

**UNIVERSITY OF KENTUCKY
COLLEGE OF EDUCATION
ENGLISH EDUCATION
PROGRAM FOLIO
GRADES 8-12**

I. CONCEPTUAL FRAMEWORK

A. THE COLLEGE OF EDUCATION

The Reflective Decision Maker. The College of Education has adopted a “Professional Educator as Reflective Decision Maker” conceptual framework model. Preservice educators are prepared to draw upon a repertoire of cognitive and pedagogical strategies from which to make the most effective long term professional decisions. Reflective decision makers are proactive, informed, student oriented, and seek a lifetime of learning and professional growth. Such educators are open to learning from many sources: their students, their colleagues, academe, their professional associations, and their own experiences. They are enthusiastic in their zest to engender knowledge and believe all students can effectively learn. They understand that truth evolves on a continuum as research reveals new facts, and they continuously evaluate existing knowledge for accuracy, while adding to their content knowledge base. Reflective decision makers know that there are many roads to intellectual rigor and effective governance and therefore, assist students and other educators in seeking appropriate paths. The reflective decision maker adheres to Kentucky’s New Teacher Standards, Experienced Teacher Standards, Administrator Standards, and performance standards of excellence for themselves and their students.

B. THE ENGLISH EDUCATION PROGRAM

The Reflective Decision Maker. The model of Reflective Decision Maker permeates the philosophy of the English Education Program. This program offers a curriculum that represents the professional standards of the National Council of Teachers of English (NCTE). The English Education Program graduates secondary English teachers who affirm that reflection is a key to better teaching, especially when engaged in by a shared professional community. Four NCTE principles influence the reflective practice of English teachers: (1) the connection between practice and beliefs, (2) the contexts in which learning occurs, (3) pedagogical theory, and (4) an expanded range of alternative practices that encourage teachers to forge integrated theories and approaches to teaching and learning.

Reflective English teachers realize that they have a valuable opportunity to nurture the achievement potential of individual learners. The English Education Program pre-service teachers experience the pedagogy that they study as they assess their own areas of strength and growth. They assess their course work throughout each semester as a way of understanding the interrelationship of assignment,

content area knowledge, and performance. These pre-service teachers, as well as experienced teachers who earn Rank 2 and graduate degrees from this program, not only understand the value of reflection, but are given the tools for proactive reflective decision making and self assessment.

Cognitive Approach. The effective English educator understands that a teacher’s attitude, content knowledge, and pedagogical choices are critical to an effective cognitive approach. All languages have rules for universals assigning sound, meaning, and grammar to language usage. These rules are filtered through the culture of those who use them, and this metacognitive knowledge is identified as linguistic competence. The demonstration of this linguistic knowledge in a variety of styles in expressing ideas is termed linguistic performance. The successful language teacher facilitates a bridge between linguistic competence and performance, such that the product students produce in oral language or writing mirrors their linguistic meta-cognition.

English educators acknowledge that from a linguistic point of view no language is considered “better” than another. This is because each language serves a particular speech community. The first language of each speech community provides this cognitive foundation in English by age three. Therefore, individuals enter school with a fully formed language based on the oral and written speech models presented to them. To this linguistic base all foreign languages and varieties or dialects of a language are added. In essence, students should be encouraged to become bidialectal, keeping their first language and adding academic English as a vehicle for communication with a global audience. Likewise, when students learn to effectively use academic English, teachers must provide the opportunity for all to enhance that knowledge, and to appreciate other varieties of English as well.

The study of English is the study of its language, history, and culture of a speech community and should be appreciated. It is also the study of the application of language creatively and in career choice (e.g. creative writing, business, journalism, theater, speech communication). The brain is equipped to master many languages and dialects, and throughout the ages great literature has celebrated this rich diversity of expression. A rationale for the teaching of English should emphasize appropriate style and usage of the language for many audiences rather than limiting linguistic performance to one prescribed grammar. Therefore, the content model should reflect a study of the language through speech, theater, writing, and media. The English Education Program prepares its preservice teachers with such a model so that their students will succeed as effective language learners, whether they are enhancing their knowledge of English as native speakers, learning English as a second language, or learning English as one of many languages.

Philosophy and Mission. There is no profession more important than one, which has the opportunity to nurture the mind. As educators we have that valuable opportunity, and only those committed to nurturing the genius potential of individual learners should enter this challenging and rewarding profession. At the certification level, the English Education Program is the theoretical and pragmatic preparation for preservice teachers’ first supervised teaching experience and the foundation for future educators, who are prepared to make a positive difference in their students’ lives. Therefore, the English Education Program is committed to the following set of principles for its graduates:

- (1) the premise of the Kentucky Education Reform Act that all students must be given the opportunity to learn at their highest potential and that educators must value the strength of diversity that their students bring to the learning process
- (2) a secondary English curriculum which is aligned with the National Council of Teachers of English teacher preparation and certification guidelines
- (3) equitable pedagogy that can facilitate student achievement on the CATS assessment
- (4) the preparation of proactive reflective decision makers whose knowledge and application of theory and practice engender enthusiasm and academic success in their English classes
- (5) alignment of the English Education Program's goals with the Kentucky New Teacher and Experienced Teachers Standards, and
- (6) the development of effective curricula, practica, and pre-service experiences that predict successful completion of the Kentucky Teacher Internship Program.

II. PROGRAM EXPERIENCES

A. PROGRAM COMPONENTS

English Education Majors. English Education is part of the Language Education Program and offers the Master of Arts in Education degree, with initial certification (MIC) in secondary English (grades 8-12), Rank I and Rank II classifications, fifth year, and certification renewal. The professional emphasis of the English Education Program is that its graduates become reflective teacher researchers who share their expertise with the teaching profession. Applicants to the Master of Arts in secondary English Education, with Initial Certification (MIC), must have completed a thirty-three credit hour Bachelor of Arts degree, bachelor of education degree with a major in English, or the equivalent. Nine of these hours are prerequisite literature survey courses. The remaining twenty-four credit hours are comprised of an inclusive canon of British and American literature, advanced writing, and linguistics. The successful completion of the English Education major provides the content knowledge base and includes topics such as process writing pedagogy, portfolio writing, literary criticism, inclusive American and British literature canon, and language diversity.

Students must choose among the following plans: 1) Plan One – English major for secondary education, major in a certifiable foreign language, and the English support area; 2) Plan Two – English major for secondary education, any university approved minor, and the English support area; 3) Plan Three – English major for secondary education, Teaching English as a Second Language support area, and the

English support area; 4) Plan Four – English major for secondary education, general support area, English support area.

The English support area consists of eighteen hours that reflect a combination of journalism, speech communication, theater, and fine arts. Documented experience in these fields may be used to demonstrate expertise, but applicants must still submit an alternative configuration of eighteen credit hours in the English Support area for adviser approval. Those seeking state approved endorsements, either P-12 or secondary with their initial, may be able to include the prescribed endorsement coursework as a minor or as part of a support area, only with the approval their adviser.

B. PROGRAM ACTIVITIES

Undergraduates majoring in Secondary English Education and all MIC applicants must also complete one hundred hours of education related experiences with adolescents, ages 14-18, through the three credit hour course EDC 362 “Field Experience in Secondary Education” or through documented activities approved by the content area adviser. This undergraduate practicum ensures that, when possible, students are paired with teachers who use KERA and NCTE based pedagogy and promote attitudes of equity of instruction for all students. EDC 362 allows shadowing of students and participation in classroom routine, tutoring, parent conferences, attendance at departmental and site based meetings. This important set of educational experiences helps students gain professional perspectives on becoming a reflective educator. More importantly it is an opportunity for applicants to discover their level of commitment to the education profession.

Students who enter the MIC Program in Secondary English Education have extensive experience in public school settings in the fall semester. MIC English students are placed four mornings a week in one of four participating high schools which serve as our partners in secondary education. MIC English students complete their student teaching (five days a week for thirteen weeks) in one of our partner schools or another high school in the greater Lexington area. Cooperating teachers are selected for their ability to model best practice and their willingness to mentor new teachers into the profession.

C. PROGRAM CURRICULUM

Beginning with the methodology course, EDC 635, “English Pedagogy in the Secondary School,” course topics, projects, assessments, and observation instruments include linkages with NCTE pre-service teacher guidelines, pedagogical theory, KERA goals, and classroom practice. In addition, input from each secondary area was given to EDU 645, “Foundations of Pedagogical Theory and Practice in the Secondary School,” in order to enhance the integration between cohort classes and the specialty methods courses. Professional portfolios, which document teaching philosophies, pedagogical successes, reflections as educators, and student as well as classroom supervisor evaluations are required. The following pedagogical content goals permeate the English Education curriculum.

- knowledge of KERA goals and learner expectations specific to the teaching of English language arts to adolescents
- knowledge of CATS testing goals
- knowledge of the relationship between language arts theory and language arts pedagogy
- knowledge of collaborative and individual pedagogical strategies in the teaching of English, journalism, theater arts, and speech communication
- knowledge of portfolio assessment and other selected authentic assessments specific to the secondary English curriculum
- increased knowledge of the inclusive literary canon in all genres
- increased knowledge of oracy

MIC CONTENT

Students in the MIC Program in English acquire much of the practitioners' knowledge base in the courses EDU645 and EDU745 (see MIC Folio). In addition to EDU645 and EDU745, a prescribed program of thirty-three credit hours in English and EDC 362, taken before admission with approved minor or support area and English Support Area, the following courses comprise the MIC Secondary English program.

ENGLISH EDUCATION COURSES

EDC 635 English Pedagogy in the Secondary School (3 credits)

Through campus and school-based experiences, students will learn how to engage students in a comprehensive study of English language arts and how to make decisions about planning instruction, and developing assessment based on a sound knowledge of content, materials, technology, and methods appropriate for teaching self contained English classes, journalism, speech communication, or theater courses to students in grades eight through twelve. Prerequisites: admission to the MIC (BA in English Education, BA in English), or a bachelor's degree with equivalent coursework approved by an adviser.

EDC 746 English in the Secondary School (9 Credits)

This course consists of planned and supervised student teaching in English at the secondary school level. This course requires the integration of observation skills, application of instructional objectives, teaching strategies, selection of instructional materials and assessment of student progress. Regularly scheduled seminars are an integral part of the course. Prerequisites: an undergraduate GPA of 2.5 or above overall and in the major or a graduate course GPA of 3.0, and successful completion of the following: three fourths of content area major, completion of the minor or support area, EDC 635, and EDU 645

Graduate level coursework in English and education (9 credits)

Six approved graduate hours in English and a graduate level course in the teaching of reading, such as EDC 618 “Advanced Study in the Teaching of Reading” or EDC 534 “Reading and Study Skills in English,” must also be taken to complete the thirty-three graduate credit hour MIC program in English.

UNDERGRADUATE CONTENT AREA MAJOR

The following sequence of courses comprises the undergraduate English Education major leading to eligibility for the MIC secondary English Education Program. Students will demonstrate...

1. knowledge of language learning and language usage processes
2. knowledge of the interrelationships among speaking, listening, reading, writing, viewing, and visually representing
3. knowledge of the cultural and linguistic varieties of the English language
4. knowledge of an inclusive literary canon replete with classics written by authors of color, women, as well as historically established authors
5. ability to write proficiently
- 6 proficiency in the CATS assessment of student writing, including authentic assessment, as reflected in portfolio design and evaluation, as well as in writing across the curriculum
7. knowledge of how to interact with parents/guardians, students, school personnel, and community groups in order to establish academic expectations for students they will teach.

Prerequisites:

3 credits ENG 221 Survey of English Literature

Select two: (six hours)

3 credits ENG 222 Survey of English Literature

3 credits ENG 251 Survey of American Literature I

3 credits ENG 252 Survey of American Literature II

Required Upper Division Content: (twenty-four credit hours)

Literature Component (twelve hours)

Required: (six hours)

3 credits ENG 425G Shakespeare Survey

or

3 credits ENG 426G Shakespeare Survey

- 3 credits ENG 264 Major Black Writers
or
3 credits ENG 356 Studies in Black American Literature

Select one: (three hours)

- 3 credits ENG 420G Studies in Medieval English Literature
3 credits ENG 422G English Renaissance: 1500-1600
3 credits ENG 423G English Renaissance: 1600-1660
3 credits ENG 430G Restoration and Early 18th Century:
 1660-1730
3 credits ENG 431G The Later 18th Century: 1730-1780

3 credits ENG 440G The 18th Century English Novel
3 credits ENG 519 Introduction to Old English

Select one: (three hours)

- 3 credits ENG 435G The Romantic Movement
3 credits ENG 436G The Romantic Movement
3 credits ENG 438G Victorian Period
3 credits ENG 439G Victorian Period
3 credits ENG 441G The 19th Century English Novel
3 credits ENG 442G The 20th Century English Novel
3 credits ENG 446G Twentieth Century British Literature
3 credits ENG 455G Modern American Novel

Critical Thinking Component (three hours)

Required: (three hours)

- 3 credits ENG 320 Introduction to Literary Study

Composition Component (six hours)

Required: (six hours)

- 3 credits ENG 305 Advanced Writing
3 credits ENG 509 Composition for Teachers

Select one: (three hours)

- 3 credits ENG 418 History of the English Language
3 credits ENG 414G Introduction to Modern English Linguistics
3 credits ENG 510 American English
3 credits ENG 512 Modern English Grammar
3 credits EDC 575/777 Applied Linguistics and Language Diversity

Students will be required to take an English editing assessment as part of the process of application to the MIC Program. If they do not successfully pass the assessment, they must complete appropriate remediation as contracted with the subject area advisor.

Program Plans. Students majoring in Secondary English will select one of four program plans. After successful completion of the MIC program, Plan 1 will lead to certification in both areas of study. In Plan 2 only the major study component will lead to certification. However, if the ESL minor is selected as part of Plans 2 or 3, students would become eligible for the ESL Endorsement as well. In Plan 4 students will have a broader background in related areas.

Plan 1

Double major in English and a foreign language, (Classics, French, German, Latin, Spanish, etc.) and English support area (18 hours). Any other double major in certifiable areas may also be considered, but must be approved by the Language Education Program Chair.

Plan 2

English major (33 hours), university approved minor, and English support area (18 hours).

Plan 3

English major (33 hours), Teaching English as a Second Language support area (21 hours), and English support area (18 hours).

Plan 4

English major (33 hours), general support area (24 hours distributed across appropriate support disciplines), and English support area.

D. PERFORMANCE STANDARDS

APPENDIX A SHOWS THE INTERRELATIONSHIP AMONG THE KENTUCKY NEW TEACHER STANDARDS, LEARNED SOCIETY (NATIONAL COUNCIL OF TEACHERS OF ENGLISH) GUIDELINES, AND PROGRAM EXPERIENCES. As an exit assessment, each MIC English Education candidate compiles a portfolio which demonstrates ability to meet each of the Kentucky New Teacher Standards (EDC746) and exhibits a portion of this portfolio before a jury of peers, faculty, and other educators (EDU745).

E. LEARNED SOCIETY GUIDELINES

The National Council of Teacher of English has published guidelines for the preparation of English Teachers. *APPENDIX A SHOWS THE INTERRELATIONSHIP AMONG THE KENTUCKY NEW TEACHER STANDARDS, LEARNED SOCIETY (NATIONAL COUNCIL OF TEACHERS OF ENGLISH) GUIDELINES, AND PROGRAM EXPERIENCES.*

D. KERA INITIATIVES

Students seeking initial certification in Secondary English will experience course work and activities related to KERA initiatives as part of their individual programs. (See Masters with Initial Certification Folio) for details of how KERA initiatives are addressed in the overall teacher education program. The following table illustrates how KERA initiatives are addressed by English Education coursework and experiences.

| KERA INITIATIVES | ENGLISH EDUCATION COURSES |
|--|---------------------------|
| Learner Goals and Academic Expectations | EDC635, EDC746 |
| Program of Studies (P – 12) | EDC635, EDC746 |
| Core Content/CATS | EDC635, EDC746 |

F. NCATE THEMES

Students seeking initial certification in Secondary English Education will experience course work and activities related to NCATE themes as part of their individual programs. (See individual Masters with Initial Certification folio) for details of how NCATE themes are addressed in the overall teacher education program.

Conceptual Framework

The English Education program supports the College of Education’s focus on the teacher as reflective decision maker (See the introduction to this folio.). In the English Education program, reflection is emphasized through such activities as journal writing, participation in electronic discussion groups, and the selection of portfolio pieces for midpoint and exit assessment. Professors and supervisors who work with preservice English teachers emphasize reflection upon teaching.

Diversity

An understanding and acceptance of diversity, especially language diversity, among learners is a key principle in the Secondary English Education Program. Preservice English teachers work with a wide range of students who differ in ethnicity, culture, language, socioeconomic status, and exceptionalities. Through coursework and field experiences, prospective English teachers learn to use strategies which build upon individual and group differences while creating and maintaining a sense of classroom community. Prospective English teachers learn the interrelationships among language, culture, and identity and use this knowledge to design and deliver instruction.

Intellectual Vitality

All course work and experiences in the Secondary English Education Program are intended to create and sustain the intellectual vitality of individuals seeking this endorsement. Throughout the program,

preservice and inservice teachers are challenged to explore such current and controversial issues as standard English, bilingual education, Ebonics, the English only movement, the implications of immigration for students in public schools, and the role of technology in English language arts instruction. Secondary English Education students are encouraged to read widely from an inclusive canon and to read professional journals regularly. English Education students are required to attend the annual conference of the Kentucky Council of Teachers of English Language Arts and to attend National Council of Teachers of English conferences when feasible.

Technology

Students seeking initial certification in English are prepared to meet Kentucky's new Technology Standard. Specifically, students explore and utilize the many electronic resources available to assist in the teaching and learning of English language arts, including on-line tutoring, electronic communications, and textual resources on the world wide web.

Professional Community

Students seeking initial certification in English are encouraged to join professional organizations (e.g., NCTE, IRA) which address issues in English language learning. In addition, in field experiences and student teaching, preferred placements are in partner schools which house professional communities of teachers. A sense of community among prospective teachers of English is nurtured through seminars, electronic discussions, and team projects.

Evaluation

Through course work and experiences, preservice teachers seeking initial certification in English learn and practice multiple forms of self, student, and program evaluation. Specifically, evaluation is addressed in EDC635, EDC746, EDU645 (MIC), and EDU745 (MIC).

Performance Assessment

Individuals seeking the initial certification in English learn strategies for assessing the performance of students in the English language arts in EDC634, EDC746, EDU645 (MIC), and EDU745 (MIC). In the undergraduate program, ENG509, Composition for Teachers, performance assessment is learned and modeled. Individuals seeking initial certification in English demonstrate competency at midpoint and exit through portfolios and through observations and evaluations of their classroom performance. Because of KERA's focus on assessment and accountability in English language arts, students seeking initial certification in English study and use Kentucky curriculum and assessment documents, become familiar with Kentucky assessments of reading and writing, and study student work samples from these assessments.

G. KENTUCKY LEGISLATIVE INITIATIVES

Students seeking initial certification in English will experience course work and activities related to Kentucky Legislative Initiatives as part of the Masters with Initial Certification Program (See Masters with Initial Certification folio for details of how Kentucky Legislative Initiatives are addressed in the overall teacher education program).

Because of the emphasis in course work and field experiences in the Secondary English Education Program on literacy, and linguistic and cultural diversity, the initiatives concerning State Agency Children, Exceptional Children, and Literacy Programs are particularly relevant.

III. ASSESSMENT

Continuous Assessment. Continuous assessment targeting the effectiveness of the English Education Program is a major priority. Admission screening includes English language and technology assessments, as well as a panel interview by members of the Language Education Program Faculty. At the time of the interview, applicants are evaluated according to the following criteria: Grade Point Average, Graduate Record Examination or other approved standardized test scores, graded and on-site writing tasks, verbal communication, quality of references, commitment to teaching, social awareness, educational experiences with diverse learners 14-18 years old, and multicultural experiences. A rating is given as to overall potential for successfully completing the program. Each applicant's credentials are presented before the full Language Education Program Faculty, with members of the individual panels answering any questions and clarifying ratings. Applicants who have composite scores of 70% or above may be eligible for admission. Applicants who are denied admission may reapply or appeal the admissions decision.

Once admitted, students develop portfolio entries during each semester of the program. These focus on course work and field experiences and are reviewed periodically by the Program Chair. Collaborative micro-teaches, videotaped individual teaching performances, evaluated lesson plans, and student self-assessment instruments during practicum and student teaching experiences are also reviewed. Members of the Language Education Program Faculty review portfolios at mid-point and exit. Moreover, classroom teachers and university supervisors have mid-term and final evaluation input during practica and student teaching experiences. Selected seminars are held at the student teaching school sites in order to promote dialogue with pre-service and classroom supervisors. Progress reports regarding the program and its students are given at the regularly scheduled Language Education Faculty meetings; appropriate action, when necessary, is taken.

IV. PROGRAM FACULTY

Language Education Program Faculty. English Education is part of the Language Education Program, supervised by Program Chair, Dr. Elizabeth Spalding. She is the content area specialist

responsible for the academic integrity and administration of the program. Dr. Spalding seeks input from the Language Education Program Faculty, a policy advisory body, whose members are content area faculty from the English and Linguistics departments, the Curriculum and Instruction department, classroom English teachers, Fayette County Public School administrators, and one student major. This body also assists with admissions interviews, hears student appeals, and assists in establishing the criteria for program changes. Dr. Spalding appoints members to this committee for one to three year terms. Student members are selected each year. The Language Education Program Faculty names are listed below.

Language Education Program (English Education, Foreign Language Education, Teaching English as a Second Language Faculty Members)

English Education:

Elizabeth Spalding, Program Chair, Ph.D., Full time IHE, Part time program

Thomas Clayton, Ph.D., English Dept., Full time IHE, Part time program

Gail Cummins, Ph.D., English Dept., Full time IHE, Part time program

Matthew Logsdon, M.A., English Dept., Henry Clay High School, Part time program

Elizabeth Moore, M.A., English Dept., Dunbar High School (retired), Part time program

Joan Pickett, MA, Curriculum and Instruction Dept., Part time IHE, Part time program

Roxanne Foose, MA, English Dept., Lafayette High School, Part time program

Representative from English Dept. – vacant as of 9/99

Representative from Fayette County District Office – vacant as of 9/99

Student representative – vacant as of 9/99

Foreign Language Education:

Christel Ortmann, Ph.D., Foreign Languages, English as Second Language, Full time IHE, Part time program

Diane Jeter, M.A., French Dept., Dunbar High School, Part time program.

Denise Munizaga, MA, Foreign Language, English as a Second Language Supervisor Fayette County Public Schools, part time

Rupert Pickens, Ph.D. French Dept., Full time IHE, Part time program

Sadia Zoubir-Shaw, Ph.D., French Dept., Full time IHE, Part time program

Cynthia Ruder, Ph.D., Russian and Eastern Studies Dept., Full time IHE, Part time Program

Imma Pertusa-Seva, Ph.D., Spanish/Italian Dept., Full time IHE, Part time program

Linda Worley, Ph.D., German Dept., Full time IHE, Part time program

Harald Hoebusch, Ph.D., German Dept., Full time IHE, Part time program

Hubert Martin, Ph.D., Classics Dept., Full time IHE, Part time program

Language Education Program Faculty Chair. Like other secondary program chairs in the college, Dr. Spalding serves as the adviser for all English Education majors. In addition, it is the program chair's responsibility to oversee the day-to-day details of student inquiries about the programs, official matriculation concerns (i.e. academic petitions, course selection, etc.), as well as the placement and monitoring of students in their practicum and student teaching positions. Dr. Spalding serves as the liaison between the English Education Program and the dean's office; calls all program faculty meetings and sets the agenda; is liaison between the program and the English Department; and is liaison/mediator between the program and the coordinating classroom teachers and school administrators. She coordinates the program's admissions. She oversees the program's curriculum, certification compliance, and administrative decisions, and is the program advocate for secondary English Education majors.

APPENDIX A

Content Matrix Relating U.K.'s Secondary English Program of Studies with NCTE's Guidelines for the Professional Education of Teachers of English and Kentucky's New Teacher Standards

| NCTE Guidelines | New Teacher Standards | Courses/Experiences |
|--|-----------------------|---|
| 1.0 Structure of the Basic Program The institution established an identifiable curriculum for preservice English language arts teachers | | Thirty-three credit hours of English coursework accompanied by an approved minor or support block |
| 1.1 English language arts majors complete and identifiable course of study | NTS 8 | Same as above |
| 1.2 The program contains content, methodology, on-campus experiences, and field experiences designed especially for teaching English language arts | | EDC635, EDU645, EDU745, EDC746 and one hundred hours of field experience prior to admission |
| 1.3 College/university faculty in both English and English education model effective pedagogy and attitudes | | Language Education Program Faculty selected with KERA, NCTE experience |
| 2.0 Knowledge of English Language Arts Through required instruction, related experiences, and assessment, the program prepares English language arts teachers who are knowledgeable about language, literature, oral and written composition, print and nonprint media | NTS 8 | EDC635, EDU645, EDU745, EDC746, ENG509, ENG305, entry assessments |
| 2.1 The program prepares students who will possess knowledge and understanding of the English language arts, including: | | |
| 2.1.1 language acquisition and development | NTS 8 | Required linguistics course, EDC 635 |
| 2.1.2 the history of language | NTS 8 | Required linguistics course, EDC 635 |
| 2.1.3 English grammar | NTS 8 | Required linguistics course, ENG509. EDC635, editing assessment |
| 2.1.4 dialects and levels of usage | NTS 8 | Required linguistics course, EDC635 |
| 2.1.5 various purposes of language | NTS 8 | EDC635 |
| 2.2 The program prepares students who will possess knowledge and understanding of the reading process, including | NTS 8 | Graduate level course in reading, EDC635, EDC746 |
| 2.2.1 ways students respond to literature | NTS 1,3,4 | ENG320, EDC635, EDC746 |
| 2.2.2 ways students read for different purposes | NTS 1,3,4 | Graduate level reading course, EDC635, EDC746 |

| | | |
|---|-------------|--|
| 2.3 The program prepares students who will possess knowledge and understanding of an extensive range of literature, including | NTS 8 | Twenty-four hours of required inclusive canon courses in American, British, and world literature |
| 2.3.1 British, American, and world literature | NTS 8 | Twenty-four hours of required inclusive canon courses in American, British, and world literature |
| 2.3.1.1 works of adolescent literature | NTS 8 | EDC635, EDC746, graduate level reading course |
| 2.3.1.2 works by female writers | NTS 8 | ENG264 or ENG356, ENG251 or ENG252, EDC635 |
| 2.3.1.3 works by writers of color and/or ethnic diversity | NTS 8 | ENG264 or 356 |
| 2.3.1.4 works of theory and criticism | NTS 8 | ENG320 |
| 2.4 The program engages students in the practice of oral and written composition and prepares students who will possess knowledge and understanding of: | | ENG305, ENG509, English support area, EDC635, EDC746 |
| 2.4.1 composing processes | NTS 1,3,4 | ENG305, ENG509, EDC635, EDC746 |
| 2.4.2 different forms of oral and written discourse | NTS 1,3,4 | ENG305, ENG509, English support area, EDC635, EDC746 |
| 2.4.3 writing for different purposes | NTS 1,3,8 | ENG305, ENG509, EDC635, EDC746 |
| 2.4.4 writing for different audiences | NTS 1,3,8 | ENG305, ENG509, EDC635, EDC746 |
| 2.5 The program prepares students who will possess knowledge and understanding of nonprint media, including | | |
| 2.5.1 the relationship between nonprint and print media | NTS 1,3,8 | English support area, EDC635 |
| 2.5.2 the relationship between media and other aspects of culture | NTS 1,3,8 | English support area, EDC635 |
| 3.0 Pedagogy for English Language Arts Through required instruction, related experiences, and assessment, the program prepares students in pedagogy for the English language arts | NTS 1,2,3,4 | EDC635, EDC 746, EDU645, EDU 745 |
| 3.1 The program prepares students who will possess appropriate knowledge about and skills in instruction, planning, and the teaching of English language arts, including: | NTS 1,2,3,4 | EDC635, EDC746, EDU645, EDU745 |
| 3.1.1 employing suitable objectives, strategies, and materials for the English language arts program | NTS 1,2,3,4 | EDC635, EDC746, EDU645, EDU745 |

| | | |
|--|-------------------|---|
| 3.1.2 using instructional strategies that help students explore and relate personal experiences and develop interpretations | NTS 1,2,3,4 | EDC635, EDC746, EDU645, EDU745 |
| 3.1.3 organizing students for effective whole-class, small-group, and individual work | NTS 1,2,3,4 | EDC635, EDC746, EDU645, EDU745 |
| 3.1.4 selecting and using materials appropriate to diverse cultural groups and individual learning styles | NTS 1,2,3,4 | EDC635, EDC746, EDU645, EDU745 |
| 3.1.5 applying research findings in studying and in teaching the English language arts | NTS 1, 2, 3, 4,5 | EDC635, EDC746 |
| 3.2 The program prepares students who will possess knowledge and understanding of instructional assessment, including: | NTS 4 | Graduate level reading course, EDC635, EDC746, EDU645, EDU745 |
| 3.2.1 ability to design varied assessment instruments and procedures | NTS 4 | Graduate level reading course, EDC635, EDC746, EDU645, EDU745 |
| 3.2.2 ability to interpret assessment data and provide assessment results to students, parents, and others | NTS 4,5, 6 | Graduate level reading course, EDC635, EDC746, EDU645, EDU745 |
| 4.0 Attitudes for English language arts Through required instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers, including | NTS 5,6,7 | EDC635, EDC746, EDU645, EDU745 |
| 4.1 attitudes that acknowledge the worth of all learners, including those learners diverse in culture and abilities | NTS 1,2,3,4,5,6,7 | EDC635, EDC746, EDU645, EDU745 |
| 4.2 a willingness to take informed stands on issues of concern to the profession | NTS 5,6,7 | EDC635, EDC746, EDU645, EDU745 |
| 4.3 the ability to analyze and reflect on instruction—their own and that of others | NTS 5,6,7 | EDC635, EDC746, EDU645, EDU745 |
| 4.4 a commitment to personal and professional growth | NTS 5,6,7 | EDC635, EDC746, EDU645, EDU745 |
| 5.0 Field-based Experiences for English language arts The program requires field-based experiences for English language arts majors | | EDC362 or other documentation of 100 hours of experience with adolescents, EDU645, EDC746 |
| 5.1 Prior to student teaching or internships, English language arts students observe and participate in language arts classroom with certified, experienced teachers | | EDC362 or other documentation of 100 hours of experience with adolescents, EDU645 |
| 5.2 During student teaching or internships, students spend at least ten weeks in an English language arts classroom teaching groups of students, mentored by a certified, experienced teacher and a university/college supervisor | | EDC746 |