www.iup.edu/teachereducation/students/three-step-process/>

The basic skills test appeals form is available at:

<https://www.iup.edu/teachereducation/students/all-about-state-testing-requirements/>

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\* For addition information about PDE's basic skills testing policies, see Appendix C.

## PRAXIS II (English Specialty Area Test)

The second and last of the tests is English Language Arts Content Knowledge (5038). This test has multiple-choice questions and lasts for two hours. You must pass the Praxis II before student teaching. There is no limit on the number of times you may take the test.

## Advising

The first step in advising is for you and your faculty adviser to know each other. If you do not have an adviser, ask the English Department secretary (506M HSS) to assign you to an English Education faculty member for advising and then make an appointment to talk with your adviser as soon as possible. A directory of faculty names, phone numbers, office locations, and email addresses appears at the end of this handbook.

## Student responsibilities

**IMPORTANT:** It is your responsibility to contact the English Department office and find out the name, office location, and office hours of your adviser.

University policy requires that every student have an adviser. This means that if the department does not yet have you on its list, then you should ask to be assigned an adviser. You may use email, or telephone to contact your adviser for an appointment.

If you cannot make contact with your adviser after several attempts, contact the English Department secretary and the English Education Director.

Remember that it is ultimately your responsibility to know and to meet the requirements and procedures for graduating with a Bachelor of Science degree in English Education. This handbook and your adviser are here to help you to achieve your goals.

## Adviser Responsibilities

It is your faculty adviser's responsibility to meet with you to discuss academic requirements and to check on your progress. To do this, your adviser will need to have a copy of your Program of Study checklist (included with this handbook). If you have classes during all of your adviser's scheduled office hours, your adviser will meet with you at another time. It is also your adviser's responsibility to direct advisees to the English Education Program Director for advising when he/she is on sabbatical or has an extended absence.

## **What to do if . . .**

**If you want to be an English Education major**—you will need to apply to the program. See the Admission section in this handbook. To change to English Education from another major, including the BA in English, you will need to obtain a Change of Major form in the English Department Office (506M HSS). Refer to the section "Changes of Major" in the IUP Undergraduate Catalog.

**If you are a transfer student**—contact the English Department in 506M HSS to find out who your adviser is. If you do not have one, ask the secretary to be assigned an adviser. Then make an appointment with your adviser and ask for information about the admission process (see Admission section). Also, ask your adviser to confirm the transfer of your credits. It is very important that you confirm transferred credits and keep a record of them.

**If you are having trouble contacting your adviser** – take action! It is imperative that you meet with your adviser on a regular basis, so if you cannot make contact with him or her then something must be done to correct the problem. Begin by finding out his or her office hours and office telephone number by asking the secretary in the English Department office. If you still have no luck, ask the secretary for your adviser's teaching schedule and try to speak to him or her right before or after a class to set up an appointment. You may also contact him or her via the email address listed at the back of this handbook. If all else fails, contact the English Education Director. It is important that you meet regularly with your adviser.

**If you do not pass your Speech and Hearing Test**—don't panic. You can re- take the test. Contact the Speech and Hearing Clinic in Davis Hall for more information about this test.

**If you do not pass your TB test**—contact the Center for Health and Well Being. Someone will advise you in the event that your test result is positive and explain to you what this means. Be sure to keep a statement and/or verification of your status in the folder kept by your adviser. *Don't delay having this test.*

**If you do not meet the minimum grade requirement to enter the program**—you will need to raise your grade point average in order to apply and be considered for admission. In the meantime, you should explore other majors.

**If you receive a D or F** in any course that requires a C or higher, you must complete a D/F Repeat Form and re-take the course until you receive a grade of C or higher. But before you attempt this, contact your adviser for advice on how to replace the grade. Don't delay.

**If you want to register for classes**—you will need to obtain a Personal Identification Number (PIN). Your adviser has your PIN, and you will need to meet with him/her to obtain it. If your adviser does not have your PIN, contact the English Department secretary.

**If you want to register for English classes** (besides ENGL 100, 101, or 202) – English Education must be your declared major. See the English Department secretary.

**If you are unable to register for an English class because it is closed**—and you are declared as an English Education major, consult with your adviser.

**If your GPA drops below 3.0**—you will have one semester to raise your GPA or you will be dismissed from the Teacher Education Program in the College of Education. Note that all education majors, including English Education, must maintain a 3.0 to meet the state of Pennsylvania’s requirement for certification. These are also the minimum GPA requirements for graduation.

**If you decide you don’t want to teach English at the secondary level**—take a deep breath and talk with your adviser about your options. If you decide that you don’t want to teach at the secondary level, you should switch to another program or major as soon as possible. Your adviser or the director of the English Education program can explore these options with you.

**If you decide to change your major from B.A. English to B.S. English Education**—then you will need to then you will need to fulfill the requirements listed for the B.S. of Education in English Education, which appear under the section entitled “Courses Required for English Education” in this handbook.

**If you decide to switch from English Education to the English B.A. program**—then you will need to take the courses listed in the B.A. Program, which appear under “English B.A. Degree Course Requirements” in this handbook. You may also obtain a copy of these requirements from the English Department secretary.



## Professional Activities

Part of your professional training to become an English teacher includes involvement in student activities and organizations. A hallmark of IUP's English Education program is the number and variety of long-established clubs and activities. Becoming involved in these organizations is not only a way to have fun; it is also your link to program information, deadlines, jobs, strong letters of recommendation, and ideas that help to round-out your preparation. Check with the English Department secretary for the names of faculty advisers for these organizations,

**NCTE-IUP** IUP has an active student chapter of the National Council of Teachers of English, the primary professional organization for English teachers in the United States. Members meet about once a month. Recent activities included offering study sessions for the *Praxis* II exam and fund raising activities to earn money for members to attend local, state and national conferences.

**Membership in NCTE-IUP is a requirement for students  
in the English Education Program.**

**Sigma Tau Delta** This honorary society for English majors is focused on community service. Recently, members led a fund-raising drive, "Read for the Cure," for breast cancer research and helped the Indiana Free Library with a community literacy project. Any English major or minor may join the local chapter and participate in all activities; national membership requires a minimum grade point average and other requirements.

**Kappa Delta Pi** A national honor society for education majors, Kappa Delta Pi is open to all IUP students who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship. IUP's Kappa Delta Pi chapter endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring and encouraging outstanding achievement in educational work.

## Job Searching

A successful job search begins with good grades in your courses, professional growth and involvement, a solid performance in student teaching, strong letters of recommendation, and a good teaching portfolio. Networking with other students about where the jobs are, what questions are being asked in interviews, and how to create resumes are also important. The Writing Center and the Career and Professional Development Center provide assistance with creating resumes and writing cover letters.

**Writing Center:** 218 Eicher Hall/[www.iup.edu/writingcenter](http://www.iup.edu/writingcenter)

**Career and Professional Development Center:** 302 Pratt Hall/  
<http://www.iup.edu/career/>

## Keeping in Touch with Us

The English Department faculty hopes that you will always remember the many good experiences you had at IUP. We want to remember you, too. Please keep us informed of your current address and employment. Send updated addresses and job status information to

Dr. Jo-Anne Kerr  
506A HSS Bldg.  
981 Grant St.  
Indiana, PA 15705-1094  
E-MAIL: [jokerr@iup.edu](mailto:jokerr@iup.edu)  
PHONE: 724-357-2617

## EDUC 242 and EDUC 342/CHSS 342: Pre-Student Teaching I & II

Pre-student teaching field experiences, which are required by the Pennsylvania Department of Education for secondary English teaching certification, are a part of the program of studies in English Education at IUP. Such early experiences in schools enable the prospective teacher to connect the theories studied in on-campus courses with classroom contexts.

Pre-student teaching consists of two courses (EDUC 242 and EDUC 342/CHSS 343) with two school-site placements involving observation and participation in basic education classrooms under the supervision and mentorship of a cooperating teacher. **By the end of the semester prior to the semester during which students will take EDUC 242 or 342/343, they are asked to complete and submit the Pre-Student Teaching application to the instructor of the course.** Pre-Student Teaching applications are available in the Pre-Student Teaching Handbook available at <http://www.iup.edu/teachereducation/forms/>. Click on the link to LiveText.

The application materials include:

- Application
- Current clearances (uploaded in CastleBranch account and current through the semester during which you are taking the course)
- Memo of Understanding
- Guest/Host Relationship Form
- Certification of Non-Criminal Offense
- Personal data form

The applications are forwarded to the Teacher Education Office. **All placements for pre-student teaching are made by the Director of Clinical Support Services in the Office of Educator Preparation.** Course instructors will review with students observation requirements and course assignments related to readings and school site observations.

Students keep an observation log while observing in the school. After each day's observation, they select interesting aspects of what they have noted and reflect on those observations, making connections to the literacy learning theory they are studying in their courses. Students discuss their experiences with others enrolled in pre-student teaching during the semester. At the end of pre-student teaching, each student is asked to write a discovery paper on some aspect of classroom interaction focused upon in the observation and reflection. Finally, each student presents the observation log/reflective journal and the final paper to the course instructor and makes an appointment to discuss the experience, the paper, and the appropriate grade. Just as pre-student teaching offers some students a chance to affirm their commitment to becoming secondary English teachers, it helps others realize that teaching may not be their best career choice. Students questioning their decision to

major in English Education are urged to talk with their adviser or any member of the English Education faculty.

# Program of Study

## Courses Required for English Education Majors for the Bachelor of Science Degree in Education

*These are the required courses, listed by category. Please see “English Education—An Eight Semester Sequence” elsewhere in this handbook to determine when these courses should be taken.*

Your Name: \_\_\_\_\_

Banner ID Number: \_\_\_\_\_

Adviser’s Name: \_\_\_\_\_

Adviser’s Telephone Number: \_\_\_\_\_

Adviser’s Email Address: \_\_\_\_\_

### Liberal Studies Courses

<b>Humanities (18 credits required)</b>	<b>Grade</b>
ENGL 101 English Composition I	3 _____
ENGL 122 Intro to English Studies*	3 _____
ENGL 202 English Composition II	3 _____
_____ Humanities: Philosophy/Religion	3 _____
HIST 196, 197 or 198 Humanities: History	3 _____
THTR 101 Intro to Theater or ARHI 101 or DANC 102 or MUHI 101	3 _____
<b>Mathematics (6 credits and a grade of C or higher)**</b>	
MATH _____ (101 or higher)	3 _____
MATH _____ (101 or higher)	3 _____

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\* Transfer students and students changing their major to English Education may be able to count ENGL 121 for this requirement. Consult with your adviser.

\*\* Quantitative Literacy is recommended for the 2<sup>nd</sup> mathematics course requirement.

**Natural Sciences** (*C average required; exact number of credits, 7 or 8, depends on*  
**Students may take either 2 lab sciences OR 1 lab science and 1 non-lab science.**

_____ First Lab Science	4 _____
_____ Second Lab Science	4 _____
<b>or</b>	
_____ Lab Science	4 _____
_____ Non-Lab Science	3 _____

**Social Sciences** (*9 credits required; do not use the same course prefix twice.*)

PSYC 101 General Psychology	3 _____
_____ Elective	3 _____
_____ Elective (GMA))	3 _____

**Foreign Language** (*6 credits required*)

[Language I] \_\_\_\_\_ 0-4 \_\_\_\_\_

If you need to take the beginner's level foreign language, then list here; otherwise, skip.

_____ Language ( <i>e.g., FRNC 201, SPAN 102</i> ), <i>See the IUP Undergraduate Catalog for other language options</i>	3 or 4 _____
_____ Language ( <i>FRNC 202, SPAN 201</i> )	3 or 4 _____

**NOTE: SOME LANGUAGES REQUIRE ONE SEMESTER OF INTERMEDIATE LEVEL (SPANISH); SOME REQUIRE TWO (FRENCH). CHECK WITH YOUR ADVISER AND THE UNDERGRADUATE CATALOG.**

**IF YOU RECEIVED AN EXEMPTION FOR YOUR FOREIGN LANGUAGE COURSES, THEN YOU WILL NEED TO TAKE THOSE CREDITS AS FREE ELECTIVES.**

**Dimensions of Wellness** (*3 credits required*)

COSC 143 Cyber Wellness	3 _____
HPED 143 Physical Well Being/Wellness Through Strength Training	3 _____
FDNT 143 Current Issues in Nutrition and Wellness	3 _____
NURS 143 Healthy People – Promoting Wellness	3 _____
ECON 103 Financial Wellness	3 _____
FCSE 143 Financial Wellness	3 _____
KHSS 143 Physical Well Being – Contemporary Women’s Wellness	3 _____
KHSS 143 Physical Well Being – Wellness Through Strength Training	3 _____

**Global and Multicultural Awareness**

_____ Elective ( <i>may be met by course social science course above</i> )	3 _____
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**Writing Intensive Courses** (may be met by Liberal Studies electives)

/w/ Major: \_\_\_\_\_

/w/ Major or non-Major: \_\_\_\_\_

## Professional Education Courses

EDSP 102 Educational Psychology	3	_____
ACE 103 Instructional Media	3	_____
EDSP 477 Assessment of Student Learning	3	_____
EDUC 442 School Law	1	_____
EDUC 242.020 Clinical Experience I	1	_____
EDUC 342.020 Clinical Experience II/CHSS 343	2	_____
EDEX 301 Education of Students...*	2	_____
EDUC 452 Teaching of English ( <i>take semester before student tchng</i> )	3	_____
EDUC 441 Student Teaching	12	_____

## Required Major Courses

ENGL 212 American Literature	3	_____
ENGL 220 Advanced Composition	3	_____
ENGL 314 Speech and Communication	3	_____
ENGL 323 Teaching Reading and Literature	3	_____
ENGL 324 Teaching and Evaluating Writing	3	_____
ENGL 329 History of English Language	1	_____
ENGL 415 English Language Studies for Teachers	3	_____
ENGL 418 Young Adult Literature	3	_____
ENGL 426 ESL Methods and Materials	3	_____
ENGL 434 Shakespeare	3	_____
_____ Brit. Lit. Survey (210 or 211)	3	_____
_____ Choose one Film Studies course	3	_____
_____ Choose one Literature Studies course	3	_____
_____ Choose one course from the following Lit. Studies Courses	3	_____
ENGL 213 British/American Literature 1900 – Present		
ENGL 225 Introduction to Women’s Literature		
ENGL 226 Survey of Global Literature		
ENGL 344 Ethnic-American Literature		
ENGL 348 African American Literature		
ENGL 350 Gender/Sexual Orientation in Lit., Theory & Film		
ENGL 385 Advanced Studies in Women’s Literature		
ENGL 396 Literature of Emerging Nations		
ENGL 398 Global Genres		
ENGL 437 Major Global Authors		
ENGL 463 Topics in Global Literature & Film		
_____ General English Elective (one course in any track– see list)	3	_____

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\* Should be taken after admission to Step 1 and in conjunction with one of the program’s methods courses.

**List of General Electives in English (Check the most recent edition of the Undergraduate Catalog for the list of English courses being offered.)**

*(If you don't have the prerequisites for a course, check with the instructor to see if they may be waived.)*

<u>Writing Studies Track</u>	3
ENGL 221 Creative Writing	3
ENGL 222 Technical Writing	3
ENGL 227 Introduction to Legal Writing	3
ENGL 325 Writing Poetry	3
ENGL 326 Writing Fiction	3
ENGL 327 Writing Creative Nonfiction	3
ENGL 360 Editing and Publishing	3
ENGL 420 Writers' Studio	3
ENGL 421 Digital Writing	3

Language Studies Track

ENGL 203 Introduction to Language Studies	3
ENGL 313 Rhetorical Trends/Traditions	3
ENGL 321 Persuasive Speaking/Writing	3
ENGL 328 Introduction to Linguistics	3
ENGL 333 Psycholinguistics	3
ENGL 336 Language, Gender, and Society	3

Literature Studies Track

ENGL 208 Introduction to Film Studies	3
ENGL 210 British Literature – 1660	3
ENGL 211 British Literature – 1660 – 1900	3
ENGL 212 American Literature – Beginnings to 1900	3
ENGL 213 British/American Literature 1900 – Present	3
ENGL 225 Introduction to Literature by Women	3
ENGL 226 Survey of Global Literature	3
ENGL 265 Law and Literature	3
ENGL 307 Contemporary British Literature	3
ENGL 332 Film Genres	3
ENGL 335 Literary Nonfiction	3
ENGL 337 Myth	3
ENGL 340 The Novel	3
ENGL 341 Poetry	3
ENGL 342 Short Fiction	3
ENGL 344 Ethnic American Literature	3
ENGL 348 African American Literature	3



ENGL 349 Bible as Literature	3
ENGL 350 Gender/Sexual Orientation in Lit., Theory, and Film	3
ENGL 354 Classical Literature in Translation	3
ENGL 361 Environmental Literature	3
ENGL 385 Advanced Studies in Women's Literature	3
ENGL 386 Regional Literature in English	3
ENGL 387 Irish Literature	3
ENGL 396 Literature of Emerging Nations	3
ENGL 398 Global Genres	3
ENGL 430 Major British Authors	3
ENGL 434 Shakespeare	3
ENGL 436 Major American Authors	3
ENGL 437 Major Global Authors	3
ENGL 440 Major Figures in Film	3
ENGL 450 Film Theory	3
ENGL 460 Topics in Film	3
ENGL 461 Topics in British Literature	3
ENGL 463 Topics in Global Literature and Film	3

### **An Eight-Semester Sequence for English Education**

**IMPORTANT: NOTE THAT SOME COURSES ARE OFFERED IN THE FALL OR SPRING ONLY, SO BE SURE TO PLAN ACCORDINGLY.**

To help you visualize an efficient sequence of courses, we show beginning on the next page an eight-semester sequence. You may have more flexibility than is shown below if your language requirement is waived or if you opt to take summer classes. If you have any exemption for your foreign language requirement, then you will need to take those credits as free electives.

## An Eight-Semester Sequence for English Education

### First Semester Fall 20 \_\_\_\_

Courses	Credits	Notes
ENGL 101 Composition I	3	
HIST 196 Explorations in U.S. History <b>or</b> HIST 197 Explorations in European History <b>or</b> HIST 198 Explorations in Global History	3	<b>Or</b> EDSP 102 <b>Or</b> ACE 103
1 <sup>st</sup> math course	3	101 or above
1 <sup>st</sup> language courses	3 – 4	SPAN is 4 credits
PSYC 101	3	
	<b>15 – 16</b>	<b>TOTAL CREDITS</b>
<b>Second Semester</b> <b>Spring 20 ____</b> <b>You may make application to the English Education Program in the English Department after you have earned at least 12 credits and have a minimum 3.0 GPA.</b>		
ENGL 122 Introduction to English Studies	3	Take ENGL 122, not ENGL 121. Transfer students and students changing their majors to Eng. Ed. should consult with their advisers about this requirement.
2 <sup>nd</sup> math course	3	MATH 217 Probability and Statistics is recommended.
2 <sup>nd</sup> language course	3 – 4	SPAN is 4 credits. An additional language course may be needed to fulfill the intermediate level requirement.
Lab science course <b>or</b> Non-lab science course	3 – 4	Students may take 2 lab science courses or 1 lab course and 1 non-lab course to fulfill the LS science requirement.
EDSP 102	3	<b>or</b> ACE 103 <b>or</b> HIST 196, 197, <b>or</b> 198
	<b>15 – 17</b>	<b>TOTAL CREDITS</b>
<b>If you have not made application to the English Education Program, plan to do so during your 3<sup>rd</sup> semester, as long as you have a minimum 3.0 GPA.</b>		

<b>Third Semester</b>		
<b>Fall _____</b>		
Courses	Credits	Notes
ENGL 202 Composition II	3	
ACE 103	3	<b>or</b> HIST 196, 197, or 198 <b>or</b> EDSP 102
THTR 101	3	<b>or</b> ARHI 101, DANC 102, or MUHI 101
1 <sup>st</sup> social science elective	3	One of the 2 social science electives must fulfill the Global and Multicultural Awareness requirement.
2 <sup>nd</sup> science course	3 – 4	If the 1 <sup>st</sup> science course is a lab science course, then another lab science course may be taken <b>or</b> a non-lab science course may be taken. If the 1 <sup>st</sup> science course was a non-lab course, then a lab science course must be taken.
	<b>15 – 16</b>	<b>TOTAL CREDITS</b>
<b>IMPORTANT: Apply to the Teacher Education Program in the College of Education after you have earned the required 48 credits (most likely after the end your 3<sup>rd</sup> semester), taken and passed the PAPA or Praxis Core, and have maintained the required minimum 3.0 GPA (see pp. 9 – 12). You must be accepted into both the English Education Program and the Teacher Certification Program at this point in order to be able to take English Education and EDUC prefix courses.</b>		
<b>Fourth Semester</b>		
<b>Spring 20 _____</b>		
EDSP 477 Assessment of Student Learning	3	
ENGL 212 American Literature	3	Offered spring semester only
ENGL 220 Advanced Composition	3	
Humanities: Philosophy/Religious Studies	3	Take a philosophy <b>or</b> a Religious Studies course under LS requirements.
EDUC 242 (sec. 020) Pre-Student Teaching I/Clinical Experience I	1	Clinical Experience I (includes 35 hours of school-site observation; offered spring semester only)
Literature studies course (controlled elective)	3	<b>or</b> General English elective (course from any track)
	<b>16</b>	<b>TOTAL CREDITS</b>

<b>Fifth Semester Fall 20 _____</b>		
ENGL 210 or 211 British Literature	3	Offered fall semester only
Literature Studies course (controlled elective)	3	
ENGL 323 Teaching Reading & Literature	3	Offered fall semester only
General English elective	3	
EDEX 301 Ed. of Exceptional Children...	2	
2 <sup>nd</sup> social science elective	3	One of the 2 social science courses must be a GMA course.
	<b>17</b>	<b>TOTAL CREDITS</b>
<b>Sixth Semester Spring 20 _____</b>		
ENGL 324 Teaching Writing	3	Offered spring semester only
ENGL 329 History of English	1	Offered spring semester only
Film Studies elective	3	or Literature Studies elective or general English elective
ENGL 314 Speech and Communication	3	Offered spring semester only
Dimensions of Wellness course	3	
ENGL 415 Eng. Language Studies for Teachers	3	Offered spring semester only
	<b>16</b>	<b>TOTAL CREDITS</b>

<b>Seventh Semester</b>		
<b>Fall 20 _____</b>		
EDUC 342/CHSS 343 Pre-Student Teaching II/Applied Practice in ELA	2	Offered fall semester only (includes a minimum of 60 hrs. of school-site observation)
EDUC 452 Teaching English & Comm.	3	Offered fall semester only; must be taken semester prior to student teaching
EDUC 442 School Law	1	
ENGL 434 Shakespeare	3	Offered every 2 years, fall semester only
ENGL 418 Young Adult Literature	3	Offered fall semester only
ENGL 426 ESL Methods and Materials	3	Offered fall semester only
	<b>15</b>	<b>TOTAL CREDITS</b>
<b>Eighth Semester</b>		
<b>Spring 20 _____</b>		
EDUC 441 Student Teaching	12	Spring semester only
	<b>12</b>	<b>TOTAL CREDITS</b>
	<b>122 – 123</b>	<b>TOTAL CUMULATIVE CREDITS</b>

**FORMS**

The forms on the following pages will be used at various times as you move through the English Education Program.

## Interview Request Form

**STUDENT APPLICANTS:** If you are considering applying to the English Education Program, please print this page, complete it, and submit it **at the beginning of the semester** in which you are applying to Dr. Jo-Anne Kerr, 506A HSS (mailbox). *Your interview cannot be scheduled until you have this form placed in Dr. Kerr's mailbox.*

Name \_\_\_\_\_ Banner ID @ \_\_\_\_\_

Home  
Address \_\_\_\_\_

Campus Address  
\_\_\_\_\_

Campus Phone \_\_\_\_\_ Adviser \_\_\_\_\_

Your Email Address  
\_\_\_\_\_

1. Credits completed at IUP: \_\_\_\_\_ Expected graduation date: \_\_\_\_\_

2. GPA for credits completed at IUP: \_\_\_\_\_

3. Credits transferred from another college: \_\_\_\_\_

4. We interview only during the **first week of October (for fall admission) and the third week of February (for spring admission)**. Please list the **three** most convenient times to schedule a half-hour interview for you during one of these weeks.

Indicate your preferred days and times for the interview: Indicate at least **30-minute periods** of time during which you are available for the interview.

**Rank Your Preference (1 = HIGHEST)**

_____ Tuesday	Time _____
_____ Wednesday	Time _____
_____ Thursday	Time _____

As soon as possible, you should ask three faculty members to complete recommendation forms for you. These are a required part of the application to English Education, along with a goals statement, a description of a high school English class, and two papers you have written for any of your classes. *Note:* You may ask any instructor who is familiar with your work and classroom habits to write an evaluation. You may also ask one high school instructor to complete a recommendation form.

I plan to submit all of my application materials by (GIVE DATE): \_\_\_\_\_

Submit form to Dr. Jo-Anne Kerr, 359 Sutton Hall (Place in basket hanging by office door.)





**Faculty Recommendation Form (#2)**  
For Students Applying to the English Education Program

**Part A to be completed by student.**

Name of faculty making the recommendation: \_\_\_\_\_

Student's name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Course you took with the faculty member: \_\_\_\_\_

**Completed form needed by** \_\_\_\_\_ **last Fri. in Sept. (for fall admission)**  
\_\_\_\_\_ **2<sup>nd</sup> Fri. in Feb. (for spring admission)**

**Part B to be completed and returned by individual writing recommendation**

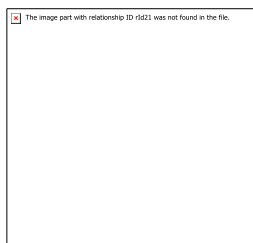
This student has asked you to appraise his/her potential to major in English Education as part of his/her application for admission to IUP's English Education Program. Applicants are asked to obtain three instructor evaluations. Please reply using this form.

1. The student named above is seeking to prepare to teach at the secondary level. Do you have any reservations about his/her preparation and/or attitudes at this point? Please comment on what you know about the student's potential to perform as a secondary English teacher.
  
  
  
  
  
  
  
  
  
  
2. Please comment on any additional strengths or weaknesses for the candidate as a teacher-in-training.

Please return this completed form to Dr. Jo-Anne Kerr, 506A HSS, 981 Grant St., Indiana, PA 15705.



*Portfolio Evaluation Step Two*



**Indiana University of Pennsylvania College  
of Education and Educational Technology**

**Step TWO Portfolio Evaluation at the  
completion of EDUC 342/CHSS 343  
(Submitted in LiveText; see course  
syllabus for details)**

Student's Name \_\_\_\_\_ Banner ID: \_\_\_\_\_

Major \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

<b>Standard Evaluated</b>	<b>NCTE/CAEP Standard(s)</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>InTASC Standard 1</b> Learner Development	III IV V				
<b>InTASC Standard 2</b> Learning Differences	III IV V				
<b>InTASC Standard 3</b> Learning Environment	V.2				
<b>InTASC Standard 4</b> Content Knowledge (100% of NCTE/CAEP and PDE content standards to be met)	I				
<b>InTASC Standard 6</b> Assessment	III.2 III.4 IV.2				

<b>InTASC Standard 7</b> Planning for Instruction	III IV				
<b>InTASC Standard 8</b> Instructional Strategies	III IV				
<b>InTASC Standard 9</b> Professional Learning & Ethical Practice (Reflections on Diversity)	VII				
EDUC 342/CHSS 343 Discovery Paper	III IV				
Teaching Philosophy	III IV V VI VII				

The portfolio is complete for Step 2:      \_\_\_\_\_ Yes      \_\_\_\_\_ No

**English B.A. Degree Course Requirements (for students not planning to teach secondary English language arts)**

<b>I.</b>	<b>Liberal Studies (49 – 50 credits)</b>	
	<b>Humanities (18 credits)</b>	
	ENGL 101 Composition I	3
	ENGL 122 Intro to English Studies	3
	ENGL 202 Composition II	3
	HIST 196 197 or 198	3
	Humanities: Phil/Rel. Studies	3
	Fine Arts: Theatre/Art/Music	3
	<b>Math/Natural Science (10 – 11 credits)</b>	
	Math	3
	2 lab science courses or 1 lab science course and 1 non-lab course	7 - 8
	<b>Social Sciences (9 credits)/different prefixes</b>	
	_____	3
	_____	3
	_____	3
	<b>Dimensions of Wellness (3 credits)</b>	
	_____	3
	<b>Liberal Studies Electives (9 – 11 credits)</b>	
	2 language courses, with 2 <sup>nd</sup> one intermediate	
	Language II or III	3 – 4
	Language III or IV or electives	3 – 4
	Elective	3
	<b>Global Multicultural Awareness Course (3 credits)</b>	
	_____	3
	<b>Writing Intensive Courses (6 credits)</b>	
	_____	3
	_____	3
<b>II.</b>	<b>Major Courses (36 credits)</b>	
	<b>Core Courses (15 credits)</b>	
	<u>2 of the following literature survey courses</u>	
	ENGL 210 British Literature to 1660	3
	ENGL 211 British Literature 1660 to 1900	3
	ENGL 212 American Literature to 1900	3
	ENGL 213 British/American Literature since 1900	3
	ENGL 226 Global Literature	3
	<u>1 of the following writing courses</u>	
	ENGL 220 Advanced Composition	3
	ENGL 221 Creative Writing	3
	ENGL 222 Technical Writing	3

1 of the following language studies courses

ENGL 203 Introduction to Language Studies 3

ENGL 313 Rhetorical Trends & Traditions 3

ENGL 328 Introduction to Linguistics 3

**Capstone Course (3 credits)**

ENGL 484 Topics in English Studies 3

**Electives (6 credits)**

Any 2 courses with ENGL prefix except 100, 101, 121, 122, 202

\_\_\_\_\_ 3

\_\_\_\_\_ 3

**Track Courses (15 credits)**

\_\_\_\_\_ 3

\_\_\_\_\_ 3

\_\_\_\_\_ 3

\_\_\_\_\_ 3

\_\_\_\_\_ 3

**III. Free Electives (28 – 30)**

## English Education Resource Pool Faculty and Advisers

Name	Office	Email Address
Dr. Brian Carpenter	340 Sutton Hall	brian.carpenter@iup.edu
Dr. Jo-Anne Kerr	359 Sutton Hall	jokerr@kerr@iup.edu
Dr. Linda Norris	343 Sutton Hall	lnorris@iup.edu
Dr. Emily Wender	360 Sutton Hall	emily.wender@iup.edu

## English Department Faculty Directory

Name	Office	Phone	Email Address
Bizzaro, Resa	506J HSS	2606	resa.bizzaro@iup.edu
Black, Laurel	354 Sutton	2322	laurel.black@iup.edu
Branscum, John	506H HSS	3963	john.branscum@iup.edu
Comfort, Susan	506W HSS	4483	scomfort@iup.edu
Craig, Chauna	506DD HSS	2576	ccraig@iup.edu
Deckert, Sharon	342 Sutton	5631	sdeckert@iup.edu
Downing, David	506T HSS	6486	downing@iup.edu
Dana Driscoll	506QQ HSS	3968	dana.driscoll@iup.edu
Dube, Reena	506R HSS	2473	reena.dube@iup.edu
Farrington, Tony	506F HSS	0165	afarrin@iup.edu
Hanauer, David	344 Sutton	2274	hanauer@iup.edu
Heflin, Tanya	506P HSS	5630	heflin@iup.edu
Hibsman, Tim	506I HSS	2989	tim.hibsman@iup.edu
Holm, Melanie	330 Sutton	4936	melanie.holm@iup.edu
Kuipers, Chris	506FF HSS	3966	c.kuipers@iup.edu
Marsden, John	506D HSS	3964	marsden@iup.edu
Nienkamp, Jean	506B HSS	3967	nienkamp@iup.edu
Orchard, Chris	506Y HSS	4941	corchard@iup.edu
Pagnucci, Gian	506L HSS	5629	pagnucci@iup.edu
Park, Gloria	506S HSS	3095	gloria.park@iup.edu
Porter, Curtis	348 Sutton	3965	curtis.porter@iup.edu
Powers, Heather	506CC HSS	4013	hjh@iup.edu
Rafoth, Ben	217 Eicher	3029	brafoth@iup.edu
Sanchez-Martin, Cristina	506PP HSS	4936	a.c.sanchez2@iup.edu
Savova, Lilia	506EE HSS	3958	lsavova@iup.edu
Sell, Mike	506AA HSS	2272	msell@iup.edu
Shelly, Lynn	506G	3966	lynn.shelly@iup.edu
Sherwood, Ken	347 Sutton	2457	kenneth.sherwood@iup.edu
Siegel Finer, Bryna	506K HSS	2267	Bryna.sigelFiner@iup.edu
Slater, Tom	506X HSS	4879	tslater@iup.edu
Stewart, Mary	506E HSS	4936	mary.stewart@iup.edu
Stilwell Rosalee	506Z HSS	4939	stilwell@iup.edu
Thompson, Todd	506Q HSS	4931	todd.thompson@iup.edu
Vetter, Matthew	345 Sutton	4937	matthew.vetter@iup.edu
Villa, Judith	353 Sutton	5517	jvilla@iup.edu
Watson, Veronica	506C HSS	4072	maat@iup.edu
Weinstein, Daniel	349 Sutton	4878	daniel.weinstein@iup.edu
Williamson, Michael	350 Sutton	5913	mtwill@iup.edu
Yang, Lingyan	506BB HSS	2604	lingyan@iup.edu
English Dept. Office	506M HSS	2261	dawnette.shellhammer@iup.edu

## **Appendix A**

### **Content Standards**

#### **Step 2 E-Portfolio**

The Step 2 e-portfolio requires that students show that they have meet 100 percent of content standards, including PDE, NCTE-IRA, and NCTE/CAEP standards.

NCTE-IRA Standards are available at: <http://www.ncte.org/standards/ncte-ira>

NCTE/CAEP Standards are available at

[http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards\\_111212.pdf](http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf).

The PDE content standards are below.

- I. Knowing the Content
  - I.A. Language/Linguistics including:
    - Linguistic change, etymology, and processes of word formation
    - Variation: dialects, registers (language used within different groups and settings)
    - Semantics: ambiguity, euphemism, connotation, denotation, and jargon
    - Grammatical/linguistic theories and practices
  - I.B. Reading/Literature including:
    - Reading independently, including strategies, processes, purposes, synthesis of essential ideas, vocabulary development, and comprehension of fiction and nonfiction works
    - Reading critically, differentiating fact from opinion and essential from nonessential information, drawing conclusions, and determining author's purpose
    - Evaluating a variety of media, including the Internet and film
  - I.C. Literature including:
    - Reading, analyzing, and interpreting and writing about British, American, and world literatures that reflect a diversity of gender, racial and cultural perspectives
    - Historical and cultural contexts of the works and writers
    - Literature for adolescents and young adults
    - Historical and contemporary literary movements
    - Characteristics of literary types, forms, elements, and styles
  - I.D. Composition/Writing including:
    - Regard writing as a process: prewriting, determining purpose/audience, drafting, revising, editing, and publishing
    - Practice various types and modes of writing: descriptive and informational pieces, analysis and persuasive pieces, technical writing, journalistic pieces, reflection, fiction, poetry, and resumes
    - Evaluate quality of writing: in terms of focus, content, organization, style, and mechanics/conventions
    - Skilled use of sentence and paragraph structure, spelling, punctuation,



parts of speech, and precise language  
 Understand effective word choice and usage  
 Apply technology to composition  
 Writing workshop

- I.E. Speaking and Listening, including
  - Contributing to and participating in small and large group discussions and individual and group presentations
  - Speaking appropriately in formal situations
  - Listening to others for different purposes, such as interviewing, extracting information, summarizing, and reflecting
  - Practice with audiotape and videotape
- I.F. Research and Technology, including
  - Selecting and defining research topics
  - Organizing, summarizing, and presenting the main ideas from research in oral and written form
  - Documenting and attributing sources of information in an appropriate format and style
  - Accessing information using traditional and emerging resources
  - Apply technology to enhance the study of language and literature using computers and media

The following chart demonstrates comparable PDE, NCTE-IRA and NCTE/CAEP content standards

PDE Content Standards	NCTE-IRA Standards	NCTE/CAEP Standards
I.A. Language/Linguistics	4, 6, 9, 10	II
I.B. Reading/Literature	3	I
I.C. Literature	1, 2, 3	I
I.D. Composition/Writing	4, 5, 6	II
I.E. Speaking and Listening	4	
I.F. Research and Technology	7, 8	

## **Appendix B**

### **Resources: Web Sites**

College of Education and Communications: <http://www.iup.edu/education/>

English Department: <http://www.iup.edu/english>

InTASC Standards: [http://www.ccsso.org/Documents/2011/InTASC 2011 Standards At A Glance.pdf](http://www.ccsso.org/Documents/2011/InTASC%2011%20Standards%20At%20A%20Glance.pdf)

ISTE Standards: <http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>

IUP Office of Educator Preparation: <http://www.iup.edu/teachereducation>

National Council of Teachers of English: <http://www.ncte.org>

NCTE/CAEP Program Standards:  
[http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards\\_72611.pdf](http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_72611.pdf)

Pa. Department of Education: <http://www.education.state.pa.us>

Pa. Department of Education Standards Aligned System: <http://www.pdesas.org>

Pa. Educator Certification Tests: <http://www.pa.nesinc.com/>

Pa. State Education Association: <http://www.psea.org/>

## **Appendix C**

### **PDE Basic Skills Testing Policy**

22 Pa. Code § 49.18 (Assessment) requires an assessment of basic skills, professional knowledge and practice, and subject matter knowledge. The basic skills assessment is comprised of three individual tests covering reading, writing, and mathematics.

#### **Basic Skills Assessment Policy Changes (as of March 2016)**

- Candidates may combine individual tests from different vendors to meet the basic skills requirement.
- The GPA-Scaled Score Chart does not apply to the basic skills assessments.
- PDE provides a composite score for the PAPA and Praxis CORE assessments.
- Candidates electing to use tests from different vendors cannot use a composite score. They must meet the qualifying score for each individual test.
- A separate ACT writing score has been added to reflect the change in ACT score reporting effective September 2015.
- The 1550 SAT composite score has been eliminated to provide an equitable score for those completing the entire SAT vendor's tests and those mixing different vendors' tests.

#### **Approved Basic Skills Assessments**

- The Pre-Service Academic Performance Assessment (PAPA) modules in reading, writing, and mathematics
  - Visit [www.pa.nesinc.com](http://www.pa.nesinc.com) to register for test code PA701.
  - Scores must be electronically submitted directly to PDE, Bureau of School Leadership and Teacher Quality, from the test vendor.
  - A minimum score of 220 is required for the reading and writing modules. A minimum score of 193 is required for the math module. A composite scoring option is available.
- The Core Academic Skills for Educators (CORE) modules in reading, writing, and mathematics
  - Visit [www.ets.org/praxis/pa](http://www.ets.org/praxis/pa) to register for test codes 5712, 5722, and 5732.
  - Scores must be electronically submitted directly to PDE, Bureau of School Leadership and Teacher Quality, from the test vendor.
  - Minimum scores of 156 (Reading), 162 (Writing), and 142 (Mathematics) are required. A composite scoring option is available.
- The Scholastic Achievement Test (SAT) score of 500 or higher for each individual section—Critical Reading, Writing, and Mathematics. There is no composite scoring option.
  - Submit official test scores in vendor-sealed envelope and a TIMS application cover sheet to PDE, Bureau of School Leadership and Teacher Quality. Scores may also be verified from an official score report by (1) the Pennsylvania Approved Preparation Programs through TIMS or (2) sent directly from the high school to the Bureau.
- The American College Test (ACT) Plus Writing.
  - Tests taken prior to September 2015 require a composite score of 23 accompanied by a combined English/Writing score of 22 or higher and a Mathematics score of 21

- or higher.
- Tests taken after September 2015 require separate scores of: Reading – 22; Mathematics – 21, and Writing – 21.
  - Submit official test scores and a TIMS application cover sheet to PDE, Bureau of School Leadership and Teacher Quality, in an envelope sealed by the test vendor. Scores may also be verified from an official score report by (1) the Pennsylvania Approved Preparation Programs through TIMS or (2) sent directly from the high school to the Bureau.

Older basic skills tests, such as the PPST Reading, Writing, and Mathematics, are accepted if taken at the time they were required in Pennsylvania.

**PDE Basic Skills Mix and Match Minimum Scores**

Test	Minimum Score
<b>SAT</b>	
Critical Thinking	500
Writing	500
Mathematics	500
<b>ACT (after September 2015)</b>	
Reading	22
Writing	21
Mathematics	21
<b>ACT (prior September 2015)</b>	
ACT – Composite	23
Reading	22
Writing	22
Mathematics	21
<b>PAPA</b>	
All modules	220
<b>Praxis CORE</b>	
Reading	156
Writing	162
Mathematics	150