



Program Review Document

Preparation Program: *English for Secondary Teachers*

Date Submitted: *May, 2017*

Certification Level:	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input checked="" type="checkbox"/> 8-12 <input type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input checked="" type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input type="checkbox"/> Hybrid
Degree Type:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
Program Codes:	561
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

SYLLABI: All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website http://www.wku.edu/cebs/peu/epsb_prds.php.

Program Description

The English for Secondary Teachers program provides subject knowledge and theory fundamental to teaching English (literature, English language use, writing) in public secondary schools. The program consists of 33 hours of core courses and an additional 21 hours to be chosen from five clusters of restricted electives (literature surveys, allied language arts, writing, specialized literature courses, and literature of diversity). In conjunction with a slate of classes designated by the School of Teacher Education, this program leads to initial certification.

1. COURSES: Below are all required courses for this program. Course descriptions are those found in the appropriate WKU catalog (see links above).

• **Core Education Courses**

EDU 250 – INTRODUCTION TO TEACHER EDUCATION: The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.

PSY 310 – EDUCATIONAL PSYCHOLOGY: A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. Psychology 310 may not be counted toward the psychology major or minor.

SEC 350 – CLINICAL PRACTICE SECONDARY I. (3) Develop a working knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a secondary student population. Clinical experiences are required.

LTCY 421. CONTENT AREA READING IN THE MIDDLE AND SECONDARY GRADES. (3) Prerequisites: EDU 250, MGE 275, AGED 250, or AMS 330 with a grade of “C” or higher; and admission to Teacher Education. A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle and secondary grade students. Field experiences in public schools and / or other appropriate settings away from campus are required.

SEC 450-- CLINICAL PRACTICE SECONDARY II. (3) Develop an advanced knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a secondary student population. Clinical experiences are required.

SEC 475 – TEACHING LANGUAGE ARTS. (3) Develops skills, curriculum, and strategies for teaching English in middle and secondary schools. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

EDU 489 – STUDENT TEACHING SEMINAR (3) Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the New Teacher Performance Standards will be emphasized. Field experiences in public schools and/or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

SEC 490 – STUDENT TEACHING. (10) This is a 12-week assignment in a secondary school classroom as a part of the Professional Semester taken in the senior year.

- **Core Content Courses**

ENG 299. INTRODUCTION TO ENGLISH STUDIES. (3) Prerequisite: ENG 200 or permission of instructor. Introduction to the discipline of English studies for literature and writing majors, including exploration of issues and conflicts within the discipline, strategies for reading and researching literary texts, overview of requirements and opportunities within the major and introduction to career and graduate study options.

ENG 104. INTRODUCTION TO LINGUISTICS. (3) A general introduction to language study with emphasis on units of sound, units of meaning, sentence structure, dialects, and other cultural aspects of language. Focus is on the English language.

ENG 204. ENGLISH LANGUAGE. (3) Prerequisite: ENG 100. Study of the structure of English words and sentence patterns including review of the historical conditions leading to the development of Modern English grammar.

ENG 385. WORLD LITERATURE. (3) Prerequisite: ENG 200 or the equivalent. Study of selected works in translation by major figures in world literature from ancient Greece to modern Europe, exclusive of British and American writers.

ENG 391. SURVEY OF AMERICAN LITERATURE I. (3) Prerequisite: ENG 200. A study of selected works by representative major authors reflecting the chronological development of American Literature to 1865.

ENG 301. ARGUMENT AND ANALYSIS IN WRITTEN DISCOURSE. (3) Prerequisites: ENG 100 and ENG 300. A survey of major theories of argument and analysis with special attention to writing effective argumentative and analytical essays.

ENG 410. COMPOSITION THEORY AND PRACTICE IN WRITING INSTRUCTION. (3) Prerequisites: ENG 300 and either ENG 302 or ENG 304. A study of contemporary theories of composition with an emphasis on their application to writing and the teaching of writing.

ENG 416. LITERATURE/EST CAPSTONE. (3) Prerequisites: ENG 299 and senior standing. Capstone experience for senior literature concentration and English for Secondary Teaching majors. Will synthesize experience in discipline, conduct advanced study of literary topic(s), and explore professional opportunities.

ENG 476. CRITICAL APPROACHES TO LITERATURE IN THE SECONDARY CURRICULUM. (3) Prerequisites: At least two 300- or 400-level literature courses. For English for Secondary Teachers majors, this course surveys texts frequently presented in secondary classes—including widely anthologized short stories, drama, and poetry; classic novels; and contemporary young adult literature—and examines considerations of text selection and presentation.

COMM 145. FUNDAMENTALS OF PUBLIC SPEAKING AND COMMUNICATION. (3) Focuses on the preparation and delivery of public speeches (informative and persuasive), with skills development in listening, teamwork, and interpersonal communication contexts. Course Fee | F-OC | OC

THEA 151. THEATRE APPRECIATION. (3) A study of the literary, historical and creative aspects of the theatre. It is designed to develop an understanding and appreciation of the art of theatre from the point of view of the audience. Colonnade E-AH | AH

- **Restrictive Electives (21 hours)**

- **Cluster #1 Literature Surveys (6 hours)**

ENG 381. SURVEY OF ENGLISH LITERATURE I.
ENG 382. SURVEY OF ENGLISH LITERATURE II. (3)

- **Cluster #2 Allied Language Arts (6 hours)**

COMM 245. ARGUMENTATION AND DEBATE. (3)
COMM 345. ADVANCED PUBLIC SPEAKING. (3)
JOUR 202. INTRODUCTION TO NEWS WRITING. (3)
THEA 325. THEATRE IN EDUCATION. (3)
THEA 425. PLAY PRODUCTION IN THE SCHOOLS. (3)

- **Cluster #3 Writing (3 hours)**

ENG 212 DIGITAL TEXT (3).
ENG 401. ADVANCED COMPOSITION. (3)
ENG 415. WRITING AND TECHNOLOGY. (3)
ENG 303. INTERMEDIATE FICTION WRITING. (3)
ENG 305. INTERMEDIATE POETRY WRITING. (3)

ENG 311. CREATIVE NONFICTION WRITING. (3)
ENG 329. SPECIAL TOPICS IN CREATIVE WRITING. (3)
ENG 358. DRAMA WRITING. (3)
ENG 402. EDITING AND PUBLISHING. (3)

Cluster #4 Literature (3 hours)

ENG 333. MEDIEVAL LITERATURE. (3)
ENG 339. SPECIAL TOPICS IN LITERATURE. (3)
ENG 340. SPECULATIVE FICTION. (3)
ENG 354. HISTORY OF DRAMA TO 1640. (3)
ENG 355. HISTORY OF DRAMA SINCE 1640. (3)
ENG 365. FILM ADAPTATION. (3)
ENG 387. STUDIES IN AUTOBIOGRAPHY. (3)
ENG 394. KENTUCKY LITERATURE. (3)
ENG 395. CONTEMPORARY LITERATURE. (3)
ENG 396. MYTHOLOGY. (3)
ENG 398. HEMINGWAY AND FAULKNER. (3)
ENG 430. 19TH CENTURY AMERICAN LITERATURE. (3)
ENG 455. AMERICAN DRAMA. (3)
ENG 457. BRITISH LITERATURE SINCE 1900. (3)
ENG 468. EARLY MODERN ENGLISH LITERATURE. (3)
ENG 481. CHAUCER. (3)
ENG 482. SHAKESPEARE. (3)
ENG 484. BRITISH ROMANTICISM. (3)
ENG 486. THE EIGHTEENTH CENTURY. (3)
ENG 487. DANTE'S DIVINE COMEDY AND ITS INFLUENCES. (3)
ENG 488. LITERATURE OF THE VICTORIAN AGE. (3)
ENG 489. THE ENGLISH NOVEL. (3)
ENG 490. THE AMERICAN NOVEL. (3)
ENG 493. AMERICAN POETRY. (3)
ENG 495. SOUTHERN LITERATURE. (3)

Cluster #5 Literature of Diversity (3 hours)

ENG 360. GAY AND LESBIAN LITERATURE. (3)
ENG 370. MULTICULTURAL LITERATURE IN AMERICA. (3)
ENG 393. AFRICAN-AMERICAN LITERATURE. (3)
ENG 497 WOMENS LITERATURE (3)

2. INITIAL PREPARATION EARLY FIELD AND CLINICAL EXPERIENCES: The table below delineates the alignment between program courses and the EPSB required categories for early field and clinical experiences

Course Name	Hours	School Level			EPSB REQUIRED EXPERIENCES CATEGORIES							
		ELEM	MIDDLE	HIGH	a. Engage with diverse students	b. Observe in Family Resource or Youth Services Center	c. Tutor	d. Interact with student families	e. Attend school board	e. Attend school-based council	f. Participate in professional learning community	g. Assist teacher/ other school professionals
EDU 250	15											
PSY 310	10											
SEC 350	90		X	X	X	X	X		X	X	X	X
SEC 450	80	X		X				X				X
LTCY 421	15		X	X			X					X
SEC 475	10			X	X		X					X
Total Hours	220											

Note: Memorandums of Agreement with P-12 school partners are located under the CAEP Standard 2 link: <http://www.wku.edu/cebs/caep/>.

3. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT: The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)*	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	SEC 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	SEC 475
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	SEC 475
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 489
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 421
9	Dispositions	Dispositions Form	NA	NA	SEC 350
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

*Assessments are theoretically aligned to standards; however, results cannot be disaggregated into distinct standards for reporting and analysis.

Cluster #4 Literature Elective (Choose 1)	3		
ENG 333 (Med Lit),			
ENG 339 (Topics Lit),			
ENG 340 (Spec Fic),			
ENG 354 (Drama to 1640),			
ENG 355 (Drama since 1640),			
ENG 365 (Film Adapt),			
ENG 387 (Stu Auto),			
ENG 394 (Kent Lit),			
ENG 395 (Cont Lit),			
ENG 396 (Myth),			
ENG 398 (Hem & Faulk),			
ENG 430 (19th Am Lit),			
ENG 455 (Am Drama),			
ENG 457 (Brit 1900),			
ENG 459 (Mod Drama),			
ENG 468 (Early Mod Eng Lit),			
ENG 481 (Chaucer),			
ENG 482 (Shake),			
ENG 484 (Brit Rom),			
ENG 486 (18 th Cent),			
ENG 487 (Dante),			
ENG 488 (Vic L&C),			
ENG 489 (Brit Novel),			
ENG 490 (Am Novel),			
ENG 493 (Am Poetry),			
ENG495 (South Lit)			
Cluster #5 Literature of Diversity (Choose 1)	3		
ENG 360 (Gay/Lesb Lit),			
ENG 370 (US Ethnic Lit),			
ENG 393 (Af Am Lit),			
ENG 497 (Wom Lit)			

*If General Education courses are not specific to the program, just include this statement in the box above: "See WKU catalog for guidance in selecting appropriate coursework to meet WKU's General Education requirements."

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under "Transition Point 2: Admission to Final Clinical Experience."

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:	Admission to Teacher Education			
<ul style="list-style-type: none"> • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for 	Each Month	Office of Teacher Services	Professional Education Council

	teaching indicating their creativity and collaboration skills) <ul style="list-style-type: none"> • Passing physical • Passing background checks 			
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
<i>Unit Level Data</i>	<i>Successful application to Student Teaching</i>			
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 2+ holistic score; 2+ per KTS measured • All dispositions average "At Standard" (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
<i>Unit Level Data:</i>	<i>Program Exit</i>			
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores "At Standard" (3+) 	Each Semester	Office of Teacher Services	Certification Officer

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a "C" in all professional education courses, including student teaching.

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature _____ Date _____

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature _____ Date _____

Signature _____ Date _____

6.



CURRICULUM CONTRACT
ENGLISH FOR SECONDARY TEACHERS, GRADES 8-12 (Reference #561)
Non-degree seeking Certification Only in English/Allied Language Arts, Grades 8-12
(this program does not lead to a degree)

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number
Street		Home Phone Number	Cell Phone Number
City	State	Zip Code	Email Address

Admission Requirements:

To be admitted into an WKU educator preparation program, candidates must meet all minimal criteria described under “Transition Point 1: Admission to Education Preparation Programs.”

CONTENT COURSES (33 HOURS)	HOURS	PROFESSIONAL EDUCATION COURSES (34 HOURS)	HOURS
ENG 299 (Intr Eng Stud)	3	EDU 250	3
ENG 104 (Intro Ling)	3	PSY 310	3
ENG 204 (Eng Lang)	3	SEC 350	8
ENG 385 (World Lit)	3	SEC 450	1
ENG 391 (Am Lit I)	3	SEC 475	3
ENG 301 (Arg & Ana)	3	LTCY 421	3
ENG 410 (Comp Theor)	3	EDU 489	3
ENG 476 (Cr App Lit)	3	SEC 490	10
ENG 416 (Sr Capstone)	3		
COMM 145 (Pub Spk)	3		
THEA 151 (Thea Appre)	3		
Restricted Electives	21 Total		
Cluster #1 Literature Surveys (Choose 2)	6		
ENG 381 (Brit Lit I), ENG 382 (Brit Lit II), ENG 392 (AmLit II)			
Cluster #2 Allied Language Arts (Choose 2)	6		
COMM 245 (Arg & Deb), COMM 345 (Adv Pub Spk), JOUR202 (Int News), THEA 425 (Play Prod Sch), THEA 325 (Thea in Ed)			
Cluster #3 Writing (Choose 1)	3		
ENG 212 (Dig Text), ENG401 (Adv Comp), ENG 415 (Wrtg &Tech), ENG 303* (Fic Wrtg), ENG 305* (Poetry Wrtg), ENG 311* (Crea Nonfic), ENG 329* (Topics CW), ENG 358* (Drama Wrtg),			

ENG 402* (Ed & Pub)			
Cluster #4 Literature (Choose 1)	3		
ENG 333 (Med Lit),			
ENG 339 (Topics Lit),			
ENG 340 (Spec Fic),			
ENG 354 (Drama to 1640),			
ENG 355 (Drama since 1640),			
ENG 365 (Film Adapt),			
ENG 387 (Stu Auto),			
ENG 394 (Kent Lit),			
ENG 395 (Cont Lit),			
ENG 396 (Myth),			
ENG 398 (Hem & Faulk),			
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ENG 489 (Brit Novel),			
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Cluster #5 Literature of Diversity (Choose 1)	3		
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ENG 370 (US Ethnic Lit),			
ENG 393 (Af Am Lit),			
ENG 497 (Wom Lit)			

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

- To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
- Note that additional requirements (described below) must be met in order to be recommended for initial certification.
- Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

<i>Transition Point 1: Admission to Education Preparation Programs</i>				
<i>Data Reviewed</i>	<i>Minimal Criteria</i>	<i>Review Cycle</i>	<i>Reviewed By</i>	<i>Approved By</i>
Unit Level Data:	Admission to Teacher Education			
<ul style="list-style-type: none"> Documentation of completion of baccalaureate degree in an approved certification area Cumulative GPA CASE test scores Application to include: <ul style="list-style-type: none"> 3 faculty recommendations 	<ul style="list-style-type: none"> 2.75+ average or above Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) 3 positive faculty recommendations (demonstrates their dispositions for 	Each Month	Office of Teacher Services	Professional Education Council

<ul style="list-style-type: none"> - Physical (including TB test) - KY criminal background check - Signed KY Code of Ethics 	teaching indicating their creativity and collaboration skills) <ul style="list-style-type: none"> • Passing physical • Passing background checks 			
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
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Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
<i>Unit Level Data:</i>	<i>Program Exit</i>			
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores "At Standard" (3+) 	Each Semester	Office of Teacher Services	Certification Officer

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Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a "C" in all professional education courses, including student teaching.

Remediation Opportunities:

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Signature Date

Candidate Signature/Date:

Signature Date

Specialization Advisor's Signature/Date (if needed):

Signature Date

