Curriculum and Instruction/Literacy Studies

The Department of Curriculum and Instruction/Literacy Studies, Social and Cultural Foundations, Educational Leadership Studies offers opportunities for graduate study and research, leading to degrees in each related specialty area for the master of arts. Our programs are designed for educators and other professionals with educational leadership responsibilities. The primary purposes of the graduate programs in our department are to provide increased knowledge, skills, research, and professional competencies for licenses related to each specialty area in the department. Our program area faculty work with national accreditation standards for each of their programs. Our faculty contribute to the profession at university, state, and national levels of professional involvement. The experiences available through our graduate programs involve cutting edge technology, diversity, global initiatives, culturally responsive teaching, and effective faculty who are leaders in research, teaching, and service in their scholarly work.

For more information, please visit our website at http://cils.wvu.edu/ .

Degrees Offered

• Master of arts
• Doctor of education

Graduation

All students must apply for graduation. Please contact the Center for Student Advising and Records, Room 710 Allen Hall, PO Box 6122, Morgantown, WV 26506-6122.

Faculty

Chair

• Joy Faini Saab - Ed.D. (West Virginia University)
  Associate Professor, Early Childhood Education, Elementary Education, Creative Arts, Reggio Emilia Studies, Process Education, International Models of Education

Professors

• Elizabeth A. Dooley - Ed.D. (West Virginia University)
  Elementary Education, Learning Disabilities, Mental Retardation, Multicultural Education

• Stacy A. Gartin - Ph.D. (Ohio State University)
  Adult Agricultural Education, Communications, Leadership Development

• Mary E. Haas - Ed.D. (Indiana University)
  Social Studies Education, Geographic Education, Global Education, Holocaust Education

• Helen Hazi - Ph.D. (University of Pittsburgh)
  EDLS

• Dee Hopkins - Ed.D. (Indiana University)

• Patricia A. Obenauf - Ed.D. (University of Virginia)
  Curriculum Development, Science Education, Conceptual Models

• Steven D. Rinehart - Ed.D. (West Virginia University)
  Reading Education, Language Arts, Clinical Reading

• James Rye - Ph.D. (Pennsylvania State University)
  Science Concept Learning: Science/Technology/Society Education, Human Nutrition and Health Education

• Randall L. Wiesenmayer - Ph.D. (Pennsylvania State University)
  Science Education, Science/Technology/Society (STS) Education, Environmental Education

Associate Professor

• Paul E. Chapman - Ph.D. (Virginia Polytechnic Institute and State University)
  Educational Leadership

• Charline J. Barnes Rowland - Ed.D. (Virginia Polytechnic Institute and State University)
  Literacy Education, Teacher Education

• Donna Breault - Ph.D. (Georgia State University)
  Curriculum Studies, Early Childhood, Leadership Studies

• Allison Swan Dagen - Ph.D. (University of Pittsburgh)
  Instructional and Learning Reading
Assistant Professor
• Malayna Bernstein - Ph.D. (Northwestern University)
  English Education
• Johnna J. Bolyard - Ph.D. (George Mason University)
  Mathematics Education, Mathematics Teacher Development, Use of Representation in Mathematics Teaching
• Jeffrey Carver - Ed.D. (Illinois State University)
  Science Education, Organic Chemistry, Physics
• Micah Fierstein - Ed.D.
  EDLS
• Meadow S. Graham - Ph.D. (Georgia State University)
  Language and Literacy
• Sharon Hayes - Ph.D. (University of Florida)
  Elementary Education, Action Research, Professional Development and Literacy
• Jerry Jones - Ed.D.
  EDLS
• Lauryl Lefebvre - Ph.D. (Indiana University)
  EDLS
• Melissa Luna - Ph.D.
  Science Education
• Aimee L. Morewood - Ph.D. (University of Pittsburgh)
  Reading Education, Professional Development, Effective Teaching Strategies
• Sarah Selmer - Ed.D. (West Virginia University)
  Mathematics Education
• Melissa Sherfinski - Ph.D. (University of Wisconsin, Madison)
  Curriculum Theory and Research, Research Methodology
• Audra Siocum - Ph.D. (Ohio State University)
  Appalachian Education, Multicultural Teacher Education, Adolescent Literacies
• Nathan Sorber - Ph.D. (Pennsylvania State University)
  EDLS
• Eva Erdosne Toth - Ph.D. (University of Illinois)
  Science Education, Biology, Chemistry
• Robert A. Waterson - Ph.D. (Purdue University)
  Social Studies History, Democracy and Citizenship Education, Multicultural Education

Visiting Assistant Professor
• Jane S. Cardi - Ed.D. (West Virginia University)
  French, Gifted Education

Teaching Assistant Professor
• Ashley Dawn Atkins Martucci - Ed.D. (West Virginia University)
  Early Childhood Education, Child Development

Clinical Assistant Professor
• Stephanie Morris Lorenze - Ed.D. (West Virginia University)
  Secondary Education

Teaching Instructor
• Beth B. Satterfield - M.S. (West Virginia University)
  Early Childhood Education, Child Development

Clinical Instructor
• Matthew Anderson - M.A. (Columbia University)
  Educational/Developmental Psychology

Professors Emeriti
• John L. Carline - Ph.D. (Syracuse University)
  Emeritus
Program Policies and Matriculation Benchmarks—Elementary Teaching Certification Programs

All students enrolled in post B.A. initial certification programs in the Department of Curriculum and Instruction/Literacy Studies must adhere to the following policy. Please consult with your advisor to discuss your program plan.

Matriculation Benchmarks

Phase One
Admission to the M.A. program in elementary/secondary education criteria:

• Bachelor’s degree
• GPA 2.75
• TOEFL (international students)

TOEFL score must be at least 550 (paper) or 213 (computer) for international students. (76 after July 2006)

Phase Two
Admission to certification teacher education criteria:

• 3.0 GPA in graduate coursework
• Successful completion of C&I 602 (Must complete class with a grade of B or above.)
• Successful completion of PPST (Pre Professional Skills Test - PRAXIS I) unless the student has an M.A. or 26 on ACT or 1125 on the SAT (see State Policy 5100). This policy can be found on the WV department website, under State Board (policies – 5100) at http://wvde.state.wv.us.

Test scores must be submitted to department.

• Begin collection of artifacts for an exit portfolio

Phase Three
Student teaching placement (prerequisites) criteria:

• Completion of all professional education and subject content coursework
• Completion and submission of Student Teaching Application
• Successfully passing the PRAXIS II (Test scores must be submitted to the Center for Student Advising and Records.)
• Completion of a minimum 125 hours of field-based experience
State Policy # 5100

6.2.3. PPST Waivers. In lieu of taking the WVBE-approved PPST, prospective educators completing WVBE-approved programs may provide evidence of:

1. A master’s degree from an accredited institution of higher education
2. Currently holding or having held a West Virginia professional teaching, administrative, or student support service license; or
3. Attainment of WVBE-approved composite scores from a single administration of the American College Testing (ACT) Program or the Scholastic Achievement Test (SAT)

See Appendix E of this policy for currently approved ACT and SAT scores. Waivers A and C do not apply to the institution’s required assessments of speaking, listening, and educational technology knowledge and skills. Individuals who currently hold or have held a West Virginia professional teaching, administrative, or student support services license are not required to complete any of the pre-professional skills assessments (WVDOE Policy 5100).

Additional Notes

1. C&I 602 must be taken in the first or second semester after admission into the program.
2. No more than fourteen hours at a 400-level plus student teaching may count toward a thirty-six-hour master’s degree.
3. Application for transient credit for graduate courses taken at other institutions must be approved by the advisor and the associate dean for academic affairs.
4. Elective courses must be approved by the advisor prior to enrollment.
5. Prior to enrollment in C&I 584:
   • All coursework must be completed.
   • All students must complete 125 hours of approved fieldwork.
   • All students must submit passing scores (as determined by the West Virginia Department of Education) and copies of the subtest scores for the appropriate PRAXIS II (content area) to the Center for Student Advising and Records test prior to student teaching.
6. All students must successfully complete a professional portfolio that demonstrates mastery of WV Professional Teaching standards and specialization content. Students submit the portfolio in C&I 680.

Capstone Experience

1. All students must submit passing scores for the PLT to the Center for Student Advising and Records prior to certification.
2. As state certification requirements change, additional coursework may be required.