

**State University of New York College at Cortland**

**Department of English**

# **Advisement Manual**



**For Graduate Degrees in English**

(For MA students enrolling in 2006 and after and  
for MAT and MEd students enrolling in 2008 and after.)

16th Printing, March 2010

**State University of New York College at Cortland**

**Department of English**

**Advisement Manual**

**for**

**Graduate Degrees in English**

**Note:** Because of mandated changes from the New York State Education Department and NCATE, existing graduate programs are subject to change. Please check for current information at the Office of Graduate Studies or with your advisor in the English Department. The official policies of the College are printed in the Graduate Catalog. The most up-to-date information about our programs can be found online at: <http://www.cortland.edu/english/adviseman>.

This manual was originally compiled Fall 2001 by Dr. Denise D. Knight, English. It has been updated and maintained since then by Dr. Knight, Dr. Noralyn Masselink, and Dr. Cynthia Sarver, English Department. It is currently in its 16<sup>th</sup> printing.



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## **Introduction to Graduate Programs in English**

Welcome to graduate study in the English Department! We are pleased that you have selected SUNY Cortland to pursue your graduate degree in English and expect that you will find the program a challenge as well as a basis for future intellectual endeavors.

This advisement manual has been written to clarify many questions that may arise during your graduate study. Additional sources where you can have your questions answered include the Graduate Catalog (available only online), the Graduate Studies Office, and your advisor. You should consult with your instructor regarding questions concerning a specific course. Please read this manual in its entirety and consult it before contacting your advisor, since doing so may save everyone, including yourself, time and energy. The Graduate Catalog that is in effect when you enroll is the official document that outlines all the regulations by which you must abide. Your advisor will be happy to answer questions left unanswered in the advisement manual or the Graduate Catalog.

PLEASE TAKE CARE NOT TO MISPLACE THIS MANUAL. We encourage you to establish a file for all important documents received from the College—including your acceptance letter, candidacy confirmation, transcripts, and syllabi of completed courses. This manual, along with those important pieces of correspondence, should be placed in that file. Also, PLEASE MAKE A COPY OF ANY CORRESPONDENCE THAT YOU SEND TO THE COLLEGE AND PLACE THIS MATERIAL IN YOUR SECURE FILE. If you follow this practice, you will never have to second guess whether or not you have completed certain requirements, such as filing for candidacy. If you have an official written record of transactions, you can avoid complications in progress toward your degree completion. We wish you success as you pursue your graduate program in English at SUNY Cortland.

## List of Offices

The offices and persons listed below will provide information and services to you as a graduate student. Please note that most campus office hours are Monday through Friday, 8:00 a.m.–4:30 p.m.

<b>Financial Aid Office</b>	Miller Building, Room 205 (607) 753-4718
<b>Graduate Studies Office</b> Contact: Dr. Joy Mosher, Director or Peter McGinnis, Assistant Director	Brockway Hall, Room 216 (607) 753-4800 FAX: (607) 753-5988 <a href="mailto:joy.mosher@cortland.edu">joy.mosher@cortland.edu</a> <a href="mailto:pmcginnis@cortland.edu">pmcginnis@cortland.edu</a>
<b>Graduate Coordinator, M.A. Program in English</b> Contact: Dr. Denise D. Knight, Interim Coordinator (through May 2010)	Old Main, 115A (607) 753-2085 <a href="mailto:knightd@cortland.edu">knightd@cortland.edu</a>
<b>Graduate Coordinator, M.A.T. Program in English</b> Contact: Dr. Cynthia Sarver, Coordinator	Old Main, 117-D (607) 753-2074 <a href="mailto:cynthia.sarver@cortland.edu">cynthia.sarver@cortland.edu</a>
<b>Graduate Coordinator, M.S.Ed. Program in English</b> Contact: Dr. Cynthia Sarver, Coordinator	Old Main, 117-D (607) 753-2074 <a href="mailto:cynthia.sarver@cortland.edu">cynthia.sarver@cortland.edu</a>
<b>English Department</b> Chair: Dr. Karla Alwes, Interim Chair Secretary: Karen Knapp	Old Main, Room 112 (607) 753-4307; <a href="mailto:alwesk@cortland.edu">alwesk@cortland.edu</a> <a href="mailto:knappk@cortland.edu">knappk@cortland.edu</a>
<b>Registrar's Office</b>	Miller Building 223 (607) 753-4702
<b>Field Placement Office</b> Contact: Valerie Jones Secretary: Charlene Lindsey	Education Building 1105 (607) 753-2825 (607) 753-2824

## **Matriculation, Candidacy, and Graduation Requirements**

Before you read about the program to which you have been admitted, you should first understand some terminology.

**Matriculation** means that you have been accepted into and are enrolled in the Master's degree program. The process for matriculation is as follows: you first apply to the graduate program and then you are accepted into the English Department. There is a College fee for applying; contact the Graduate Studies Office for more information. You will indicate the graduate program in which you wish to enroll on this form. You may only take up to nine credit hours (three courses) before being matriculated into the program.

You will be notified of your status by the Graduate Studies Office if your application is lacking any of the requirements such as proof of certification or transcripts. Once the conditions of acceptance are met, you will be accepted into the English Department. It is up to you to provide proof that conditions have been met. If you are accepted unconditionally, you will be notified. When you are accepted into the Master's degree program, you will be assigned an advisor.

**Candidacy** is another requirement that must be met. You need to apply to be a "candidate for a Master's degree." You do this when you have taken between 6 and 15 credit hours at Cortland required for your degree. This is an internal check to make sure you are on the right track, and there is no fee for this process. We recommend that you file for candidacy with your program coordinator immediately after the completing your first six credits. You will receive a letter once your candidacy is approved.

We offer three Master's degree programs in the English Department. One program is a Master of Science in Adolescence Education, English 7-12 (AED), which leads to a professional or permanent certificate for students already holding provisional certification. A second program is a Master of Arts in Teaching in Adolescence Education, English, which leads to an initial or provisional certificate. Successful completion of either of these programs allows Cortland to recommend the candidate for certification (initial or permanent). Candidates for the M.A.T. program who decide to teach and attain provisional certification from NYSED prior to completing this program must file a change of status form, be admitted into the M.S. Ed. program, and complete any additional requirements necessitated by this change of status. The third program is the Master of Arts in English, which is appropriate for candidates who plan to pursue a Ph.D., who do not wish to pursue a teaching certificate, or who already possess provisional certification and wish to seek permanent certification. (Students in the M.A. program who wish to pursue permanent certification need two years of teaching experience and are required to pass two New York State Teacher certification exams. At the conclusion of their degree programs, M.A. students can either apply on their own for the permanent certificate, presenting a transcript to the state documenting completion of a functionally related master's degree, along with documentation of completion of other requirements, or the Graduate Studies Office can make the recommendation for certification on behalf of the student.)

Students in any graduate program in English must meet several all-College requirements, in addition to the program requirements, for completion of the degree program. Below are the **requirements for graduation**.

1. Total Credit Hours: A minimum of 31 credit hours must be earned for graduation in the M.S.Ed.: AEN, English program. A minimum of 46-49 credit hours must be earned for graduation in the M.A.T.: AEN, English program. A minimum of 30 hours is required for the M.A. in English. At least 9 of the hours must be at the 600-level.
2. Up to six credits from other accredited institutions may be transferred with approval.
3. Cumulative Average: A cumulative average of 3.0 for all coursework completed at Cortland is required for graduation. No grade below a C- will be counted toward a Master's degree. Students who retake a course in which they earned a grade of E should be aware that both their original and their retake grade will appear on their transcript. However, only the last grade will be factored into your GPA.
4. Foreign Language Requirement: Students in all master's programs in English are required to complete one year of college-level study or the equivalent of a language other than English. (Students enrolled in the M.A. program have the option of demonstrating competency in a classical language.) If this requirement has not already been met, the candidate may take language courses concurrently with graduate study. The English Department does not permit the substitution of American Sign Language for the foreign language requirement, unless there are compelling reasons (e.g., a documented hearing disability) for doing so.
5. Time to Complete: In January 2005, the New York State Board of Regents approved a policy change that will allow students who are enrolled in a master's degree program leading to permanent certification five years to complete the requirements. Specifically, the Board of Regents approved an amendment to the Commissioner's Regulations (8 NYCRR section 80-3.3[a][1]) that extends the term of the initial certificate to five years. This change will provide teachers with the flexibility to complete a Master's degree within a five-year period (rather than three) to qualify for professional certification. The amended regulation became effective on February 3, 2005. Teachers who were issued initial certificates since February 1, 2004, will have their certificates extended to five years from the original date they were issued. All future initial certificates will be issued with five-year validity periods. For additional information, visit the New York State Education Department website at [www.highered.nysed.gov](http://www.highered.nysed.gov). For candidates enrolled in graduate programs prior to December 2003, and for all non-teaching degree programs (including the MA program), **all graduate degree requirements must be completed within five years after the date of the first graduate enrollment**, even though such enrollment may be on a non-matriculated basis. Any non-matriculated student who has taken courses prior to the Fall 2001 semester and has not officially been admitted to a graduate degree program will be required to satisfy the new re-registered programs.



6. Culminating Activities: In addition to the requirements listed above, all students in the M.A. in English program are required to write a substantial (30-40-page) master's thesis. Students in the M.S.Ed.:AEN and M.A.T.: AEN programs are required to submit an electronic Teaching Portfolio that demonstrates the thirteen institutional learning outcomes. While the various components of the final portfolio will be created and submitted in graduate courses along the way, the portfolio itself will be assembled in the culminating activity course: for MAT students, in AED 578 Master's Project and Teaching Colloquia; for MEd students, in AED 678 M.S.Ed Final Project. All teaching portfolio will be submitted via TaskStream.
7. Graduation: You must apply for graduation through Banner Web.

## **Policies and Procedures**

The following section outlines the policies and procedures you should follow as you pursue your graduate study. The selections are listed in alphabetical order.

### **Admission to Closed Courses**

Individual instructors may allow you to enter a closed course at their discretion with written permission. Doing so, however, is a courtesy extended by individual instructors rather than an obligation. Instructors are not required to allow students into closed courses. You will normally have to wait until the Drop/Add period before each semester to determine whether an opening in the course becomes available.

### **All Those Forms**

See the “Checklist of Important Items” (at the back of this manual) and record the date for each requirement completed. Be aware of when each form is due, such as filing for candidacy, transferring coursework, or filing for graduation, which is now done online through Banner Web.

### **Appropriate Courses for Your Degree Program**

In order to determine appropriate courses, you need to consult the page in the online Graduate Catalog for your particular Master’s degree. Then, read more about the courses and the sequence in which you have to take them. It is your responsibility to know the frequency of course offerings, which can also be determined by consulting the Graduate Catalog. Look for the section titled Frequency Code.

You are also responsible for knowing which courses are prerequisites for other courses. In addition, if you take a course at the graduate level that requires undergraduate prerequisites, you must take those before you take the graduate-level course.

### **Change of Address, Telephone, E-mail, or Name**

When you change your address, telephone number, e-mail address, or name, please be sure to notify the Graduate Studies Office and the English Department. This is very important and will help ensure information gets to you correctly and will allow us to keep your folder in order.

### **Change of Major**

If you decide to change your major in the Master’s program, you must file a “Change of Status” form and it must be approved before the change becomes official. You must file the Change of Status form so that you are coded correctly on the computer network, so your transcript will be correct, and so on.

### **Class Cancellations**

If the weather is inclement, please listen to radio stations, watch local TV stations in your area, or look for e-mail alerts to determine if classes are canceled. The professor cannot cancel classes. A college administrator determines whether classes will be held; this is typically done in early-to-mid afternoon. After the determination is made, the appropriate radio and TV stations are notified and e-mail alerts are posted.

### **Course Load**

Students wishing to enroll in more than 12 credit hours require permission of their advisor.

### **Culminating Activities**

As part of your degree requirements you will need to complete a substantial master's thesis, or a teaching portfolio (depending on your program). The department policies for each of these activities are outlined in the section "Culminating Activities" (p. 14).

### **Degree Plan**

Knowing the frequency of courses and the prerequisites of courses will allow you to determine a tentative degree plan. Because of the number of people registering for courses, you may not get the courses you want exactly when you want them. Therefore, you should have an alternative plan. Make sure you plan for courses that are required and offered only in certain semesters.

### **Dropping a Course**

If you have to drop a course, you need to obtain a "Change of Schedule" form and follow the instructions. Before you drop a course, please consider what the effect will be on your timeline for graduation and certification as well as your financial situation.

### **Full-time Status**

A graduate student who enrolls in 9 credit hours per semester during fall and/or spring is considered full-time. However, if you are receiving financial aid as a full-time student, you may be required to register for 12 credit hours. During the two summer sessions, seven hours is the maximum for each session. You may, under certain circumstances, take more than the maximum allowable hours, but you must receive prior approval from the Graduate Director and the Assistant to the Dean of Arts & Sciences.

### **Grade Point Average**

The minimum Grade Point Average (G.P.A.) needed to remain in graduate school is a 3.0. If your G.P.A. falls to a 2.8 – 2.99, you will be placed on probation. If your G.P.A. falls below a 2.8, you will be dismissed from the College.

### **Incomplete Grades**

If you did not finish coursework for one of your courses, and you received an "INC" as the grade, you have one calendar year in which to make up the work. You should not wait the whole year; you should make up the work as soon as possible. Work from a specific course should be made up in consultation with the professor of that course. A few weeks after submitting the necessary work to complete the course, you should call the Registrar's Office or check Banner to confirm that a grade has been submitted. If not, please contact the professor for the specific course. Work not made up within one calendar year automatically converts to an "E" (failing) grade.

### **Lack of Notification from the College**

There may be several reasons for not receiving items from the College: e.g., (1) you are not matriculated (admitted to the program), (2) you have not been put on the mailing list (check with the Graduate Studies Office), (3) you moved or changed your name and neglected to inform the College, or (4) your address is listed incorrectly (please notify the English Department for a correction).

### **Letters of Verification**

Sometimes other State Education Departments require you to submit a letter stating you have graduated from an accredited institution, at what level, and so forth. If you need this letter for CERTIFICATION purposes, please contact the Graduate Studies Office.

If your principal (or district) wants a letter stating you are enrolled in a program for payroll purposes, contact the appropriate Graduate Coordinator in the English Department. Be very specific as to whom the letter needs to be addressed and what it needs to state.

### **Number of Years to Complete the Degree**

See “Time to Complete” on p. 8. **Students in all graduate degree programs must complete their program requirements within five years after the date of the first graduate enrollment, even though such enrollment may be on a non-matriculated basis.** Students who wish to request an extension must apply directly to the Director of the Office of Graduate Studies in the Brockway Hall, Room 216. There is no guarantee that an extension will be granted.

### **Paperwork for Course Approval for Your District**

If the district in which you teach requires you to submit paperwork for course approval before you register for courses, it is always a good idea to include a list of several required courses, as you are not guaranteed to get a spot in your first-choice class.

### **Registration Procedures**

Graduate students can now register for courses using Banner Web Registration. See “How to Register on the Web” by going to the Cortland Homepage ([www.cortland.edu](http://www.cortland.edu)) and clicking on “Registrar” in the Quick Links. Graduate students will need only an active time-ticket to register and will NOT have a Registration PIN number.

M.S.Ed students registering for AED or ENG courses with two sections must register for the 001 (non-majors) sections. M.A.T. students registering for those courses will register for the 601 (majors only) sections of the courses. Students in the M.A.T. program must register for fieldwork courses (AED 669 and ENG 505) as soon as possible during the open registration period to ensure that they receive their placements in a timely manner. Before you will be permitted to register for these courses, you must go to the Field Placement Office (D-210 Cornish) where you will be asked to fill out placement preferences and availability. From there, proceed to the English Department, where, upon being shown the appropriate paperwork from Field Placement, the Department secretaries will lift the flag allowing you to register for these courses and the co-requisite courses (see page 45 for additional details).

### **Seeing Your Advisor**

When you make an appointment, be sure to know what you want or need. It is generally best to make an appointment in advance so that your advisor can pull and review your file prior to the meeting.

### **Taking a 400-Level Course for Graduate Credit**

You may not take a course at the 400 level for your Master’s degree. The College requires that all coursework for graduate programs be at the 500-600 level.

### **Transferring Coursework to Cortland**

If you wish to transfer courses from another institution to the graduate program at Cortland, you may do so after you have been approved for candidacy and only if the courses are from an accredited institution. A total of **6 credit hours** may be transferred.

Courses are not automatically transferred to Cortland. For courses taken prior to establishing candidacy, use the form provided in the appendix titled “Request for Acceptance of Graduate Courses Already Completed at Other Institutions.” For courses that you will be taking after candidacy has been established, you must receive prior approval for the course to make certain it will fit into your program. You may obtain prior approval by submitting the form provided in the appendix titled “Request for Prior Approval to Transfer Graduate Course Work from Another Institution.”

When sending the appropriate form for transferring a course, you will also need to send an official transcript along with the syllabus and catalog description of the course. If you have not taken the course, you need only to send the catalog description of the course and your form; you will need to mail the syllabus as soon as possible. It is also your responsibility to have an official transcript mailed to the Registrar’s Office at Cortland upon successful completion of the course so that your records may be updated.

Any courses that you wish to transfer may not be older than five years from your first graduate registration at Cortland.

### **Withdrawing from the Master’s Program**

If you decide to withdraw from any of the Master’s programs in English for any reason, please contact the appropriate Graduate Coordinator in the English Department. Your folder will continue to be kept on file for five years. After a period of five years, if you decide to continue pursuing a Master’s degree, you must reapply to the program since no coursework more than five years old may be applied towards a Master’s degree.

## Culminating Activities

Culminating activities are designed to demonstrate the advanced abilities you have developed in relation to your graduate study in English. You must have all the core coursework completed, have maintained a G.P.A. of 3.0, have your candidacy accepted, and have no grades of incomplete.

### Master of Arts (M.A.)

#### Master's Thesis

Students enrolled in the M.A. in English must complete a master's thesis. The thesis will be a 30-40-page paper that may originate in any graduate-level literature course in accordance with guidelines specified by the English Department. **This paper must be submitted at least two months prior to the date the student expects to receive the degree** and may not be submitted before degree candidacy is established. A copy of your master's paper will be kept on file in the English Department. You will be required to submit a "Completion of Thesis" form to your advisor who will submit it to the Registrar's Office when the thesis has been approved.

#### Master's Thesis Cover Sheet

Please include the following on a cover sheet for your master's thesis:

Your Name  
Your C-Number  
Title of Your Thesis  
Name of Thesis Supervisor  
Submission of Thesis Date

**Master of Arts in Teaching: Adolescence Education (AEN) and Master of Science in Adolescence Education, English 7-12 (M.S.Ed.)**

Students in the MAT and MSED programs will produce a professional portfolio as their culminating experience. While the artifacts making up the portfolio will be produced in the various pedagogy courses taken throughout the program, they will be assembled into a coherent whole in AED 578 Master's Project Teaching Colloquia (MAT students) or AED 678 MSED Final Project (MSED students), to be taken the semester in which the student expects to graduate (or in the spring for those who expect to graduate in August). The portfolio will document professional growth and development as well as reflective practices on the part of the student.

The portfolio will also demonstrate how the student has met thirteen learning outcomes listed below and adopted by SUNY - Cortland, as well as the standards established by the National Council of Teachers of English (NCTE) for NCATE, the body which nationally accredits SUNY Cortland's teacher education programs. The latter are explicitly identified within individual courses required in the program. The portfolio will be submitted via TaskStream (see page 16).

**Learning Outcome 1:** Demonstrate a solid foundation in the arts and sciences (met prior to admission to program)

**Learning Outcome 2:** Possess in-depth knowledge of the subject area taught

**Learning Outcome 3:** Demonstrate good moral character

**Learning Outcome 4:** Understand how students learn and develop

**Learning Outcome 5:** Manage classrooms structured in a variety of ways to promote a safe learning environment.

**Learning Outcome 6:** Know and apply various disciplinary models to manage student behavior.

**Learning Outcome 7:** Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential

**Learning Outcome 8:** Integrate curriculum among disciplines, and balance historical and contemporary research, theory and practice.

**Learning Outcome 9:** Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.

**Learning Outcome 10:** Promote parental involvement and collaborate effectively with other staff, the community, higher education, other agencies, as well as parents and other care givers, for the benefit of students.

**Learning Outcome 11:** Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning

**Learning Outcome 12:** Foster respect for individual's abilities and disabilities and an understanding and appreciation of variations of ethnicity, culture, language, gender, age, class, and sexual orientation

**Learning Outcome 13:** Continue to develop professionally as reflective practitioners who are committed to an on-going scholarly inquiry

**Project Due Dates:**

April 30th for May or August degree

November 30th for December degree



## M.A. in English Worksheet/Checklist of Program Requirements

A minimum of 30 credit hours of approved graduate work is required. A minimum of nine credit hours must be taken in courses at the 600 level. On each line provided, record the date of completion of the course. NOTE: Requirements in the various categories can also be fulfilled by appropriate ENG 529 or 629 Special Topics courses.

Old/Middle English Requirements: One of the following courses (3. cr.)

- \_\_\_\_\_ ENG 500: Old English
- \_\_\_\_\_ ENG 530: Chaucer
- \_\_\_\_\_ ENG 601: History of the English Language
- \_\_\_\_\_ ENG 632: Middle English Literature

One course in 16<sup>th</sup> or 17<sup>th</sup>-century British Literature (3 cr.)

- \_\_\_\_\_ ENG 538: Studies in 17<sup>th</sup>-Century English Literature
- \_\_\_\_\_ ENG 539: Milton
- \_\_\_\_\_ ENG 636: Seminar in Shakespeare
- \_\_\_\_\_ ENG 640: Studies in English Literature, 1660-1800

One course in 18<sup>th</sup> or 19<sup>th</sup>-century British Literature (3 cr.)

- \_\_\_\_\_ ENG 547: 19<sup>th</sup>-Century British Women Writers
- \_\_\_\_\_ ENG 645: Studies in the Romantic Era
- \_\_\_\_\_ ENG 646: Studies in the Victorian Era

One course in 20<sup>th</sup>-century British or American Literature (3 cr.)

- \_\_\_\_\_ ENG 548: Studies in British Literature 1950-Present
- \_\_\_\_\_ ENG 616: Studies in American Literature from 1900-1950
- \_\_\_\_\_ ENG 617: Studies in American Literature Since 1950
- \_\_\_\_\_ ENG 677: Seminar in Contemporary British Literature

One other course in American Literature (3 cr.)

- \_\_\_\_\_ ENG 615: Studies in American Literature to 1900
- \_\_\_\_\_ ENG 616: Studies in American Literature from 1900-1950
- \_\_\_\_\_ ENG 617: Studies in American Literature Since 1950
- \_\_\_\_\_ ENG 622: Seminar in American Women Writers

One course in literary theory:

- \_\_\_\_\_ ENG 672: Seminar in Literary Criticism (3 cr.)

12 credit hours of electives, with adequate distribution of courses in American and British literature. *N.B.*

**Only one non-literature course can be taken as an elective by MA students.**

- \_\_\_\_\_ (write in name of elective course: \_\_\_\_\_)
- \_\_\_\_\_ (write in name of elective course: \_\_\_\_\_)
- \_\_\_\_\_ (write in name of elective course: \_\_\_\_\_)
- \_\_\_\_\_ (write in name of elective course: \_\_\_\_\_)
- \_\_\_\_\_ Foreign Language Requirement (one year of college-level study)
- \_\_\_\_\_ Master's Thesis

## Matrix of Required Courses—M.A.

Course #	Course Title	Program Requirement MA
ENG 506	Computers and the Study of English	Elective
ENG 529/629	Contemporary British Historical Novel	20 <sup>th</sup> -Century British Lit.
ENG 529/629	Modernism & Postmodernism in British Literature Studies in Irish Literature Virginia Woolf William Blake The Romantics Thomas Hardy*	20 <sup>th</sup> -Century British Lit.  20 <sup>th</sup> -Century British Lit. 20 <sup>th</sup> -Century British Lit. 19 <sup>th</sup> -Century British Lit. 19 <sup>th</sup> -Century British Lit. 20 <sup>th</sup> -Century British Lit. *(may qualify as 19 <sup>th</sup> -century British Lit.)
	The Evolution of Writing	Elective
	African American Women Novelists	American Lit. (Other)
	African American Autobiography	American Lit. (Other)
	Literature of American Women Immigrants	20 <sup>th</sup> -Century American Lit.
ENG 530	Chaucer	Old English, Middle English, or History of English Language
ENG 538	Studies in 17 <sup>th</sup> -Century English Lit.	16 <sup>th</sup> or 17 <sup>th</sup> -Century British Literature
ENG 539	Milton	16 <sup>th</sup> or 17 <sup>th</sup> -Century British Literature
ENG 576	Modern British Drama	20 <sup>th</sup> -Century British Lit. Elective
ENG 601	History of English Language	Old English, Middle English, History of Eng. Language
ENG 615	Whitman and Dickinson Seminar in Crane, James, & Chopin	American Lit. (Other) American Lit. (Other)
ENG 616	Studies in American Lit. 1900-1950	20 <sup>th</sup> -Century American Lit.
ENG 617	Studies in American Lit. Since 1950	20 <sup>th</sup> -Century American Lit.

ENG 618	Global Multicultural Literature	Elective
ENG 619	Seminar in Literature for Adolescents	Not Required
ENG 632	Middle English Literature	Old English, Middle English, History of English Language
ENG 636	Seminar in Shakespeare	16 <sup>th</sup> or 17 <sup>th</sup> -Century British
ENG 640	Studies in English Lit. 1660-1800	17 <sup>th</sup> or 18 <sup>th</sup> -Century British
ENG 645	The Romantics	18 <sup>th</sup> or 19 <sup>th</sup> -Century British
ENG 672	Seminar in Literary Criticism	Literary Theory
ENG 672	Thesis Writing	Elective
ENG 678	World Drama	Elective

## M.A.T. in Adolescence Education, English 7-12 (AEN)

The Master of Arts in Teaching degree is designed for individuals who have completed a baccalaureate degree and are seeking a teaching certificate in Adolescence Education: English 7-12. It is not open to students who already have initial certification in secondary English. The program provides:

- the pedagogical coursework, practica, and student teaching experiences necessary for the initial certificate that qualifies individuals to teach in the public schools in New York State
- the opportunity for advanced study in English and the language arts
- the master's degree necessary for the professional certificate in Adolescence Education: English 7-12

A minimum of 46-49 credit hours of approved graduate work is required. A minimum of nine credit hours must be taken in courses at the 600 level. For each category below, record the date of completion of the course OR enter the undergraduate equivalent:

### Required Pedagogical Core: 34 credit hours

ENG 504, ENG 505, AED 541, AED 668 and AED 669 must be completed before student teaching.

\_\_\_\_\_ ENG 504: Seminar in the Composing Process: (3 cr.)

\_\_\_\_\_ EDU 505: Participant Observation Experience: Composing Process  
(50 hrs. of fieldwork) (3 cr.)

\_\_\_\_\_ AED 541: Teaching Literature and Critical Literacy, (3 cr.)

\_\_\_\_\_ AED 668: Language Development in Adolescents (3 cr.)

\_\_\_\_\_ AED 669: Participant-Observer Experience: Language Development (50 hrs.  
of fieldwork) (3 cr.)

\_\_\_\_\_ AED 663: Seminar in Research in the Teaching of English (3 cr.)

\_\_\_\_\_ EDU 671: Issues in Foundations of Education, (3 cr.)

\_\_\_\_\_ AED 576: Practicum I: Student Teaching in the Middle School, (6  
cr.)

\_\_\_\_\_ AED 577: Practicum II: Student Teaching in the Secondary School,  
(6 cr.)

\_\_\_\_\_ AED 578: Master's Project and Teaching Colloquia (1 cr.)

One of the following health courses:

- \_\_\_\_\_ HLH 110: Personal and Community Health (3 cr.)
- \_\_\_\_\_ HLH 199: Critical Health Issues (2 cr.)
- \_\_\_\_\_ HLH 510: Proseminar in Health Foundations (3 cr.)
  
- \_\_\_\_\_ Child Abuse Workshop (0 cr.)
  
- \_\_\_\_\_ Preventing School Violence Workshop (0 cr.)

**Required Content Core:** 12 credits

Students are required to take a minimum of four (4) courses in literature and/or rhetoric. These courses are selected in consultation with the Coordinator of Adolescence Education—English. Course selection is intended to increase knowledge of literature and to meet the content distribution required for a teacher of secondary English. Course selection must be made carefully to ensure that at either the undergraduate or graduate level, courses from each of the following six (6) content categories have been completed.

NOTE: This list reflects a “minimum” number of “Content Core” courses required for a graduate degree in AEN, but the required courses in this area will vary from student to student, depending, mainly, upon previous coursework in the areas listed below. Some discrepancy, therefore, may exist between courses shown as required on students’ CAPP reports and the actual number of courses that they are required to take in order to earn their degree. Therefore students should arrange to set up a “Transcript Evaluation” meeting with the Program Coordinator during their first semester in the program in order to determine an accurate sense of the number and nature of courses that will be required to take to fulfill degree requirements.

(1) One course in American Literature with emphasis on women authors and authors of color

- \_\_\_\_\_ ENG 615: Studies in American Literature to 1900 (3 cr.)
- \_\_\_\_\_ ENG 616: Studies in American Literature 1900 to 1950 (3 cr.)
- \_\_\_\_\_ ENG 617: Studies in American Literature since 1950 (3 cr.)
- \_\_\_\_\_ ENG 622: Seminar in American Women Writers (3 cr.)

(2) One course in Literature before 1800

- \_\_\_\_\_ ENG 500: Old English (3 cr.)
- \_\_\_\_\_ ENG 530: Chaucer (3 cr.)
- \_\_\_\_\_ ENG 538: Studies in 17th-Century English Literature (3 cr. )
- \_\_\_\_\_ ENG 539: Milton (3 cr.)
- \_\_\_\_\_ ENG 632: Middle English Literature (3 cr.)
- \_\_\_\_\_ ENG 636: Seminar in Shakespeare (3 cr.)
- \_\_\_\_\_ ENG 640: Studies in English Literature 1660-1800 (3 cr.)

(3) One course in British and/or Irish Literature

- \_\_\_\_\_ ENG 500: Old English (3 cr.)

- \_\_\_\_\_ ENG 530: Chaucer (3 cr.)
- \_\_\_\_\_ ENG 538: Studies in 17th-Century English Literature (3 cr.)
- \_\_\_\_\_ ENG 539: Milton (3 cr.)
- \_\_\_\_\_ ENG 547: 19<sup>th</sup>-Century British Women Writers (3 cr.)
- \_\_\_\_\_ ENG 548: Studies in British Literature 1950-Present
- \_\_\_\_\_ ENG 549: Studies in Irish Literature (3 cr.)
- \_\_\_\_\_ ENG 632: Middle English Literature (3 cr.)
- \_\_\_\_\_ ENG 636: Seminar in Shakespeare (3 cr.)
- \_\_\_\_\_ ENG 640: Studies in English Literature 1660-1800 (3 cr.)
- \_\_\_\_\_ ENG 645: Studies in the Romantic Era (3 cr.)
- \_\_\_\_\_ ENG 646: Studies in the Victorian Era (3 cr.)
- \_\_\_\_\_ ENG 677: Studies in Contemporary British Literature (3 cr.)

(4) One course in World Literature with emphasis on women authors and authors of color

- \_\_\_\_\_ ENG 618: Global Multicultural Literature (3 cr.)
- \_\_\_\_\_ ENG 678: World Drama (3 cr.)

(5) One course in Literature for Young Adults with emphasis on women authors and authors of color

- \_\_\_\_\_ ENG 619: Seminar in Literature for Adolescents (3 crs.)

(6) One course in technology

- \_\_\_\_\_ ENG 506: Computers and the Study of English (3 crs.)

Students who have met the content distribution may select additional courses from the following electives or others (check with Program Coordinator):

- ENG 529, 629: Special Topics (3 cr.)
- ENG 601: History of the English Language (3 cr.)
- ENG 602: Rhetorical Tradition: Connecting Reading and Writing (3 cr.)
- ENG 699: Independent Study (3 cr.)

\_\_\_\_\_ Foreign Language Requirement (one year of college-level study)

\_\_\_\_\_ Electronic Teaching Portfolio

**Total Credit Hours for Program: 46-49**

**List three completed 600-level courses:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Give completion dates for 3 required NYS exams:**

LAST: \_\_\_\_\_  
 ATS-W: \_\_\_\_\_  
 CST: \_\_\_\_\_

**Middle school extension:** Students who desire middle school extension certification must complete EDU 533: Introduction to Middle Childhood Education and PSY 533: Advanced Developmental Psychology. These students are required to fulfill a minimum of 55-56 hours.

## State Requirements

Candidates for a New York State teaching certificate must achieve passing scores on appropriate tests in the New York State Teacher Certification Examinations Program. AEN students are required to take the Liberal Arts and Science Test (LAST), the Content Specialty Test (CST) in English, and the Assessment of Teaching Skills-Written Test (ATS-W). We encourage students to take these tests as soon as they have completed most of their course work and just prior to student teaching. For more information on taking these tests, contact Career Services (607) 753-4715.

In addition to college and program requirements, the State of New York also has several requirements which candidates must fulfill before they will receive their initial certification to teach. The **CAR** and **SAVE** workshops are listed under the program requirements. All students seeking teaching certification must complete these requirements prior to graduation, but preferably before student teaching. Workshop dates may be accessed from the Center for Educational Exchange at [www.cortland.edu/cee](http://www.cortland.edu/cee) or by calling (607) 753-4704 or 753-4214.

All candidates, certified and non-certified, who wish to work in schools in New York state are also subject to **fingerprinting** regulations and background checks prior to employment (see next page). Fingerprinting packets can be obtained at Career Services office at Van Hoesen, Room B-5.

A student who receives a field placement in a school district that requires fingerprinting will be expected to complete a fingerprinting application 72 hours prior to beginning their field placement (if they have not previously done so). Digital fingerprinting is now available at the Office of Career Services; contact Career Services at (607) 753-4715 to set up a fingerprinting appointment to complete the application.

Failure of adherence to this requirement will result in cancellation of your placement.

### **Application for Teacher Certification through NY State Education Department (NYSED)**

All applications are now electronic, through the TEACH system. At any point in your academic career, you may set up a “TEACH” account for eventual certification. This online application is the only way to apply through NYSED. Cortland teacher education majors can find a “TEACH” link through their Banner accounts which leads to a helpful interface for navigating an unwieldy system.

**Be sure to submit the permission for SUNY Cortland to send records to NYSED.** For more information, see the State Education Department website at <http://www.highered.nysed.gov>.

## Procedure for Digital Fingerprinting

*This page copied with permission from Career Services*

Although not mandated by the New York State Education Department (NYSED), many school districts in New York are also asking that pre-service teachers, practicum students and student teachers complete the fingerprinting process before placement. SUNY Cortland recommends that all students enrolled in a teacher certification program complete the fingerprinting process at least one semester before their first anticipated field experience.

Students who do not secure fingerprinting clearance at least one semester before their first anticipated field experience may not have access to some area schools with fingerprinting policies in place (e.g. Cortland City School District). Additional detailed information about the process is available at <http://www.highered.nysed.gov/tcert/ospa/fpprocess.htm>.

### How do I get fingerprinted?

1. Allow roughly 30 minutes to set up your account and process fingerprint clearance questions. You should be connected to a printer and have your credit card information available. Computer work stations are available at Career Services if you do not have access to a printer or if you need assistance.
2. Access TEACH online services at <http://www.highered.nysed.gov/tcert/teach/login.htm>. You will be at the TEACH log in page (sample page on reverse).
3. Create a TEACH Login Account...follow step-by-step directions at the above website carefully. If you need assistance, undergrads should contact Career Services (ext. 4715) or the Registrar's Office (ext. 2955); graduate students should contact Graduate Studies (ext. 4800).
4. Email your username and password for TEACH to yourself and retain for future use. You will need this very important information when you apply for your teaching certificate. Accurate documentation of your username and password for TEACH will save you hours of stress in the future.
5. Once your TEACH account is set up, log into TEACH and select "Fingerprinting Links." Be sure to have credit card information available to pay the fee (\$94.25 as of 7/09).
6. Follow directions, enter information and print off receipt after payment is made.
7. Contact Career Services at (607) 753-4715 to set up a fingerprinting appointment. Please bring a photo ID, TEACH payment receipt (step #6) and an additional \$10 processing fee (cash or check made out to Career Services) to your appointment. Allow roughly 30 minutes to process digital fingerprints.

\* Digital fingerprinting services may also be available near your home address; please contact your local BOCES or area school district to inquire about additional fingerprinting locations.

**\*\*\* EXTREMELY IMPORTANT!\*\*\***

Record you username and password for your TEACH account. Your username and password are linked to your social security number – you MUST have your correct username and password to apply for your teaching certificate as you near graduation. The TEACH program WILL NOT let you set up duplicate accounts as the information is tied to your social security number. Again, record your username and password and keep in a safe place.

TEACH Username: \_\_\_\_\_

TEACH Password: \_\_\_\_\_



**Suggested Schedule for the M.A.T. degree in Adolescence Education-English 7-12 (AEN)  
over two years**

<b>First Year</b>			
<u>Fall</u>		<u>Spring</u>	
AED 541 Teaching Literature and Critical Literacy	3 cr.	AED 668 Language Development in Adolescents	3 cr.
ENG 504 Seminar in the Composing Process	3 cr.	AED 669 Participant-Observer Experience: Language Development (50 hrs. field experience)	3 cr.
ENG 505 Participant-Observer Experience: Composing Process (50 hrs. field experience)	3 cr.	AED 663 Research in the Teaching of English	3 cr.
ENG 618 or 678 or 506*	3 cr.	ENG 619 or ENG Elective*	3 cr.
		HLH course	2-3 cr.
		Complete: Child Abuse Recognition Workshop	
Total	12 cr.	Total	12 cr.
<b>Second Year</b>			
<u>Fall</u>		<u>Spring</u>	
ENG Elective*	3 cr.	AED 576 Practicum I Student Teaching in the Middle School	6 cr.
ENG Elective*	3 cr.	AED 577 Practicum II Student Teaching in the Secondary School	6 cr.
ENG 506 or ENG Elective*	3 cr.	AED 578: Master's Project and Teaching Colloquia	1 cr.
EDU 671 Issues in Foundations of Education	3 cr.		
Complete: School Violence Prevention Workshop			
Total	12 cr.	Total	13 cr.
*See required content distribution list			

**Suggested Schedule for the M.A.T. degree in Adolescence Education-English 7-12 (AEN)  
over three years**

<b>Spring First Year</b>	
ENG 619	3 cr.
ENG Elective*	3 cr.
<b>TOTAL</b>	<b>9 cr.</b>
*See required content distribution list	

<b>Fall First Year</b>		<b>Spring Second Year</b>		<b>Summer</b>	
AED 541 Teaching Literature and Critical Literacy	3 cr.	AED 668 Language Development in Adolescents	3 cr.	ENG Elective*	3 cr.
ENG 504 Seminar in the Composing Process	3 cr.	AED 669 Participant-Observer Experience: Language Development (50 hrs. fieldwork)	3 cr.	ENG or Elective*	3 cr.
ENG 505 Participant-Observer Experience: Composing Process (50 hrs. of fieldwork)	3 cr.	AED 663 Research in the Teaching of English	3 cr.		
		Complete: Child Abuse Recognition Workshop			
<b>Total</b>	<b>9 cr.</b>	<b>Total</b>	<b>9 cr.</b>	<b>Total</b>	<b>6 cr.</b>
<b>Fall Third Year</b>		<b>Spring Third Year</b>		<b>Summer</b>	
ENG 618 or ENG 678 or elective	3 cr.	AED 576 Practicum I Student Teaching in the Middle School	6 cr.	EDU 671 Issues in Foundations of Education	3 cr.
ENG 506 or elective	3 cr.	AED 577 Practicum II Student Teaching in the Secondary School	6 cr.		
HLH course	2-3 cr.	AED 578: Master's Project and Teaching Colloquia School Violence Prevention Workshop	1 cr.		
<b>Total</b>	<b>8-9 cr.</b>	<b>Total</b>	<b>13 cr.</b>	<b>December Degree</b>	

The following required courses are offered only in the fall semester:			
ENG 504 Seminar in the Composing Process: Rhetoric and Analysis	3 cr.	ENG 505 Participant-Observor Experience: Composing Process (50 hrs. of field work)	3 cr.
		AED 541 Teaching Literature and Critical Literacy	3 cr.
		ENG 506 Computers and the Study of English	3 cr.
The following required courses are offered only in the spring semester:			
AED 668 Language Development in Adolescents	3 cr.	AED 669 Participant-Observor Experience: Language Development (50 hrs. of field work)	3 cr.
		AED 663 Seminar in Research in the Teaching of English	3 cr.

## **Application to Student Teach**

Students generally apply to student teach approximately one year in advance. In other words, if you plan to student teach in the fall, you will need to attend a preliminary meeting to declare that intention the previous fall. The meeting for student teachers intending to student teach in the fall is generally held in early September, while the meeting for those intending to student teach in the spring semester is generally held in early February. You should receive email notification of these meetings, so it's important that you check your email regularly. Use the checklist on the following page to determine your eligibility for student teaching. Ultimately, however, your professors, advisor, and the coordinator of the program have the final authority on whether or not candidates are ready for student teaching in a particular semester.

Students may indicate first, second, and third choices of location for student teaching. While the Field Placement Office makes every effort to accommodate students' requests, in the end, students must be prepared to take whatever placements are made for them, understanding that many factors, including the availability of host teachers and supervisors, determine where placements are made. Students are expected to arrange for their own transportation to and from their placements, so having access to a vehicle, while not absolutely mandatory, is strongly advised.

In general, students are placed in Central New York locations near the college, primarily in schools in or around Binghamton, Ithaca, Syracuse, and Cortland. While every effort is made to honor students' requests for placements in a particular area, students must understand that, in the end, the availability of host teachers as well as supervisors takes precedence over personal preference or convenience.

On the other hand, students seeking a more urban student teaching experience are encouraged to investigate the option of student teaching in New York City. Yet another option which is available but which takes some advance planning involves student teaching at the Sunshine Coast in Australia. For more information on student teaching in New York City or Australia, students should plan to gather information from the Field Placement Office immediately upon their acceptance to the program.

At the time of application to student teach, students must also submit a resume to the Field Placement Office. Please note that because the Field Placement Office begins working on securing placements within weeks of having received a student's Intent to Student Teach form. Because the department assigns faculty members to supervision based on the number of students who have indicated that they will be student teaching in a given semester, it is extremely disruptive when students change their minds about student teaching at the last minute. For that reason, students who decide NOT to student teach in the semester they have indicated may forfeit the privilege of indicating a preferred geographical area for their placement. To avoid penalties, plan ahead.

## Policies Regarding Student Teaching

NYSED mandates that secondary student teachers have two student teaching placements (in either order) comprising seven weeks at middle school level and seven weeks at high school level. The dates for both student teaching quarters can be found in the student teaching handbook and/or by logging on to [www.cortland.edu/fieldplacement](http://www.cortland.edu/fieldplacement). During each student-teaching quarter, you will follow the calendar of the public school to which you have been assigned (college calendar has no bearing) and you are required to follow the full daily schedule of your cooperating teacher (arriving late or leaving early is not allowed). You will have the same days off as school faculty according to the school's calendar.

At each placement, student teachers must be assigned regular 7-12 English classes (no remedial writing or reading, computer lab, etc.) and have no more than five total assignments/classes (or four depending on the district's contract policy; two to three if school has Block Scheduling). The student teacher must also have no more than three different preparations. Thus, the following combination of classes would not be allowed: 10 (2), 11R (1), 12 (1), AP English (1).

Every student teacher must also have a mentor teacher who is tenured and certified in English 7-12 (not Childhood/Early Childhood with an ELA concentration), and student teachers are expected to attend all workshops, conferences, Open Houses, faculty or team meetings.

All Cortland supervisors require that you use the Standard AEN Lesson Template available on TaskStream in Lesson Builder to build your lessons. At the very minimum, you are expected to provide your mentor teachers a full lesson plan at least 24 hours in advance for adequate feedback. Preferably, however, you will also have plans for extended blocks of time to discuss and tweak each lesson well in advance with your host teacher.

Please note: reading aloud in class day after day does not constitute instruction. Ideally, student teachers will work in cooperation with their host teachers to require at-home reading assignments that support all pupils' literacy learning. Reading silently or aloud day after day in class does not adequately prepare students to read and comprehend complex texts or to perform adequately on high-stakes tests.

You will want to work out a reasonable plan with mentor teacher for assuming full load no later than end of the second week of the quarter. At this point, the student teacher will be responsible for all instruction, but can expect the mentor teacher to be nearby in case of an emergency.

**Note:** Host teachers and supervisors will be evaluating student teachers at mid-quarter as well as at the end of each placement. Be open to constructive criticism and proactive in addressing identified areas in need of improvement. Take seriously the feedback you receive from both your host teacher and supervisor whether that feedback comes informally or formally.

Finally, you must electronically submit all required evaluations by specified dates. See the following page for additional information.

## Summary of Evaluations Required

Quarter _____	Quarter _____
Mid-quarter Evaluations Due: End of Quarter Evaluations Due:	Mid-quarter Evaluations Due: End of Quarter Evaluations Due:

### Student Teachers:

- On-line INTASC self-evaluation (Accessed via Banner Web; instructions at FPO web page)  
Due at **mid-quarter AND end of quarter**
  
- Evaluation of host teacher (completed on TaskStream and submitted to the appropriate coordinator)  
Due at **end of each quarter**
  
- Teacher-Work Sample (to be completed in ONE of the quarters and submitted to supervisor for evaluation via TaskStream)  
Due **no later than TWO weeks prior to end of second placement**
  
- Professional ELA Teaching Portfolio (submitted for evaluation via TaskStream to the professor teaching AED 378)  
Due **no later than ONE week prior to the end of the second placement**
  
- Evaluation of supervisor (completed on TaskStream and submitted to the appropriate coordinator)  
Due at **end of final placement**

### Cooperating Teachers:

- On-line INTASC evaluations (Accessed via BannerWeb; instructions at FPO web page)  
Due at **mid-quarter AND end of quarter**
  
- List of competencies evaluation (filled out in collaboration with supervisor)
  
- Evaluation of supervisor (hard copy can be downloaded from FPO web site)  
Due at **end of final placement** (mailed to Coordinator of AEN Program, English Department, SUNY - College at Cortland, P.O. Box 2000, Cortland, NY 13045)

### Supervisors:

- On-line INTASC evaluations (Accessed via Banner Web; instructions at FPO web page)  
Due at **mid-quarter AND end of quarter**
  
- List of competencies evaluation (Filled out in collaboration with host teacher)  
Due at **end of quarter** (Electronic form on TaskStream; hard copy filed in student's academic file)
  
- End of quarter grade (Accessed via Banner Web)  
Due at **midterm and end of semester: FOLLOW INSTITUTIONAL DEADLINES!**

## **Minimum Placement Expectations for Student Teachers**

- A. Report each morning, on time or earlier.
- B. Stay entire day, following your mentor's schedule.
- C. Leave in afternoon, at appointed time or later.
- D. Attend school functions (even if at night or on weekends).
- E. Assist mentor teacher enthusiastically.
- F. Adhere to expectations of mentor and supervisor.
- G. Seek and respond appropriately to constructive feedback from both mentors in the field. You will be evaluated at mid-quarter and at the end of each placement by both your host and supervising teachers.
- H. Get involved with students and school community.
- I. Expect and deserve to be treated as a professional.
- J. Keep supervisor informed of any difficulties or problems that may arise during the placement.

## **The First Day of Student Teaching**

It is imperative that you report to the office of the building principal on the first day of each assignment. This is to be done even if you have made a previous school visit. Please inquire about sign in procedure and identification badges.

File with each school nurse your completed Emergency Medical Form which includes names, addresses, and phone numbers of at least two persons to contact in case of your sudden illness/emergency and which also gives you the opportunity to provide a list of known allergies and medical conditions.

Become familiar with the building and emergency procedures. Learn the general policies by which the faculty operates.

Mail the First Day Sheet and Emergency Medical Form to the Field Placement Office at the beginning of the semester (refer to Student Teaching Handbook).

*Inform your program coordinator immediately of any apparent policy violation; inform your assigned supervisor of any policy violation during student teaching.*

## Important College-Wide Student Teaching Policies

### A. ATTENDANCE

- < Student teachers are expected to attend every day.
- < Sick days, personal days, or cuts are not allowed. Absences are permitted for attendance at professional conferences and/or teacher recruitment fairs.
- < An absence may also be permitted for a rare and documented emergency. You must call and report your absence, the day before to 1) your mentor teacher who needs to prepare, 2) your college supervisor who must report it, and 3) the school secretary.
- < If you miss more than one full day during a placement due to a legitimate emergency, you must arrange to make up time missed to meet NYSED guidelines.
- < All students are responsible for 100% attendance and punctuality in each student-teaching quarter. Prior to beginning each assignment, the student teacher is expected to find out from his/her cooperating teacher: (1) whom to notify in case of illness/emergency; and (2) policies/procedures for leaving lesson plans to cover classes. If an emergency should arise which requires you to be absent from student teaching, you must use the special form in the student-teaching handbook to obtain advance approval from your College supervisor.

For **ANY** absence, you must also complete the “Absence from Student Teaching Form” (found in the field placement office handbook) and give this to your supervisor.

### B. SUBSTITUTE TEACHING is NOT allowed under any circumstances.

- < Student teachers are not legitimate employees and are not covered by “Good Samaritan” insurance clauses. Thus, you can teach class when the mentor is absent, but only if a paid, legitimate substitute teacher is present.

### C. WORKING WHILE STUDENT TEACHING

- < College-related activities are not allowed without special written permission from the Dean, AND your college supervisor has the right to ask you to choose between the activity OR student teaching.
- < After-school jobs are not allowed unless school-related (play directing, coaching, tutoring) and unless they are determined to be not detrimental to the student teaching experience.

### D. FINAL GRADES

- < Final grade for each placement/quarter is “S” or “U.”



Observation Schedule for Student Teaching

Supervisor's Name: \_\_\_\_\_

Supervisor's Office: \_\_\_\_\_

Phone: (H): \_\_\_\_\_

(W): \_\_\_\_\_

Office hours: \_\_\_\_\_

Classes: \_\_\_\_\_

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

\_\_\_\_\_

Email: \_\_\_\_\_

Observation Schedule:

Initial Three-way Conference: \_\_\_\_\_

First Observation: \_\_\_\_\_

Second Observation: \_\_\_\_\_

Third Observation: \_\_\_\_\_

Fourth Observation (optional): \_\_\_\_\_

Final Three-way Conference: \_\_\_\_\_

## Supervisor's Checklist for Initial Three-way Interview

Student Teacher \_\_\_\_\_

Mentor Teacher \_\_\_\_\_

- \_\_\_\_\_ 1. Exchanged contact information with student teacher and mentor teacher
- \_\_\_\_\_ 2. Acquired copy of student teacher's and mentor teacher's schedules
- \_\_\_\_\_ 3. Provided copy of student teacher quarterly evaluation forms to both parties
- \_\_\_\_\_ 4. Reviewed evaluation criteria with mentor teacher and student teacher
- \_\_\_\_\_ 5. Discussed collaborative format of three-way quarterly evaluation as well as the mentor teacher's need to file mid-quarter and end-of-quarter electronic evaluations
- \_\_\_\_\_ 6. Reviewed nature of grade (satisfactory/unsatisfactory)
- \_\_\_\_\_ 7. Discussed second placement goals, as appropriate
- \_\_\_\_\_ 8. Reviewed all aspects of the mentor teacher/student teacher collaboration
- \_\_\_\_\_ 9. Reviewed student teacher's need to submit daily lesson plans for review by mentor teacher no later than 24 hours in advance of the lesson. Lessons should be built using the standard AEN lesson template in Lesson Builder on TaskStream.
- \_\_\_\_\_ 10. Discussed purpose and format for post-observation conferences
- \_\_\_\_\_ 11. Discussed student teacher's need to demonstrate the three areas stressed in AEN program (engagement with texts, writing, and language)
- \_\_\_\_\_ 12. Discussed need to avoid scheduling presentations, projects, or reviews during formal observations
- \_\_\_\_\_ 13. Made appointments for three formal observations and final 3-way
- \_\_\_\_\_ 14. Discussed courtesy of 24-hour notice when rescheduling observations
- \_\_\_\_\_ 15. Discussed Professional Dispositions
- \_\_\_\_\_ 16. Reviewed need for student to submit Teacher-Work Sample
- \_\_\_\_\_ 17. Discussed Student Teaching Colloquia and Portfolio requirements; need for attendance at all meetings during the semester; and timely submission of Teaching Portfolio for final grade
- \_\_\_\_\_ 18. Met with principal

State University of New York  
College at Cortland, Cortland, New York 13045  
Final Quarterly Evaluation of Student Teaching in English

Teacher/Intern \_\_\_\_\_ Year \_\_\_\_\_ Quarter \_\_\_\_\_

Teaching Center \_\_\_\_\_ Grade and/or Subject \_\_\_\_\_

College Supervisor \_\_\_\_\_  Cooperating Teacher \_\_\_\_\_

**CHECKLIST OF COMPETENCIES IN ENGLISH TEACHER**

The English Department of SUNY at Cortland has determined that the following competencies are essential to successful teaching in the language arts. Students should demonstrate most of these by the end of the first quarter of student teaching; certainly, by the end of the second quarter all should be demonstrated. In certain instances, in consultation with the cooperating teacher, the college supervisor may judge a competency to be not applicable. In such instances, the evaluator should write Does not apply across the boxes.

**Long Term and Short Term Planning, Classroom Management and Relationships with Students, Cooperating Teacher, and Supervisor:**

	Not Demonstrated	Partially Demonstrated	Clearly Demonstrated
Interacts and collaborates well with students, cooperating teacher, and supervisor			
Long-term plans are cohesive and organized around explicit inquiry-driven learning objectives			
Long-term plans are sequenced to support appropriate culminating activity/activities			
Works from stated, focused reading, writing, listening, and/or speaking objectives			
Integrates interdisciplinary strategies and materials where possible			
Clearly promotes activities demonstrating the role of arts and humanities in learning			
Offers sound rationale justifying instructional decision-making			
Identifies and implements clearly stated assessments			
Offers differentiated instruction			
Relates materials to students= interests and needs			
Establishes good rapport with the class-friendly, but firm			
Includes all learners in class activities			
Treats students with courtesy and tact			
Deals effectively with disruptive students			
Exhibits adequate control over the classroom in order to allow learning to take place			
Attempts to motivate students through positive rather than negative techniques such as threats or tests			
Seeks to act as a coach rather than a dispenser of wisdom			

**Presentation Skills and Pedagogy:**

Not Partially Clearly  
 Demonstrated Demonstrated Demonstrated

Exhibits poise and self-confidence			
Displays enthusiasm for the subject matter			
Is positive and supportive in relations and students			
Provides multiple structures for engaging with and responding to texts (e.g., discussion circles, pair-share, writers= notebooks, book clubs, formal essay, blogging, media production)			
Transitions smoothly from one activity to the next			
Models activities rather than relying solely on giving verbal directions			
Spends a minimum amount of time on class administration			
Designs assessments that move students toward increasingly higher levels of engagement with rather than simple memorization of course material			
Encourages students to be active, not passive agents of their own learning			
Demonstrates concepts rather than merely defining them			
Encourages students to spend time working in pairs and/or small groups to socially construct knowledge			
Shows students how to function in groups and structures group work carefully			
Adapts seating arrangements to facilitate discussion			
Develops questioning strategies that lead students towards higher order thinking			
Facilitates discussion to create a dialogic, student-centered classroom rather than a monologic, teacher-centered classroom			
Respects individual learners= culture and language, community and experience			
Designs instruction that is developmentally appropriate			
Accommodates a variety of learning styles and intelligences			

**Engagement with Texts:**

Not Partially Clearly  
 Demonstrated Demonstrated Demonstrated

Demonstrates mastery of textual content			
Relates the reading to students= lives			
Teaches a variety of strategies for comprehending texts			
Demonstrates ability to match student reading competence with readability of text			
Encourages engagement with and analysis of a variety of textual forms (e.g., the novel, poetry, drama, memoir, newspapers, magazines, websites, oral/visual media, and the Aworld@)			
Includes works dealing with human diversity and multicultural			

themes			
Reads aloud to model good reading practices and to engage students in texts			
Encourages a variety of critical perspectives for understanding texts such as new criticism, reader response, etc.			
Provides pre-reading activities such as advanced organizers and prediction to enhance comprehension			
Provides time for students to read			
Encourages enjoyment and emotional response to literature			
Encourages independent reading including texts written for young adults			
Teaches students how to read assertively by annotating, underlining, and marking and writing responses to texts, when appropriate			
Encourages creative dramatic activities (e.g., role play, readers' theater)			
Integrates formative and summative writing assessments into the study of literature			

**Engagement with Writing:**

Not Partially Clearly  
Demonstrated Demonstrated Demonstrated

Provides time and instruction for all the stages of writing process: _____ prewriting _____ drafting _____ revising _____ editing _____ publishing _____ reflecting	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Employs peer writing groups			
Stipulates criteria for evaluation of writing assignments			
Provides constructive criticism and encouragement to student writers			
Teacher models good writing			
Provides examples of effective writing			
Uses writing to teach the content of the English curriculum by employing frequent activities for writing to learn (e.g., Learning logs, journals, microthemes, etc.)			

**Engagement with Language**

	Not Demonstrated	Partially Demonstrated	Clearly Demonstrated
Demonstrates mastery of Standard American English/Edited American English in classroom presentations and written materials			
Teaches grammar, usage, and mechanics in the context of students= writing and reading			
Takes advantage of teachable moments to explore language issues			
Builds opportunities for reflection about language use into lessons			
Uses an inductive-discovery process when teaching vocabulary that allows students to figure out meaning through context and build knowledge from understanding of roots, related families, prefixes and suffixes			
Provides students with authentic (and frequent) opportunities to use new vocabulary in their reading and speaking			
Leads students through scaffolded language exercises linked to authentic reading/writing experiences			
Demonstrates sensitivity and tact when responding to dialect and other ELL issues			

**Section III B Special and/or unique projects completed by the student (use the back side).**

**Section IV B General Statement and/or other comments.**

## M.S.Ed. in Adolescence Education, English 7-12 (AEN)

This program leads to the Master of Science in Education degree and is designed for individuals who hold a provisional teaching certificate and are seeking a professional certificate in Adolescence Education: English 7-12. The M.S.Ed. program provides:

- the pedagogical coursework necessary for the professional certificate
- the opportunity for advanced study in English and the language arts
- the master's degree necessary for permanent certification

A minimum of 30 credit hours of approved graduate study, including a minimum of nine credits at the 600-level, is required. On each line provided, record the date of completion of the course.

### Required Pedagogical Core: 13 hours

_____	ENG 504: Seminar in the Composing Process (3 cr.)
_____	AED 541: Teaching Literature and Critical Literacy (3 cr.)
_____	AED 668: Language Development in Adolescents (3 cr.)
_____	AED 663: Seminar in Research in the Teaching of English (3 cr.)
_____	AED 678: MEd Final Project (1 cr.)

Students who have completed the BA\_AEN program at SUNY - Cortland or who have completed equivalent course work elsewhere may take alternative courses for AED 541, ENG 504 and AED 668. Determinations of equivalency will be made by Cortland faculty and are permitted only when students have earned grades of B+ or better in the undergraduate equivalents of Cortland's AEN pedagogy sequence (i.e., AEd 308,308, 341, 408, 409, and 441. Note: To qualify for a waiver of AED 541, two undergraduate courses in the methods of teaching English must have been completed.

### Course Substitutions

Students who have been waived from AED 541 may select one of the following courses instead: EDU 524 Democracy and Social Education

FSA 525/AAS 581 Teaching the Inner City Child

EDU 531 Developing Creative Elementary School Experiences

(Note: The above course is a treatment of gifted and talented students at the middle school age.)

EDU 552 Gender Issues in Education

EDU 570 Character Education

LIT 549 Literacy in the Middle and Secondary School

LIT 550 Current Issues in Assessment 5-12

LIT 630 Literacy and Society

SPE 510 Teaching the Special Education Learner in the General Education Classroom

Students who have been waived from ENG 504 should select a writing course offered by

the English department or ENG 602 Rhetorical Tradition: Connecting Reading and Writing.

Students who have been waived from AED 668 should select from the following list of courses:

- ENG 600 Advanced Grammar and Usage
- ENG 601 History of the English Language
- ICC 620 Materials and Techniques for Teachers of English as a Second. . .
- ICC 622 Theory and Practice of Bilingual/Multicultural Education
- ICC 623 Second Language Acquisition: Theory and Research
- ICC 624 Methods of Teaching English to Speakers of Other Languages
- ICC 627 Teaching Reading in the Second Language Content

**Required Content Core: 12 credits of ENG graduate courses**

Students are required to take a minimum of four courses in literature and/or rhetoric. To establish breadth and depth across the discipline and to meet NCATE/NCTE requirements, appropriate courses will be chosen in consultation with the MSED Coordinator.

**Elective Courses: 6 credits**

Six additional elective courses chosen in consultation with the MSED Coordinator from graduate courses with an ENG prefix or from the following list: EDU 524, FSA 525/AAS 581, EDU 531, EDU 552, EDU 570, LIT 549, LIT 550, LIT 630, SPE 510, ICC 620, ICC 622, ICC 623, ICC 624, ICC 627.

**Total credit hours for program: 31**

Students who desire middle school extension certification must complete EDU 533: Introduction to Middle Childhood Education and PSY 533: Advanced Developmental Psychology. Students with the extension are required to fulfill a minimum of 36 hours of graduate study.

\_\_\_\_\_ Foreign Language Requirement (one year of college-level study)

\_\_\_\_\_ Electronic Teaching Portfolio (created in AED 678)



## Suggested Schedule for the M.S.Ed. in Adolescence Education, English 7-12

August or December degree

Fall		Spring		Summer	
AED 541 Teaching Literature and Critical Literacy	3 cr.	AED 668 Language Development in Adolescence	3 cr.	ENG Elective*	3
ENG 504 Seminar in the Composing Process	3 cr.	AED 663 Research in the Teaching of English	3 cr.	ENG Elective*	3
ENG 618 or 678 or Elective*	3 cr.	ENG 619 or Elective*	3 cr.		
ENG 506 or Elective*	3 cr.	ENG Elective*	3 cr.		
		AED 678 MEd Final Project	1 cr.		
Total	12 cr.		12 cr.		6 cr.

\* See NCATE/NCTE content distribution list on pages 20 and 21

\*The following courses are offered only in the fall semester:

ENG 504 Seminar in the Composing Process: Rhetoric and Analysis, 3 cr.

AED 541 Teaching Literature and Critical Literacy, 3 crs.

ENG 506 Computers and the Study of English, 3 crs.

The following courses are offered only in the spring semester:

AED 668 Language Development in Adolescents, 3 crs.

AED 663 Seminar in Research in the Teaching of English, 3 crs.

**N.B.** The schedules depicted in these grids reflect suggested timeframes only. Actual course offerings will be subject to the availability of instructor and other resources.

## **TaskStream**

Both the MAT and MEd programs gather assessment data using TaskStream, an electronic program management system. All AED-prefixed courses along with ENG 504, ENG 506, and ENG 619 require students to submit “Best Practice Assignments” for assessment. These submissions will be available later for inclusion in the Teaching Portfolio. Thus, students will need to maintain a subscription to TaskStream throughout the duration of their time in their graduate programs.

As of Fall 2009, all students’ TaskStreams subscriptions are free (i.e., paid for by the College). You still must (1) subscribe and (2) enroll in a program, however, in order to access the “Directed Response Folio” (DRF) for your program and submit assignments for your courses.

### **Creating Your TaskStream Account (“Key Code”)**

Follow the directions on the following page to subscribe to TaskStream. Use the key code for all SUNY Cortland TaskStream subscriptions listed below.

***KEY CODE: 12YE6L-DYYPJX***

After activating your subscription, be sure to return to this page to “Enroll” in your program of study (see below).

### **Enrolling in a Program (“Program Code”)**

Once you subscribe to TaskStream for your free account, you will need to “Enroll in a Program” in order to reach the DRF where you can find assignments for your classes. Depending upon which program you are enrolled in, you will need to enter either of the program codes listed below.

***PROGRAM CODES: MAT\_AEN or MEd\_AEN***

## Using your TaskStream Key Code

You have been selected to receive a TaskStream account. The key code that has been issued to you is intended for your use only. Follow the directions below to create/renew your account on TaskStream 'Tools of Engagement'.

1. Go to [www.taskstream.com](http://www.taskstream.com)
2. On the TaskStream home page click the **Subscribe/Renew Today** link located on the purple area on the top left side of the screen.

You should now see the *Purchase or Activate Subscription* page.



3. Select 'Create a new TaskStream subscription' if you are creating a new account or 'Convert my guest account to paid subscription' if you are converting your previously existing guest account. Then enter the key code specified below in the appropriate fields and click the **Continue** button.

**Key Code: 12YE6L-DYYPJX**



4. Complete Steps 2 and 3. During step 3, make sure to note the username and password that you have chosen.

This will be the username and password you will use to access TaskStream.

5. Confirm your registration information in Step 4. If you need to edit any of the information you have entered click the **Edit** button. Otherwise click **Continue** to complete your registration.



6. The next page will display a link to take you to the home page where you can enter your username and password to login and begin using your TaskStream account.

## Summary of TaskStream Requirements

ENG 504/505

- Genre Study
- Designing Writing Assignments

ENG 506

- New Media Composition
- Media Literacy

AED 541

- Unit Plan
- Lesson Plan
- Statement on Classroom Management

AED 668

- Integrated Language Unit Plan
- Grammar/Usage Mini-lesson

ENG 619

- Reading with Adolescents
- Around the World

AED 663

- Literature Review

AED 576/577 (for MAT students)

- Teacher Work Sample
- List of Competencies (submitted by Supervisor)
- Evaluation of College Supervisor
- Evaluation of Cooperating Teacher (MS)
- Evaluation of Cooperating Teacher (HS)

AED 578 (MAT Students)

- ELA Teaching Portfolio

AED 678 (MSEd Students)

- Teacher Work Sample
- ELA Teaching Portfolio

Exit Survey

Advisor Assessment Form

## **Additional Registration Instructions for M.A.T. and M.S.Ed. Students**

Because the enrollment in our graduate courses is limited to fifteen students, and seats are available on a first come-first served basis, students should register for courses as soon as possible after receiving an active time ticket. M.S.Ed. students must register for the **001** sections of ENG 504 and AED 668.

Before M.A.T. students commit to the fieldwork courses, you must make sure that you will have sufficient time available during the middle school/high school day (generally 8:00 a.m. to 2:30 p.m.) to accumulate fifty hours of participation and/or observation. For AED 669, in particular, you must be able to visit your assigned placement at least twice, and preferably three times, a week. To ensure that placements can be made in a timely fashion, please register for course work as soon as possible after being admitted into the program and, in subsequent semesters, at the earliest opportunity during the regular registration period (generally in November for Spring courses, and the end of March or beginning of April for Fall courses). For **fall** enrollment in ENG 504 Seminar in the Composing Process: Rhetoric and Analysis and ENG 505 Participant-Observer Experience: Composing Process (50 hour field experience), you should do the following:

1. Agree with your advisor on an appropriate class schedule. Note that for MAT students, ENG 504 and ENG 505 are co-requisite courses (they must be taken at the same time). AED 541 Teaching Literature and Critical Literacy should be taken at the same time as ENG 504 and ENG 505, or in unusual circumstance AED 541 might have been taken prior to ENG 504 and ENG 505.
2. Visit the Field Studies Office (Room 1105 Education Building) to fill out a data sheet indicating your availability and preferences for field placement. Failure to notify the Field Studies Office of subsequent changes in your location may result in significant delays in receiving a placement. After you have completed the information sheet, the Field Studies Office will give you a dated, initialed copy.
3. Show the dated, initialed form from the Field Studies Office to Karen Knapp or Priscilla Harvey (secretaries in the English Department) who will then “lift the flag” that will enable you to register for both ENG 504 and ENG 505.
4. You will not be registered for your courses until you complete WEB registration. M.A.T. students must register for the **601** (majors only sections) of ENG 504 and AED 668.

For **spring** enrollment, MAT students register for both AED 668 Language Development in Adolescents and AED 669 Participant-Observer Experience: Language Development, following the steps outlined above except that students must have completed AED 541 prior to registering for AED 668 and AED 669, and they must have maintained their 3.0 GPA.

## **Adolescence English Education Programs Professional Dispositions Policy**

(1) Students in the AEN program will be introduced to and held accountable for the Dispositions in all courses with an AED prefix.

(2) Syllabi for AED courses should have a dispositions statement which exists as a contract for that class. Statement to follow the Academic Integrity statement:

### **Professional Dispositions Statement**

**One goal of this course is to provide opportunities for continuous positive growth toward strong teaching skills and dispositions as reflected in the Assessment of Candidate's Professional Dispositions. Positive teaching dispositions are a basic requirement for successful completion of the AEN program. In the event of problematic demonstration of teaching disposition, incidents will be documented and the departmental and Teacher Education Council Fair Practice Policy and Procedures for action will be followed.**

(3) Concerned faculty member(s) must meet with student, record the first annotation on Candidate Consultation Report form and gain signature during the meeting. In the event that a student refuses to sign the form, faculty should note that fact on the form before the form is forwarded to the Program Coordinator.

(4) The Program Coordinator will periodically review students' files to note multiple cases reported for one student and/or non-resolution of requested correction. Near the end of the semester, the faculty member(s) should provide a second annotation on the Candidate Consultation Report indicating whether the problem has been resolved or whether there has been failure to resolve the problem.

(5) Three weeks before the end of the semester, the AEN faculty will review the status of all students with actions. As indicated, the committee will determine whether to advance the student (with a contract) or to follow procedure for dismissal from the program.

(6) Egregious breach of department/dispositions may result in dismissal from the program at any time, as determined by AEN faculty and/or Program Coordinator.

(7) Student teacher supervisors will be notified of contracts concerning students placed for student teaching in order to address and support dispositional aspects of professional performance. When necessary, supervisors will be asked to participate in final review of particular students.

### Self-Disclosure

In addition to being accessed by your professors, when you apply for admission to the program, you are expected to self-disclose any infractions of college policy or criminal convictions. You are also, however, expected to self-disclose any subsequent violations. Failure to self-disclose may result in dismissal from the program.

### AEN Program Assessment of Candidate's Professional Dispositions

At SUNY Cortland, teacher education is framed by a central commitment to liberal learning that comprises the themes of personal responsibility, social justice and global understanding. Teacher candidates are expected to develop and demonstrate the dispositions identified in professional, state, and institutional standards. Note: the default assessment is S = Satisfactory. Only those dispositions found to be lacking will be noted with a U = Unsatisfactory.

Teaching Dispositions	Rating	Date	Faculty Initial
Demonstrates content knowledge (masterful, innovative)			
Is competent in arts/sciences (literate, articulate, well-read)			
Sees students as capable learners (encouraging, supportive)			
Maintains high standards (challenging, investigative, curious)			
Is fair (responsible, socially just)			
Creates safe and nurturing classroom (supportive, aware)			
Uses technology effectively (creative, innovative)			
Meets varied learning styles (flexible, inclusive)			
Respects diversity (accepting, inclusive, equitable)			
Is reflective (thoughtful, resourceful, self-aware)			
Uses assessment effectively (thorough, objective)			
Communicates effectively (articulate, persuasive, respectful)			
Integrates curriculum			
<b>Professional Dispositions</b>			
Conveys appropriate attitude to learning (participates, is enthusiastic, analytical)			
Is punctual			
Demonstrates commitment (dedicated, persevering, tenacious)			
Collaborates (sensitive, open minded, gracious)			
Is respectful (shows due regard, is polite, considerate)			
Is receptive to feedback (proactive)			
Is focused and organized			
Pays attention to appearance (clean, groomed, appropriate)			
Is honest (moral, ethical, honorable)			
Demonstrates integrity (trustworthy, resolute, self-advocating)			
Is caring (empathetic, supportive)			
Demonstrates strong work ethic (accepts challenges)			
Is responsible (reliable, deliberative)			
Is accountable (takes ownership, dependable)			

Candidate name: \_\_\_\_\_

Candidate's signature of understanding: \_\_\_\_\_

Date: \_\_\_\_\_

**SUNY Cortland**  
**Candidate Consultation Report**

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

(Print)

Other Participants: \_\_\_\_\_ Time: \_\_\_\_\_

(Print Name & Title)

\_\_\_\_\_ Place: \_\_\_\_\_

(Print Name & Title)

\_\_\_\_\_

(Print Name & Title)

Major Code: \_\_\_\_\_ Cortland ID Number: \_\_\_\_\_

---

Reason for Consultation:

**Actions to Be Taken By Participants, with specified conditions, consequences, and timeline.**

**Additional documentation may be attached.**

---

I have read the reason(s) for consultation and the action(s) expected from each participant, including myself. This statement must always be checked.

I understand and agree with all the actions to be taken as described above.

I understand and agree with the actions to be taken as described above, except as circled or otherwise identified above. The actions of other participants are unaffected by candidate exceptions or (dis)agreement.

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Original to Department Chair:** teacher education program student file, faculty participants in candidate consultation, student, and Undergraduate Students: Associate Deans, Graduate Students: Assistant Director of Graduate Studies

Approved by TEC 12/02/04; Minor revision: 5/8/06



## **Establishing a Credentials File and Obtaining Letters of Recommendation**

Career Services welcomes students to all of its facilities. The Career Library contains extensive information on openings, specific districts, further education, as well as alternative careers. Names of superintendents and addresses of all U.S. school districts are available to you. Workshops are provided on all job search skills including resume writing, interviewing, cover letters; resume and cover letter critiques are available on an ongoing basis. Additional services include a computerized guidance system and educational job search manuals.

Your credentials are the official reference files established and maintained by you and Career Services to support your current and future employment applications. Your file is forwarded to prospective employers at your written request or at the written request of the employing institution. Letters may be added to your file at any time. Credential files must be kept up to date: when you change employment or responsibilities, new current letters should be submitted. All materials in your file should be professionally prepared: typed, error free, and attractive to the reader.

Payment of \$60.00 activates your file for one calendar year or 20 mailings, whichever comes first. All requests for credentials must be in writing with complete mailing address and zip code. Please include your address, identification number or social security number, and telephone number so that Career Services may contact you if necessary.

### Resumes and References

Career Services does not send out copies of your resume; rather, you should enclose a copy with your application. You should continually update your resume to reflect your additional achievements and accomplishments.

A minimum of three references is recommended: candidates are encouraged to acquire more letters, allowing the candidate to select appropriate letters for each district to which the file is mailed. It is very important to give your recommenders sufficient lead time in which to write your letter. Two weeks should be considered the minimum.

While some professors may ask you to fill out an information sheet to guide them in their letter writing, at the very least, you should offer your professors a copy of your resume when you provide them the official forms upon which their recommendation must be submitted. When you request written references, it is important to discuss the purpose of the recommendation and whether the writer can support you in his or her letter.

### Transcripts and Certification Documents

Transcripts are an official document obtained only with a written request to the Registrar's. Career Services will not send any transcripts or copies of certification documents. It is suggested that candidates make multiple copies of these documents; unofficial copies may be sufficient for initial employment applications.

### Confidential versus Non-Confidential Files

Pursuant to Public Law 93-380, references written on or after January 1, 1975, are open for inspection by the candidate unless that candidate has waived right to access. If a letter, or all letters, include a signed waiver of right of access, you may not see the information that was provided; this is a permanent decision. A confidential or non-confidential file is your personal choice; however, professors may refuse to write a letter for you unless you agree to waive your right to access.

## Checklist of Important Items

Below are the important items you must comply with in order to assure successful completion of your degree. Keep this list in your folder of important documents as suggested and write the dates in for every item when it has been completed.

- \_\_\_\_\_ Consult the Graduate Catalog (available only online) so that you have easy access to course descriptions, course prerequisites, and regulations.
- \_\_\_\_\_ Gain acceptance into the program (matriculation). Be sure to include proof of certification and formal transcripts as needed, as well as two letters of recommendation (for M.A.T and M.S.Ed. students) from professors in English, rhetoric, or comparative literature. (Graduate Studies Office)
- \_\_\_\_\_ Gain approval for candidacy. You must apply for candidacy no sooner than the completion of 6 credit hours at Cortland and no later than the completion of 15 credit hours. **Send this form to your advisor in the English Department.**
- \_\_\_\_\_ Transfer courses (limit: 6 credits). If you are transferring graduate courses from another approved institution, you must fill out a transfer approval form and make certain official transcripts are on file at SUNY Cortland. You must be approved for candidacy before you are allowed to transfer courses. **Send this form to your advisor in the English Department.**
- \_\_\_\_\_ Complete successfully all required and elective hours. You must maintain a G.P.A of 3.0 throughout your graduate study. (A 3.0 G.P.A. is required for student teaching.)
- \_\_\_\_\_ Complete a master's thesis. (Consult with the coordinator of the M.A. program in English.)
- \_\_\_\_\_ Compile and submit a portfolio (for M.A.T. and M.S.Ed. students)
- \_\_\_\_\_ File a Completion of Master's Thesis (M.A. students). **Send this form to your advisor in the English Department.**
- \_\_\_\_\_ File for graduation (through Banner) and State Certification (for M.S.Ed. and M.A.T. students) (Graduate Studies Office)

If you have not done this for your undergraduate degree, students in the M.A.T. and M.S.Ed. programs must complete two clock-hours of the following workshops and be fingerprinted (submit proof to Graduate Studies Office):

\_\_\_\_\_ Child Abuse Workshop      \_\_\_\_\_ Fingerprinting      \_\_\_\_\_ SAVE Workshop