Introduction

This guide contains regulations, facts and requirements that were correct at the time of publication. The governing personnel and deans of CUP reserve the right and authority to alter any of the information contained herein.

In keeping with the educational mission of the university, the educational policies and procedures are continually being reviewed and changed. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are held responsible for keeping informed of official policies and for meeting all relevant requirements.

Program

The Graduate Reading Program offers one program: Reading Specialist

Section 2.0 contains information on the Reading Specialist Program.
2.1 Questions and Answers about the Reading Specialist Program

What is an Advisement Sheet?
The sheet that shows all the courses that you need for your program is called an "advisement sheet." You may hear people call it a "distribution sheet" or a "program of studies sheet." Notice that it has an effective date. This date should be the same semester that you began the Reading Specialist Program, or earlier. If the date listed on your sheet is after you began this program, you may have obtained the wrong advisement sheet. Please check this. (This does not apply to students who began the program years ago, and have come back to campus after the six-year statute of limitations has expired.)

If your effective date is Fall, 2005 or later, please be sure that you have the updated advisement sheet, which reads Effective Date: Fall 2005 in the top right-hand corner.

What about prerequisites?
The courses listed under Reading - Core Requirements on your advisement sheet are the content area courses that relate specifically to the training of future reading professionals. You will notice that three of them require prerequisites, these are the ones with the asterisk next to them. You may not take these courses until you have completed at least one prerequisite. The catalog lists them all, but they are reprinted here:

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite Required</th>
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<tbody>
<tr>
<td>RSP 702</td>
<td>RSP 700</td>
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<td>RSP 703</td>
<td>RSP 700, RSP 702</td>
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<tr>
<td>RSP 704</td>
<td>RSP 700, RSP 702, RSP 703</td>
</tr>
</tbody>
</table>

RSP 700, RSP 702, RSP 703 and RSP 704 MUST be taken in numerical order.

What are the other courses on the program of studies sheet?
The courses throughout the remainder of the advisement sheet are either required by the state or by our own university for certification and a master's degree. They are mostly courses in other departments and are considered necessary for a well-rounded graduate education. They do not require prerequisites; you may take them at any time they are offered.

What must I do for practicum?
The two practicum courses - RSP 703 and RSP 704 - must be taken in two consecutive semesters. This is because as a requirement of your practicum experience, you will be working in our Reading Center with a child for an entire school year, or the entire 10-week summer session. For example, you may not take RSP 703 in the fall semester, then wait until the following summer to take RSP 704.

How do I register for classes?
After choosing appropriate courses from the schedule, fill out the yellow scheduling card and have any Reading Specialist advisor sign it. Summer scheduling is handled by the Office of Lifelong Learning (Eberly Building, Room 202, Ext 5840).
How do I know what courses will be offered each semester?
The following course rotation will help you plan. However, it is the student's responsibility for keeping informed and for meeting all relevant requirements.

General Guidelines
for
Reading Specialist Program

This tentative guide has been designed to help candidates plan their program of studies. However, please note that these courses by be dropped from the schedule. Please plan accordingly.

<table>
<thead>
<tr>
<th>FALL</th>
<th></th>
<th>The following courses will only be offered either in the spring or in the fall – NOT BOTH:</th>
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<tbody>
<tr>
<td></td>
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<td>RSP 700 EDE 700</td>
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<td>RSP 705 EDE 737</td>
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<td>RSP 702 EDE 701</td>
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<td>RSP 734 EDE 737</td>
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<td>RSP 703 EDE 701</td>
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<td>RSP 704 EDE 737</td>
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<td>RSP 706</td>
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</tbody>
</table>

Other Course Considerations
- Offered every semester
  RES 800 – Methods of Research
- Offered any semester as per advisor recommendation
  RES 829 – Research Project (optional) or
  RES 849 – Master's Thesis
- Take as soon as you can schedule
  If you are NOT interested in taking EDP 600 – Statistical Methods, you should consider the following courses:
    EDE 706 – Evaluations and Measurements
    EDP 656 – Computer Oriented Research
  These two courses are NOT offered frequently. If you miss their rotation, then you will be required to take EDP 600 Statistical Methods to fulfill the research block requirements (3 credits required)
- If you can only take one course per semester, then you need to start your rotation with RSP 700, then RSP 702, then RSP 703, then RSP 704.
**What is the difference between the three different plans?**

There are three plans in our program:

- **Plan A - 40 credits**
  Master's Degree with Reading Specialist Certification and completion of a thesis

- **Plan A - 38 credits**
  Master's Degree with Reading Specialist Certification and completion of a project

- **Plan B - 36 Credits**
  Master's Degree with Reading Specialist Certification obtained by taking courses only

- **Plan C - 30 Credits**
  Reading Specialist Certification Program (NO MASTERS DEGREE)

***For all plans (A, B or C):***

In order to be eligible for PA State Reading Specialist Certification, you must successfully complete:

- All coursework
- Comprehensive Examination
- PRAXIS Specialty Test

**What is the difference between Plan A or Plan B?**

If you decide to complete Plan A, you will be writing a master's thesis or project. The thesis is worth four credits and the project is worth two credits. We recommend that you complete the thesis or project if you are interested in research, administration or higher education and if you are a good writer. It is an excellent experience for you and will prepare you nicely for future endeavors inside and outside the classroom. If these are not your interests, Plan B will prepare you very well for your work in the classroom, by strengthening your instructional skills and theoretical orientation. It will prepare you for the role of a reading specialist who serves as a resource person for your school district.

**Do I need to decide which plan I want to take right away?**

You do not need to commit yourself yet. As you take courses for the first semester or two in your program, think about what you want to do with your professional future. Also think about what interests you and what professional questions pique your curiosity enough to study them intensely for a while. If you are undecided about whether or not to write a project or thesis as you begin your program, we recommend that you wait to take RES 800 - *Methods of Research*, for at least one semester.

**What is the difference between a project and thesis?**

A thesis requires that you work with three advisors who are faculty members at our university, one of whom must be outside our department. Generally, a thesis is a bit more involved than a project because larger sample sizes are required in the study, or a research question of a greater scope is attempted. We recommend that you choose the thesis if you are interested in any work in higher education or in administrative research.

**What if I just want to get certified?**

Plan C would be the plan for you if you are not interested in earning a master's degree in addition to the Reading Specialist Certificate. Please note that students in the certificate-only program must also apply for candidacy, take the comprehensive exam administered by our department, and take the Praxis exam required by the state.
When do I apply for Candidacy?
All students in degree programs who have completed 6 credits must apply for candidacy. In addition, a copy of your PA Teaching Certificate must be on file in the Elementary Office. There is a deadline date that must be adhered to. This information as well as the application is available online from the Graduate Office. www.cup.edu Go to Quick Links and highlight Graduate School. Then choose “Forms.”

How do I register for the Comprehensive Exam?
Register through the Graduate Office during the semester you are planning to graduate. Comprehensive exams are administered every semester. Students must apply on-line at www.cup.edu (quick links), (graduate school), (forms) prior to the deadline date (check the current schedule) and send the application to the Elementary/Early Childhood Education Office. Study guides are available in the Elementary Education Office. Your advisor is responsible for assessing your exam.

PRAXIS TESTS
The Reading Specialist Exam must be taken by all students in the Reading Specialist Program. Applications are available in the College of Education and Human Services Office. Please see your advisor for UPDATED information about qualifying scores as required by the State of Pennsylvania.

How do I apply for certification?
Regardless of the plan you are following, you need to apply for certification to the State of Pennsylvania. During the semester you graduate,

- Obtain the Application for Pennsylvania Certification from the administrative assistant to the dean, College of Education and Human Services. Keystone Education Room 200B
- Fill out these two forms
- Obtain a postal money order for the amount specified
- Attach a photocopy of your present PA Teaching Certificate
- Attach a photocopy of your Praxis test score
- Obtain two Certification Endorsement Forms from the Elementary Education Office
- Complete the forms and have your advisor sign both forms
- Attach a completed advisement sheet (with grades recorded) - signed by your advisor
- Attach a copy of your most recent transcript (unofficial copy, available on-line)
- Make three copies of this entire packet;
  Hand carry one to the College of Education administrative assistant, EDU 200B. Your advisor will keep the second packet to put in your file. Keep the third packet for your records.

IT IS THE STUDENT’S RESPONSIBILITY TO FOLLOW THROUGH WITH THE CERTIFICATION APPLICATION PROCEDURE. PLEASE DO NOT LEAVE PACKETS FOR FACULTY ADVISORS UNDER OFFICE DOORS OR IN THEIR MAILBOXES OR WITH OTHER FACULTY!!! MAKE THE NECESSARY COPIES, SEE YOUR ADVISOR, AND DELIVER THEM TO THE APPROPRIATE OFFICES. THANK YOU.

Please Note:
This endorsement form indicates to the Dean that you have completed all the courses that are required for a certificate. Thus, your advisor cannot sign the form until all of your required certification courses are completed and grades are posted.

Not all advisors teach summer courses. Therefore, if you plan to graduate in August of any year, your certification endorsement form cannot be processed until school starts again in September. If this is a problem for you, you must see your advisor before the summer semester begins in May. The entire process of certification application takes at least 6-8 weeks from the time that you turn in your application and endorsement forms.

Application for Graduation
Graduate students must apply for graduation on-line at www.cup.edu (quick links), (graduate school), (forms) prior to the deadline that is published in the current schedule.
2.2 General Tentative Timeline

- **After acceptance to Graduate School:**
  - √ Meet/talk with advisor
  - √ Register for class(es)
  - √ If you are planning to write a Thesis or Research Project, begin planning with your advisor now.

- **Apply for Candidacy after completion of 6-12 credits.**
  (Graduate Office – check Graduate Office for application deadline)

- **Continue taking classes.**

- **Continue meeting with advisor.**

- **During your last year:**
  - √ Plan to take the PRAXIS
  - √ Plan to take the Comprehensive Exam
  - √ Plan to apply for Graduation
  - √ Plan to apply for Endorsement
  - √ Plan to apply for Certification

- **1st and 2nd week of your last semester:**
  - √ Apply for Graduation (Graduate Office)
  - √ Apply to take the Comprehensive Exam (Elementary Office)

- **Last semester/after completing all required certification courses:**
  - √ Take and pass the PRAXIS
  - √ Take and pass the Comprehensive Exam

- **After you complete required courses for certification and receive a final transcript:**
  - √ Meet with your advisor – Bring two Endorsement Forms and a completed advisement sheet with a print out of your final grades (available on-line).
  - √ Apply for Certification (College of Education, Dean’s Office)
  - √ It is the candidate’s responsibility to **Hand Carry** ALL forms to the appropriate offices.

**Office Locations**
College of Education……….Keystone, Room 202………….724-938-4125
Graduate School…………Dixon Hall, Room 315………….724-938-4187
Elementary Ed Dept………..Keystone, Room 302………….724-938-4135

***Once your certification application is processed on campus, it takes **approximately 8 weeks** for it to arrive in the mail.***
California University of Pennsylvania
Reading Specialist Program - Advisement Sheet

Name: ________________________________      SS Last 4 Digits: ____________________________
Advisor:  ______________________________      Email:_______________________________________
Date Entered Program:   __________________      Phone:___________________________________

Admission Requirements: An undergraduate GPA of 3.0 is required. In addition, a copy of an initial Pennsylvania teaching certificate must be in your RSP Program file (Elementary Office) before admission to the program. If a certificate has not yet been received, submit a letter from your institution that verifies program completion and successful completion of all required Praxis Exams. Students who fail to meet this requirement will not be eligible to begin taking courses in the RSP program.

**PLAN A**

<table>
<thead>
<tr>
<th>Project or Master's Thesis</th>
<th>Courses Only</th>
<th>Certification</th>
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**PLAN B**

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<th>Project or Master's Thesis</th>
<th>Courses Only</th>
<th>Certification</th>
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**PLAN C**

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<th>Project or Master's Thesis</th>
<th>Courses Only</th>
<th>Certification</th>
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**PREREQUISITES REQUIRED**

See catalog or advisor

EDUCATIONAL RESEARCH - Requirements (3 credits required)
RES 800 Methods of Research 3

Educational Research Electives (Choose 3 credits)
EDP 600 Statistical Methods 3 NA
EDE 706 Evaluation & Measurement 3 NA
EDP 656 Computer Oriented Research 3 NA

Research with advisor's approval
RES 829 Research Project 2 NA NA
RES 849 Master's Thesis 4 NA NA

RELATED COURSES - Requirements (6 total credits required - unless Certification only)
EDE 701 Development & Organization of Curriculum 3

Related Courses Electives (Choose 3 credits)
EDE 700 Fds. & History of American Education 3 NA
EDE 715 Language Arts 3 NA
PSY 711 Advanced Educational Psychology 3 NA
PSY 712 Advanced Psychology of Learning 3 NA
PSY 713 Psychology of Growth and Development 3 NA
PSY 720 Neuropsychology of Learning Disorders 3 NA
EDP 663 Computer Assisted Instruction 3 NA
ESP 501 Introduction to Exceptionality 3 NA

TOTAL Credits: 38 (Project) 36 30 40 (Thesis)

**ALL PLANS REQUIRE**
- Successful completion of Comprehensive exam
- Successful completion of PRAXIS Exams
- Application for certification

In Addition PLANS A and B require
- Application for Candidacy after completion of 6-12 credits

ADDITIONAL REQUIREMENTS: See Questions and Answers about the Reading Specialist Program
2.4 Standards

Listed below are the standards that are the underlying basis of our Reading Specialist here at California University of Pennsylvania. These standards describe what “reading professionals should know about the literacy process and the teaching proficiencies they should possess to effectively apply that knowledge to the development of literacy in individuals of all ages and levels” (IRA, IV).

The IRA Standards are currently used by the National Council for Accreditation of Teacher Education (NCATE). In addition, they are also used by the Pennsylvania Department of Education (PDE) in the creation of certification and licensure requirements. Thus, the University’s Graduate Reading Program has incorporated these standards in the design, implementation, and assessment of its program.

**STANDARD 1: FOUNDATIONAL KNOWLEDGE**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

**STANDARD 2: INSTRUCTIONAL STRATEGIES AND CURRICULUM MATERIALS:**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

**STANDARD 3: ASSESSMENT, DIAGNOSIS, AND EVALUATION**
Candidates use a variety of assessment tools and practices to plan evaluate effective reading instruction.

**STANDARD 4: CREATING A LITERATE ENVIRONMENT:**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**STANDARD 5: PROFESSIONAL DEVELOPMENT**
Candidates view professional development as a career-long effort and responsibility.

(Based on the IRA publication, *Standards for Reading Professionals*, Revised 2003)

*Updated Fall 2005*
To the graduating RSP student—Listed below are the standards that are the underlying basis of our Reading Specialist program. You may be directly familiar with them as a result of specific work you have done in class and with your portfolio. If not, you will notice that these standards reflect the kinds of teaching abilities that have been addressed in the courses you have taken in our program. Here is what you will need to prepare for this exam:

1. Study these standards and reflect upon your ability to perform them.

2. Be able to describe specific experiences that you have had in our RSP program that relate to these standards. While your own classroom experiences and professional background may have added to your knowledge, keep in mind that we are interested in assessing what you have learned as a result of this program.

3. Be prepared to mention your recent readings regarding the topics that are addressed within these standards. You will be expected to know names of researchers or “experts” in the professional fields of reading and/or education who have influenced these topics.

4. Use the materials and textbooks that you have used in our RSP program to help you study.

***Please note: On the day of the examination, each student will receive a copy of this organizer to guide the writing process.***

**STANDARD 1: FOUNDATIONAL KNOWLEDGE**

**Candidates have knowledge of the foundations of reading and writing processes and instruction.**

1.1- Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.

   - The Reading Specialist will be able to explain, compare, contrast, and critique major theories in the foundations of the reading and writing process.
     - They will know and be able to apply elements from learning theory.
     - They will know foundational theories related to practices and materials they use in the classroom.
1.2- Demonstrate knowledge of reading research and histories of reading.
   - The Reading Specialist will be able to summarize historical developments and their impact on reading instruction practices.

1.3- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
   - The Reading Specialist will be able to identify, explain, compare and contrast the theories and research in language development and learning to read.
     - They will be able to articulate the development of oral language and its relationship to reading and writing and the variations related to cultural/linguistic diversity.
     - They will be able to describe developmental benchmarks.
     - They will be able to consult other professionals when needed.

1.4- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
   - The Reading Specialist will be able to determine if and how students are appropriately integrating the major components of reading.
     - They will be able to articulate research that grounds the practice.
     - They will be able to identify student's strengths and weaknesses.

**STANDARD 2: INSTRUCTIONAL STRATEGIES AND CURRICULUM MATERIALS**

**Candidates use a wide range of instructional practices, approaches, and curriculum materials to support reading and writing instruction.**

2.1- Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.
   - The Reading Specialist will be able to demonstrate instructional grouping options and explain the evidence-based rationale for various configurations to best meet the needs of all students.
     - They will be able to match flexible grouping to instructional purposes.
     - They will be able to match grouping to developmental, cultural, and linguistic differences.

2.2- Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
   - The Reading Specialist will be able to support, demonstrate, and collaborate with teachers in order to select instructional practices that will meet the needs of all students.
     - They will be able to make selections that are evidence-based and will accommodate individual student differences.

2.3- Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
   - The Reading Specialist will be able to demonstrate and help teachers select curriculum materials that are evidence-based and that are developmentally and culturally/linguistically appropriate.
**STANDARD 3: ASSESSMENT, DIAGNOSIS, AND EVALUATION**

**Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.**

3.1- Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
   - The Reading Specialist will be able to demonstrate and train teachers to administer and interpret a wide range of assessments.
     - They will be able to select and administer individual and group standardized tests.
     - They will be able to select and administer individual and informal assessments.
     - They will be able to select and administer technology-based assessments.

3.2- Place students along a developmental continuum and identify students’ proficiencies and difficulties.
   - The Reading Specialist will be able to compare, contrast, and analyze information and assessment results in order to support the teacher in determining proficiencies and difficulties along a developmental continuum.

3.3- Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
   - The Reading Specialist will be able to collaborate and assist the teacher and other education professionals in analyzing, comparing, and contrasting both individual and school-wide assessment results to plan, evaluate and revise developmentally and culturally appropriate individual instruction.

3.4- Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).
   - The Reading Specialist will be able to interpret and communicate assessment information to various audiences.

**STANDARD 4: CREATING A LITERATE ENVIRONMENT**

**Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.**

4.1- Use students' interests, reading abilities, and backgrounds as foundations for reading and writing program.
   - The Reading Specialist will be able to assist the teacher and paraprofessionals in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.
     - They will be able to collect information about children's interests, reading abilities, and backgrounds.
     - They will be able to utilize technology and research in planning instruction.

4.2- Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
   - The Reading Specialist will be able to assist the teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

4.3- Model reading and writing enthusiastically as valued lifelong learners.
   - The Reading Specialist will be able to articulate the research for think-alouds and read-alouds.
4.4- Motivate learners to be lifelong readers.
   - The Reading Specialist will be able to demonstrate and articulate the research base for flexible instruction to intrinsically and extrinsically motivate students.

**STANDARD 5: PROFESSIONAL DEVELOPMENT**

**Candidates view professional development as a career-long effort and responsibility.**

5.1- Display positive dispositions related to reading and the teaching of reading.
   - The Reading Specialist will be able to articulate theories related to teacher dispositions and students achievement.
   - The Reading Specialist will be able to work with families, colleagues, and communities to support students’ learning.
   - The Reading Specialist will be able to project ethical and caring attitudes including confidentially, respect for student background, and the belief the all students can learn.

5.2- Continue to pursue the development of professional knowledge and dispositions.
   - The Reading Specialist will be able to conduct professional study groups to advocate knowledge and research-based practices and dispositions with teachers, paraprofessionals, administrators, school boards and local, state, and federal policymaking bodies.

5.3- Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.
   - The Reading Specialist will be able to constructively reflect upon their own and others’ teaching practices in order to improve their practice.
   - The classroom teacher will be able to assist teachers and paraprofessionals in conducting action research.

5.4- Participate in, initiate, implement, and evaluate professional development programs.
   - The Reading Specialist will be able to provide leadership skills for professional development activities at the grade, school, district/state level that reflects sound professional development programs.

(Based on the IRA publication, Standards for Reading Professional, Revised 2003)

*Updated Fall 2005*
Registration booklets for the PRAXIS are available in the College of Education. The Reading Specialist PRAXIS is a 2-hour test of 120 multiple-choice questions. A few practice test questions appear in the PRAXIS Series Test at a Glance Booklet - available in the College of Education. (This is different from the Registration Booklet)

Students should plan to take the test when all “certification courses” have been completed (check your advisement sheet) and they feel confident that they have mastered the content.

The Content categories include

I. Linguistic and Cognitive Bases of the Reading Process

II. Comprehension

III. Word Identification

IV. Vocabulary Development

V. Methodologies

VI. Diagnosis and Program Improvement
California University of Pennsylvania  
College of Education & Human Services  
Endorsement for Pennsylvania Certification

**Instructions** – The candidate will gather the necessary documents listed below. The candidate will also electronically enter the appropriate information where required on this form, print it, and take it to the advisor/faculty reviewer/program coordinator for review and signature. **Be sure copies of all documents listed below are attached to this form in the order listed below.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Cal U Email Address</th>
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<tbody>
<tr>
<td>Home Address</td>
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<tr>
<td>Program Completed</td>
<td>Semester/Year completed student teaching (if applicable)</td>
</tr>
</tbody>
</table>

Check One:  
- Graduate Degree & Certification  
- Graduate Certification Only  
- Post Baccalaureate Certification

**REQUIREMENTS FOR INITIAL CERTIFICATION**

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<thead>
<tr>
<th>Requirement</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1. Required Courses: C or better required (Attach completed advisement sheet, copy of transcript(s), highlighting all courses listed below including grades)</td>
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<tr>
<td>a. Required courses in the major</td>
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<tr>
<td>b. Composition – 3 cr. Hours</td>
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<tr>
<td>c. American/English Literature – 3 cr. Hours</td>
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<td></td>
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<tr>
<td>d. Mathematics – 6 cr. Hours</td>
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<tr>
<td>2. All Praxis I and II exams are passed (Attach score reports)</td>
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<tr>
<td>3. Achieved at least a “Satisfactory” rating on all categories of the PDE 430 form <strong>(Only Teacher Certification candidates)</strong></td>
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<tr>
<td>4. Final Overall GPA (must be 3.00 or greater)</td>
<td>GPA:</td>
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**OR**

**REQUIREMENTS FOR ADD-ON CERTIFICATION**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1. Attach completed advisement sheet</td>
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<tr>
<td>2. Praxis II exams for subject area being added (Attach score report)</td>
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<tr>
<td>3. Copy of current Certificate</td>
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</table>

**Completion of Approved Program**

This is to verify that the student listed above has completed an approved program and is eligible to apply for certification.

**Approval Signature**

<table>
<thead>
<tr>
<th>Advisor/Faculty Reviewer</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Chairperson/Program Coordinator</td>
<td>Date</td>
</tr>
</tbody>
</table>

Revised 2006
3.0 References


International Reading Association. (Revised-2003). *Standards for Reading Professionals*. IV, Newark, DE: IRA.