B.S. IN ENGLISH WITH CERTIFICATION (GRADES 7-12)

STUDENT HANDBOOK

AN OVERVIEW OF *CALL*, THE FOUR GATES, AND PROGRAM REQUIREMENTS FOR UNDERGRADUATES

Southern Connecticut State University

PREFACE

This handbook has been created for *you*, the candidate majoring in English and pursuing teaching certification in grades 7-12. It contains information you will need to successfully complete the Secondary English Education program. Please keep this handbook in a convenient place and use it to guide your progress through your courses and other requirements. Though the information here is helpful in planning your sequence of courses, please remember to consult frequently with your advisor or the Secondary English Education Coordinator if you have questions.

We wish you the best of success in your studies, and in your future teaching!

Dr. Melissa Talhelm
EN D 272
Talhelmm1@southernct.edu
392-6895

Dr. Andrew Smyth
EN D 278
Smytha2@southernct.edu
392-5113

Dr. Meredith Sinclair
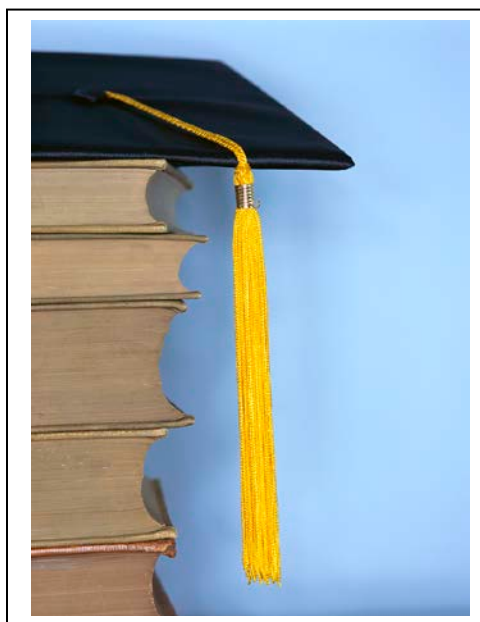EN D 259
Sinclairm4@southernct.edu
392-7048

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A **conceptual framework** is a set of guiding principles shared by the programs of the School of Education. While the School of Education has a diverse array of individual programs and goals, the conceptual framework gives structure and consistency to the ideals of all. The SOE "unit" encompasses all programs within the School of Education and teacher education programs in the School of Arts and Sciences. **CALL**, the School of Education conceptual framework, reflects the work that our faculty, students, administrators, and staff do daily as they apply their professional capacities in the service of promoting the learning and development of youth and adults, as well as making the world – and the world of education, professional practice, and health care – a better place. Each letter of **CALL** represents a different construct of the conceptual framework. Together, they call all of us in the School of Education Unit to be mindful of the significance of what we do.

COLLABORATING WITHIN AND ACROSS DIVERSE CONTEXTS

Our faculty, students, administrators and staff demonstrate the skills, experience, and mindsets (professional dispositions) to work within and across the multicultural and increasingly technological contexts of the 21st century global society. Our faculty, students, administrators, and staff work collaboratively within and across diverse communities at the university as well as locally, nationally, and internationally. As a matter of equity and social justice, they conduct their work in a professional, fair, and ethical manner to promote the learning, health, and development of all students and clients.

APPLYING SKILLS TO IMPACT LEARNING AND DEVELOPMENT

Our faculty, students, administrators and staff demonstrate well-developed content knowledge and skills specific to their individual professions. They draw on both their knowledge and skills to positively impact the learning and development of all children in schools, individuals within agencies and higher education, and/or clients and patients receiving health care or counseling. Faculty and students demonstrate the ability and willingness to engage in effective planning; develop measurable outcomes; thoughtfully differentiate instruction/care; personalize professional practice; appropriately assess for understanding and growth; interpret data accurately and use findings in decision-making; reflect on practice; and, embrace and readily employ emerging technologies.

LEADING FOR EXCELLENCE

Our faculty, administrators, and staff model to students the values, attitudes, and skills necessary to act ethically and effectively as leaders in their professions. Our students exhibit and encourage communication excellence, professional dispositions, and positive pro-social behaviors. Our students demonstrate competency in evidence-based decision making. They can articulate how people work and interact together within an organization and identify the ways in which individual actions impact different systems. Faculty, administrators, staff, and students lead for excellence by advocating and engaging in actions that help guide children, clients, patients, other professionals, and the broader community. Students continually pursue excellence in foundational and more advanced skills so they, too, can become leaders for their profession.

LEARNING THROUGH INQUIRY, EXPERIENCE, AND REFLECTION

Our faculty, students, administrators and staff are learners who value, and strive for, pedagogical, professional, and scholarly practice that is premised on research-based evidence, personal reflection, and authentic experience in their professions. They are fluent in their professional knowledge and skills, and they exhibit the characteristics of learners who are continually and constructively curious. Moreover, they are able to recognize and communicate connections that exist with other disciplines. Their behavior, habits, and speech are respectful and supportive of the knowledge, activities, circumstances, and experiences of those they work with and serve.

<h1 align="center">COMPETENCIES FOR ENGLISH CERTIFICATION</h1>

The following explanations detail how each CALL category is defined within the field of English Education:

COLLABORATING WITHIN AND ACROSS DIVERSE CONTEXTS

Collaboration refers to candidates' involvement with local schools and students, the SCSU academic community, and the wider professional community. Several fieldwork opportunities afford you the chance to work in a diversity of school settings at the middle and high school level. Involvement in professional development opportunities and professional organizations, such as NCTE, is desirable for a pre-service teacher, wherein one can develop a sense of professional responsibility within the larger educational community.

Applying Skills to Impact Learning and Development

Our program encourages strong scholarship and the development of both content area and pedagogical skills. According to NCTE (National Council of Teachers of English), "candidate knowledge" refers to an array of areas: knowledge about a wide range of texts (both print and nonprint); literary theories, genres, histories, and traditions; the nature of readers and reading, and writers and writing; language conventions; contemporary technologies, digital media, and multimodal discourses (*NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12*, October 2012). These competencies are conveyed through a strong academic record, in English and other courses, as well as through major assignments in program coursework. Our two methods courses (ENG 492 and ENG 493) emphasize lesson and unit design, literature and writing instruction, and assessment, with a special focus on literacy skills for the 21st century. As candidates apply their skills and knowledge in fieldwork, we encourage reflective practice and the use of data as a strategy for responsive teaching. Last, certification in CT requires passing Praxis II, a subject-specific exam that will assesses candidate knowledge.

Leading for Excellence

Leadership refers to candidates' willingness to become leaders among students, parents, colleagues, and other members of the school community. They must serve as models for literacy and critical thinking

skills in the 21st-century classroom. We also encourage candidates, as professionals within the larger English education field, to model ethical standards related to working with students and the responsible use of information and technology. In addition, NCTE expects that candidates attend to the affective needs of students, design instruction that validates students' cultures and diverse identities, recognize connections between the real world and English/Language Arts curriculum, integrate the arts into learning, and advocates for social justice.

Learning Through Inquiry, Experience, and Reflection

Teacher education programs at SCSU expect candidates to be self-aware and self-reflective practitioners who grow and learn from experience and the evolving questions and challenges inherent to education. In the classrooms at SCSU and those of local secondary schools, we want to see a passion for innovation, creativity, experimentation and risk-taking that lead to better methods of learning, connecting with young people, and moving the larger field of English education forward.

THE FOUR GATES in SECONDARY ENGLISH EDUCATION:
A BRIEF OVERVIEW

Each certification candidate, regardless of subject area, must pass through a set of four gates, or checkpoints, to complete his/her certification program. Every department has developed its own set of gates for its certification candidates. The gates mark significant experiences within the program to track candidates' progress and growth in their teacher training. The gates also ensure that candidates complete the program requirements in the optimal order, working toward the culminating experience of student teaching.

In the Secondary English Education program, the four gates, in brief, are . . .

Gate 1: Admission into the Secondary English Education program and School of Education; Proof of taking Praxis Core or SAT/ACT; completion of ENG 112 and EDU 200

Gate 2: The first methods course, ENG 492, *Teaching Literature to Adolescents*

Gate 3: The second methods course, ENG 493, *English (Secondary School)*

Gate 4: Student teaching and completion of Tier 3

capstone course

At each gate, certification candidates will be assessed according to the CALL categories and will be allowed to proceed to the next gate if they demonstrate competency in all categories.

GATE 1: ADMISSION INTO THE PROGRAM

In Gate 1, candidates apply to the Secondary English Education Program and to the School of Education, either in the spring or fall semester. To do so, candidates must submit an application portfolio containing the following materials to the Secondary English Education Coordinator:

- Official academic transcripts to all institutions attended
- Two recommendation forms with accompanying letters of recommendation (available at https://www.southernct.edu/academics/schools/education/admission-requirements.html)
- Completed background questions required by the state (available at
  https://www.southernct.edu/academics/schools/education/admission-requirements.html
- Admission essay
- Academic writing sample from an English course
- Proof of taking Praxis Core Academic Skills Test or SAT/ACT

The application portfolio, along with the interview with members of the English Department's Secondary Education Committee, offers candidates the opportunity to reflect the competencies necessary for admission into the program. Below is a list of additional requirements for admission. Please also check out

the School of Ed's website concerning admission to teacher education programs (http://www.southernct.edu/academics/schools/education/admission-requirements.html).

Additional Requirements and Information/Links:

GPA Requirements

The English Department requires that candidates have a **3.0 GPA** (grade point average) in English courses, including those taken at other institutions. The School of Education requires that candidates have a minimum overall **GPA of 2.7**. This GPA also includes course work taken at other universities. The application process occurs during the fall and spring semesters. If a candidate does not meet the GPA requirements, it is possible to wait a semester, earn a higher GPA, and apply at a later time.

Course Requirements

Candidates should have successfully completed ENG 112: *Writing Arguments* and *EDU 200: Teachers, Schools, and Societies*.

Scores for Praxis Core or SAT/ACT

The Praxis Core Academic Skills test is a state-required examination for candidates wishing to pursue certification in any subject area. All candidates must take Praxis Core or show proof of taking other basic skills tests such as the SAT or ACT. Information about registering for the Praxis Core can be found at www.sde.ct.gov.

Note: It is important to have your test scores sent directly from ETS to Southern. Make sure you use the correct code for Southern when taking the exam. Southern will only accept official score reports sent to the Registrar's office.

Note: It takes approximately four weeks, sometimes longer, to receive test results for Praxis I. Therefore, it is imperative that you plan ahead to meet this requirement for application to the program.

Recommendation Forms and Letters

Each candidate must submit two letters of recommendation indicating the candidate's potential as an English major and teacher. It is recommended that at least one of these letters come from an English professor

to speak about a candidate's proficiencies as a student of English. Letters from people who can speak to a candidate's experience with working with students, or leading or serving others, is also highly suggested. School of Education Recommendation Forms must accompany letters of recommendation. Forms are available to download at https://www.southernct.edu/academics/schools/education/admission-requirements.html

Admission Essay

Each candidate must submit a two-page essay addressing the question, "What life experiences have led me to want to become an English teacher?" This should speak to the candidate's interest in the subject of English, as well as the desire to work with middle and/or high school students. This statement also serves as a writing sample, so it's important to submit a carefully reviewed paper.

Department Interview

Each candidate must meet with members of the English Department's Secondary Education Committee. The interview, which usually lasts about 20 minutes, will only be scheduled once we have a candidate's complete application portfolio. Please arrive on time, come professionally dressed, and be prepared to discuss the contents of the application portfolio. Also, bring along any questions for the committee members conducting the interview.

The Review Process

Once submitted, each portfolio is reviewed by members of the Secondary Education Committee, who are looking for competencies in each of the CALL categories, as well as standards for teacher preparation established by NCTE. The committee considers the application materials and interview, and either recommends or denies a candidate's admission to the program and the School of Education. Admission into the program automatically grants admission into the School of Education. Once a candidate is accepted, application materials are sent to the School of Education, where a file is kept as the candidate's official record throughout the program. Some weeks after this time, each candidate will receive an official acceptance letter from the Dean of the School of Education.

At this point, a candidate has successfully passed through Gate 1 and is given permission to take the professional education courses required for certification. **Until a student has been admitted to the School of Education, he/she may not take more than 2 professional education courses.**

The Big Picture of the Program

The following information is also available in the undergraduate catalog. It outlines all of the requirements for the B.S. in ENGLISH (with certification for grades 7-12) degree.

Overall GPA of 2.7 Required
122.5 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS
48 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program. Any credits over 48 are counted toward free electives.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This program has specific Tier requirements/restrictions for the following:

Tier 2 – American Experience (select one):
> HIS 110 – *United States History I*
> HIS 111 – *United States History II*

Tier 2 – Mind and Body:
> SHE 203 – *School Health*

Tier 2 – Conflict and Consensus:
> EDU 200 – *Teachers, Schools, and Societies* (completion required for admission to program)

Tier 3—Capstone:
> ENG 496 – *Student Teaching Seminar*

Writing Requirements ("W-Courses")

Three W-courses are required. These may not be taken until after a student has passed ENG 112 — *Writing Arguments*. W-courses may count toward LEP, major, or cognate requirements, as well as free electives. Course sections that meet this requirement are designated by section numbers ending in "W." Transfer students who enter with 60 to 89 credits are required to pass two W-courses, while transfer students who enter with 90 credits or more must pass one W-course.

ENGLISH /CERTIFICATION REQUIREMENTS

74.5 Credits Required

No more than one-third (1/3) of a student's course credits in the English major may be transfer credits.

English Requirements

39 Credits Required:

ENG 307 — Literary Analysis for English Majors (must be taken at SCSU)

ENG 308 — English Studies: Critical Theories (must be taken at SCSU)

ENG 309 — Rhetorical Strategies in Writing and Communication (must be taken at SCSU)

ENG 312 – English Grammar Systems

ENG 317 – Cross Cultural Literatures and Contexts

ENG 321 — British Literature through History I

ENG 322 — British Literature through History II

ENG 323 — American Literature through History

ENG 415 – History of the Language

Select one from:

• LIT 300 — Literature of the Hebrew Bible

• LIT 302 — Literature of the New Testament

• LIT 310 — Mythology

• LIT 311 — Norse and Celtic Mythology

• LIT 406 — Classical Drama: Greek and Roman

• LIT 488 — Seminar in World Lit. (English Medieval topic)

• ENG 298 — Special Topics (English Medieval topic)

• ENG 380 — Chaucer

• ENG 385 — English Medieval Literature

• ENG 398 — Special Topics (English Medieval topic)

• ENG 487 – Seminar in British Literature (English Medieval topic)

Select one from:

• ENG 342 – Shakespeare I: 1564-1601

• ENG 343 – Shakespeare II: 1601-1616

• ENG 487 – Seminar in British Literature (Shakespearean topic)

English Electives (6 credits):

3 credits in a 300- or 400-level ENG/LIT literature course PLUS 3 credits in a 200-level or above ENG writing course OR another 300- or 400-level ENG/LIT literature course

EDUCATION REQUIREMENTS

33 Credits Required

EDU 316 – Child Development for Educators

EDU 413 — Secondary Education

SED 482 — Teaching Exceptional Students in Secondary Classroom

EDU 471 — English Language Learners in the Classroom

MDS 340 — Media Literacy Education for Students and Teachers

ENG 492 — Teaching Literature to Adolescents

ENG 493 — English (Secondary School)

RDG 517 — Content Area Literacy in Middle and Secondary Schools

ENG 494 — Student Teaching—English

ENG 496 — Student Teaching Seminar—English

Because the State Department of Education regularly updates its requirements for teacher certification, new courses may be added to the program by the time a student is ready to graduate and be certified. Students are encouraged to stay informed about their program area requirements and see their advisers often. Passing the Praxis II exam for English Language Arts: Content and Analysis (#5039) is also required for Initial Teaching Certification; however, this exam is not required for the BS in English degree.

Suggested Course Sequence for Professional Education Courses

As candidates advance through the program, it is recommended that the professional courses be taken in the following gates:

Gate 1: Admission into program (already taken EDU 200 and ENG 112)

Gate 2: ENG 492, EDU 413, SHE 203

Gate 2 or 3: RDG 517, MDS 340, SED 482, EDU 316

Gate 3: ENG 493, IDS 471

Gate 4: ENG 494—Secondary School Student Teaching in English, ENG 496—
Student Teaching Seminar (taken concurrently in the final semester)

Background Checks

Before any candidate can complete field experiences in area schools (beginning with EDU 200), s/he must complete a background check. Information about this can be found at https://www.southernct.edu/academics/schools/education/student-services/background-checks/.

Advising Snafus

Please be aware that certain courses may require special permission to register. If you are having trouble, stay in contact with your advisor. Note that because RDG 517 is a 500-level course, you will need permission to register for this course. Simply send your student ID and the CRN of the section you want to your advisor or the Secondary English Education coordinator.

Professional Dispositions Assessment

Teacher training requires more than a solid academic record; it reaches beyond to what we call "**professional dispositions**." The National Council for Accreditation of Teacher Education (NCATE) defines professional dispositions as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities" (NCATE, 2010). The mission of the School of Education states, "The School of Education is a professional school whose mission is to develop outstanding educators who are grounded in scholarship, possess attitudes and dispositions that reflect a devotion to teaching and learning." Thus, the importance of professional dispositions is embedded within the very mission of the School of Education Unit.

Candidates in the program are assessed for these "attitudes, values, and beliefs" in Gates 2, 3, and 4. To learn more and to view the assessment rubrics, go to http://www.southernct.edu/academics/assessing-student-learning/tk20/professional-assessment.html.

Application to Student Teach

Once ALL certification courses have been successfully completed, candidates must formally apply to student teach early in the semester PRECEEDING the semester in which they want to student teach. Candidates must be in good academic standing, with a 3.0 combined average GPA in English courses and a 2.7 overall GPA for the School of Education, and meet other eligibility requirements. Please follow this link to the application, in Tk20, and a list of other requirements for student teaching: http://www.southernct.edu/academics/schools/education/student-services/student-teaching/.

Application for Certification and Graduation

Upon completion of all the requirements for
Gate 4, candidates may apply for state certification
by submitting an application to the School of Education's
Certification Officer. Information about this process
and application packets will be shared during the
Student Teaching Seminar. For more information about
applying for certification, go to http://www.southernct.edu/academics/schools/education/certification/initial-certification-ct.html.

You must also plan ahead for your graduation. You can complete an online
application by visiting www.southernct.edu/registrar and clicking on "Apply for Graduation?" Check this site
early in your program to be aware of deadlines for the application to avoid a delay in obtaining your degree.

PRAXIS II
Certification in Connecticut requires that candidates pass the Praxis II exam, a state-required content
examination. Candidates applying for certification in English must pass the **English Language Arts:
Content and Analysis exam (#5039) (see** *https://www.ets.org/praxis/prepare/materials/5039)* with a score of
168. A candidate cannot apply for certification without obtaining a passing score to this exam.

FINAL WORDS

The best advice we can offer teacher candidates is to stay informed about your progress through the four gates
and certification requirements. It *is* possible that the State of Connecticut could add certification requirements
that would necessitate changes to this program. So, stay in touch with your advisor and the Secondary
English Education Coordinator. We're happy to answer your questions and address your concerns as you
work your way toward a rewarding career. Best of luck!

SCSU Southern Connecticut State University