

Post-baccalaureate English 7-12 Certificate Program- NewDsg-2016-04-11

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(A) Request Type:*	certificate
(B) Minor or Certificate Title:*	English 7-12
(C) List number of credits:*	24
(D) If Certificate or Letter, select level:	graduate
(E) Course Level:*	graduate-level
(F) Narrative Catalog Description:*	<p>The Post-baccalaureate English 7-12 Certificate is a 24-credit teaching certification program for English majors or equivalent majors who did not earn teacher certification as undergraduates and/or who may be enrolled in a Master’s in English program and wish to add Pennsylvania state certification for secondary English. Some applicants will have an equivalent degree such as a BA in creative writing and some may be equivalent fields such as theater. The post-bac program director and faculty team will be conducting a thorough review for each applicant and will require additional course work (as stated in the program requirements) if candidates do not meet required English courses that match our BA in English or education pre-requisites according to the three-step process for certification at IUP.</p> <p>The IUP English department already offers three Master of Arts in English degrees in Literature, in Composition and Literature, and in TESOL. This certification can be added to these existing M.A. programs. Students could opt to add the post-bac certification in English to their M. A. degree, or get the post-bac first and continue on to complete one of these Master’s degrees, offering options and flexibility for graduate students that are both time and cost effective. Candidates can also combine this certification with the IUP ESL certification program.</p>

(G) List of Program Requirements in catalog layout including course numbers, titles, credits and any footnotes.*

Note: PASSHE requires a minimum of 6 credits in a minor be advanced standing (300 and above)

Post-Baccalaureate English 7-12 Certificate Program

Course Requirements (24 credits)

A. Core Courses (9 cr.)

EDUC 552 Teaching English & Communication in the Secondary School 3 cr.

ENGL 518 Young Adult Literature 3 cr.

ENGL 614 Critical Pedagogy 3 cr.

B. Electives in Teaching, Learning, and Schools (6 cr.)

EDSP 704 Advanced Educational Psychology 3 cr.

EDEX 650 Exceptional Children and Youth 3 cr.

C. Professional Practice (9 cr.)

ENGL 698/001 Internship 3 cr.

ENGL 698/002 Student Teaching 6 cr.

Total Credit Hours 24 cr.

Notes:

- Qualifications for candidates: B.A. in English or related field. Candidates must have 6 undergraduate credits in Math, 6 undergraduate credits in English composition (3) and English literature (3), and have required PA clearances. Some courses may need to be added to the program of study depending upon transcript review. Undergraduate minimum GPA 2.6 if the degree was earned in the past 5 years (2.4 minimum if degree was earned more than 5 years ago).
- ESL Certificate Option: Students may add this option while in the program.
- Options for Master's Degree: Students may opt to add credits to earn a M.A. Literature, M.A. Composition and Literature, or M.A. TESOL degree.
- Students must maintain a minimum GPA of 3.0 for Pennsylvania state teacher certification.
- Students must pass the Praxis II English Language Arts: Content Knowledge examination to be cleared for student teaching and to earn Pennsylvania Instructional I Teaching Certificate.

(H) Student Learning Outcomes*

Alignment with NCTE/CAEP Standards for Teacher Preparation Programs and PDE Candidate Competencies

NCTE/CAEP Standards	Course(s) in which standards will be met
<p>Content Knowledge</p> <p>I. Candidates demonstrate knowledge of language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers</p>	<p>Content standards will have been met by candidates in undergraduate courses for B. A. degrees in English.</p> <p>ENGL 515</p> <p>EDUC 552</p>

<p>Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.</p>	<p>Content standards will have been met by candidates in undergraduate courses for B. A. degrees in English.</p> <p>ENGL 515</p>
<p>Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments</p>	<p>EDUC 552</p>
<p>II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.</p>	<p>Content standards will have been met by candidates in undergraduate courses for B. A. degrees in English.</p> <p>EDUC 552</p>
<p>Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</p>	<p>Content standards will have been met by candidates in undergraduate courses for B. A. degrees in English</p> <p>EDUC 552</p> <p>ENGL 614</p>
<p>Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.</p>	<p>Content standards will have been met by candidates in undergraduate courses for B. A. degrees in English.</p> <p>ENGL 614</p> <p>EDUC 552</p>
<p>Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.</p>	<p>EDUC 552</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>Content Pedagogy: Planning Literature and Reading Instruction in ELA</p> <p>III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students</p>	
<p>Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p>	<p>EDUC 552</p> <p>ENGL 614</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting</p>	<p>EDUC 552</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	EDUC 552 ENGL 698/002
Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.	EDUC 552 ENGL 698/002
Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	ENGL 698/001 ENGL 698/002
Content Pedagogy: Planning Composition Instruction in ELA	
IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.	
Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences and purposes.	EDUC 552 ENGL 698/002
Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes	ENGL 698/001 ENGL 698/002
Learners and Learning: Implementing English Language Arts Instruction	
V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.	EDSP 704 EDEX 650 ENGL 698/001 ENGL 698/002
Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school, and community contexts and knowledge about students' linguistic and cultural backgrounds.	ENGL 698/001 ENGL 698/002
Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	ENGL 698/002
Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.	ENGL 698/002
Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	EDUC 552 ENGL 698/001 ENGL 698/002

<p>Professional Knowledge and Skills</p> <p>VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in ELA.</p>	<p>ENGL 614</p> <p>EDUC 552</p>
<p>Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society</p>	<p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>Element 2: Candidates use knowledge of theories and research to plan instruction that is responsive to students' local, national and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment) and languages/dialects as they affect students' opportunities to learn ELA.</p>	<p>ENGL 614</p> <p>ENGL 698/002</p>
<p>VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.</p>	<p>EDUC 552</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</p>	<p>ENGL 698/002</p>
<p>Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>	<p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>PDE Candidate Competencies</p> <p>I. Secondary Education</p>	<p>Course(s) in which competencies will be developed</p>
<p>A. Organizational Structure of the High School</p>	
<p>1. Make curricular decisions...grounded in the social, philosophical, and historical foundations of education</p> <p>2. Engage adolescents in activities related to interpersonal, community, and societal responsibilities.</p> <p>3. Develop classrooms as communities of practice that are learner-centered</p> <p>4. Utilize student assistance and student support programs...</p> <p>5. Participate in professional organizations...</p> <p>6. Interact with various professionals that serve adolescents...</p> <p>7. Understand the philosophy of secondary education</p>	<p>ENGL 614</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>B. Adolescent Development</p> <p>1. Recognize and implement major concepts, principles, theories, and research related to adolescent cognitive, social, sexual, emotion, and moral development.</p> <p>2. Design and implement strategies that encourage students' positive self-esteem, self-efficacy, and motivation.</p> <p>3. Identify and respect the range of individual and cultural differences of all adolescents and the implications of those differences in teaching and learning.</p> <p>4. Identify how the development of all adolescents occurs in the context of classrooms, families, peer groups, communities, and society.</p> <p>5. Design and implement strategies that provide students with appropriate skills in making the transition from middle-level to high school and then to full citizenship.</p> <p>6. Incorporate knowledge of adolescent development into educating students in goals setting and decision making.</p> <p>7. Create and support learning environments that promote the healthy development of all adolescents.</p> <p>8. Demonstrate effective adolescent behavior strategies for the classroom.</p>	<p>EDSP 704</p> <p>EDEX 650</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>II. Subject Matter Content & Pedagogy</p>	

<p>A. Content</p> <ol style="list-style-type: none"> 1. Language and Linguistics 2. Reading/Literature 3. Literature 4. Composition/Writing 5. Speaking and Listening 6. Research and Technology <p>B. Pedagogy</p> <ol style="list-style-type: none"> 1. Use effective instructional principles... 2. Employ teaching and learning strategies that consider and capitalize on developmental characteristics of all adolescents. 3. Use effective comprehensive instructional principles responsive to the needs of all students. 4. Incorporate technology into instructional appropriately 5. Use materials designed explicitly for the secondary grades. 6. Make decisions about curriculum and resources that reflect an understanding of adolescent development. 7. Utilize subject-specific methodologies. 8. Deliver curriculum that is relevant, challenging, integrative, and exploratory. 9. Incorporate adolescents' ideas, interests, and experiences into instruction. 10. Design effective interventions... 11. Integrate technology and other resources...in order to prepare students for higher education.... 12. Apply PA Core Standards into short- and long-term instructional goals. 13. Create lessons that support literacy across the curriculum. 14. Prepare students to gain, process, and use information in different contexts. 15. Design educational experiences that help students communicate using various tools and means. 16. Create lessons that demonstrate an understanding of literacy both broadly and in discipline contexts. 17. Utilize literature, classic texts in different genres, commercial reading materials, electronic-based information, and locally-created materials. 18. Demonstrate the adaptation of educational or subject-specific research in lessons. 19. Differentiate instruction, assessment and management strategies.... 20. Develop inclusionary practices that respect differences and encourage students to work together to maximize their own learning and one another's learning. 	<p>A. Content</p> <p>Competencies will have been demonstrated in undergraduate courses required for B.A. degrees in Eng.</p> <p>B. Pedagogy</p> <p>EDUC 552</p> <p>ENGL 614</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>III. Assessment</p>	

<ol style="list-style-type: none"> 1. Utilize assessment practices that match instructional strategies, are culturally relevant, and authentically measure student performance. 2. Continuously monitor the results of interventions and alter instruction accordingly. 3. Use multiple assessments that are developmentally appropriate for adolescent learners including graduation and end of course examinations. 4. Implement technology in student assessment and measures. 5. Use assessment data to guide instruction. 6. Strategically tutor students whose assessments indicate need for additional instruction. <p>Candidates would use appropriate strategies through additional tutoring of the students to remediate any deficiencies they discover from the student assessments.</p> <ol style="list-style-type: none"> 7. Use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way. 8. Design assessments that target academic standards and Assessment Anchor Content Standards in subject areas. 9. Develop assessments that impact instruction, facilitate learning communities, and support diverse students' development and learning. 10. Apply assessments that help reveal readiness in making the transition from school to work, to higher education, to military service, to full citizenship, etc. 	<p>EDUC 552</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>IV. Professionalism</p>	
<ol style="list-style-type: none"> 1. Act as positive role models, coaches, and mentors for all adolescents. 2. Communicate deep content knowledge in the subjects taught. 3. Serve on advisory program, co-curricular activities, and other programs supporting the curriculum. 4. Uphold high professional standards as defined by Charlotte Danielson in her Framework for Teaching (2013). 5. Utilize research and data-based decision making. 6. Participate fully in grade and building level structures. 7. Develop effective teaching practices and focus on continual improvement within the teacher-preparation apprenticeship model. 8. Understand and comply with Pennsylvania's <i>Code for Professional Practice and Conduct for Educators</i>. 	<p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p style="text-align: center;">Rationale for Proposal</p>	

<p>(I) Why is this being proposed?*</p>	<p>IUP originally offered a state-approved 42-credit Master of Arts in Teaching English (MA/TE) degree with certification (36-cr. without certification). Low enrollment over the past five years due to high cost and timeliness for completion led that program to be placed into moratorium; the old MA/TE Program is now being reconfigured as a post-baccalaureate for English majors or equivalent majors who did not earn teacher certification as undergraduates or who may be enrolled in a Master's in English program and wish to add certification. Candidates can combine this certification with the IUP ESL certification program and/or with the other three IUP M.A. English programs. Currently there are 273 secondary teaching jobs in Pennsylvania (https://www.ziprecruiter.com/jobs/pennsylvania/secondary-teacher) with close to 30 jobs posted per day in the English field (http://www.indeed.com/q-secondary-english-teacher-l-Pennsylvania-jobs.html). The former MA/TE director and the current BSED director receive weekly phone and e-mail inquiries for teachers with secondary English certification. This post-Baccalaureate program, like the current BSED, will attract a wide range of students from across the state and will serve areas in Pennsylvania and in other states where highly qualified and diverse teachers are needed, particularly in the eastern part of Pennsylvania and in nearby areas where teachers are in high demand, including Washington, D. C. and New York City (http://teaching.monster.com/careers/articles/8257-teachers-needed-in-5-us-areas?page=6). This post-Baccalaureate program will allow students with a BA in English degree, who are already strong in their English Language Arts subject matter area, and who have graduate-level courses in English content and pedagogy, to become more competitive for employment.</p> <p>The plan for this 24-credit certification program meets the needs of candidates who are requesting a high quality, thorough program that combines content and pedagogical knowledge in secondary English education at a reasonable cost and in a reasonable time frame. After meeting the entry qualification requirements, candidates will take 6 credits in the summer, 12 credits in the fall, and student teach (6 credits) in the spring. This program coincides with the IUP undergraduate English education major and with school district schedules to accept student teachers with their cooperating teachers. Like the BSED, this program offers both a focus on instructional skills that promote critical thinking and classroom management that includes safety and communication with families, two highly desired outcomes for certified teachers, according to the APA report on the Teacher Needs Survey (http://www.apa.org/ed/schools/coalition/teachers-needs.pdf). An added component of the graduate courses required is that those students certified in this program will also gain instruction in the rigors of graduate coursework and an inquiry-based approach to classroom research at the Master's level.</p>
<p>(J) What role, if any, does it serve the College /University above and beyond the role it serves in the department?*</p>	<p>This program serves both the College of Humanities and Social Sciences and the College of Education and Educational Technology with candidates taking required courses from both disciplines. Students in the program will be taught the English subject matter content knowledge and the pedagogical content knowledge relative to the education of students. Candidates will experience faculty expertise from both colleges for a more well-rounded, cross-disciplinary and multi-disciplinary program. Graduates with this certification may choose to continue on to Master's level programs from either college (e. g., a Master of Arts in Literature or a Master of Education in Literacy and Reading Specialist) and/or may also go on to doctoral-level work in English or education.</p>

For Deans Review
<p>Are Resources Available/Sufficient for this Course?</p>
<p>Is the Proposal Congruent with the College Mission?</p>
<p>Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?</p>
<p>Comments:</p>

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