Department of Curriculum and Instruction/Literacy Studies

Degrees Offered

• Master of Arts (without or with certification)
• Doctor of Education
• Doctor of Philosophy

The Department of Curriculum and Instruction/Literacy Studies is comprised of several areas including Curriculum and Instruction, Literacy Studies, Social and Cultural Foundations, Educational Leadership Studies and Higher Education. Degree programs prepare future educators and administrators who aspire to research, develop, and implement effective leadership and innovative curricular and instructional practices for individuals ages pre-K to adult. Our programs provide opportunities for students to earn initial teacher licensure and pursue advanced degrees at the Masters and Doctoral levels. The primary focus of the Master of Arts and Doctor of Education programs in the department is to help students develop deeper knowledge, more diverse skills, an inquiry-oriented approach, and professional competencies related to the various areas in the department. Faculty in the department are recognized leaders in research, teaching, and service who are committed to providing a rigorous and engaging educational experience.

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

FACULTY

CHAIR

• Samuel F. Stack, Jr - Ph.D. (University of South Carolina)
  Social Foundations of Education

PROFESSORS

• Helen Hazi - Ph.D. (University of Pittsburgh)
  Educational Leadership Studies, Public Education Administration
• Dale S. Niederhauser - Ph.D. (University of Utah)
  Foundations of Education, Educational Technology, Elementary Education: Early Childhood
• James Rye - Ph.D. (Pennsylvania State University)
  Science Concept Learning; Science/Technology/Society Education, Human Nutrition and Health Education

ASSOCIATE PROFESSORS

• 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
• Sharon Hayes - Ph.D. (University of Florida)
  Elementary Education, Action Research, Professional Development & Literacy
• Charline J. Barnes Rowland - Ed.D. (Virginia Polytechnic Institute and State University)
  Literacy Education, Teacher Education
• Aimee L. Morewood - Ph.D. (University of Pittsburgh)
  Reading Education, Professional Development, Effective Teaching Strategies
• Allison Swan Dagen - Ph.D. (University of Pittsburgh)
  Instructional and Learning Reading
• Sarah Selmer - Ed.D. (West Virginia University)
  Mathematics Education
• Robert A. Waterson - Ph.D. (Purdue University)
  Social Studies History, Democracy and Citizenship Education, Multicultural Education

ASSISTANT PROFESSORS

• Malayna Bernstein - Ph.D. (Northwestern University)
  English Education
• Matthew P. Campbell - Ph.D. (Oregon State University)
  Mathematics Education
• Rodney Hughes - Ph.D. (Penn State University)
Higher Education and Economics
• Denise Lindstrom - Ph.D. (Iowa State University)
  Technology and Teacher Education, New Literacies Studies, Digital Media
• Melissa Luna - Ph.D. (Northwestern University)
  Learning Sciences, Environmental Education, Science Education, Elementary Education
• Melissa Sherfinski - Ph.D. (University of Wisconsin, Madison)
  Curriculum Theory and Research, Research Methodology
• Audra Slocum - Ph.D. (Ohio State University)
  Appalachian Education, Multicultural Teacher Education, Adolescent Literacies
• Erin McHenry Sorber - Ph.D. (Pennsylvania State University)
  Educational Policy Studies, Administrative, Planning, and Social Policy
• Nathan Sorber - Ph.D. (Pennsylvania State University)
  Higher Education
• Keri D. Valentine - Ph.D. (The University of Georgia, Athens)
  STEM Education (Mathematics), Learning, Design, & Technology, Science Education

TEACHING ASSISTANT PROFESSORS
• Beth B. Satterfield - M.S. (West Virginia University)
  Early Childhood Education, Child Development
• Heiko Everwien ter Haseborg - Ph.D. (West Virginia University)
  Curriculum, Literacy, & Cultural Studies, Secondary Education, Foreign Languages

CLINICAL ASSOCIATE PROFESSOR
• Stephanie Morris Lorenze - Ed.D. (West Virginia University)
  Secondary Education

CLINICAL ASSOCIATE INSTRUCTOR
• Sylvia Berryhill - M.A. (Penn State University)
  Principal Certification, Reading Specialist

PROFESSORS EMERITI
• John L. Carline - Ph.D. (Syracuse University)
  Emeritus
• Boyd D. Holtan - Ed.D (University of Illinois)
  Emeritus
• Ronald V. Iannone - Ed.D. (Syracuse University)
  Emeritus
• C. Kenneth Murray - Ph.D. (Ohio State University)
  Emeritus
• Patricia K. Smith - Ed.D. (West Virginia University)
  Emerita

ASSOCIATE PROFESSORS EMERITI
• Ardeth M. Deay - Ph.D. (Cornell University)
  Emerita
• Perry D. Phillips - Ed.D. (West Virginia University)
  Emeritus

ASSISTANT PROFESSORS EMERITI
• Michael A. Caruso - M.A. (West Virginia University)
  Emeritus
• Jane S. Cardi - Ed.D. (West Virginia University)
  Emerita
• Barbara Mertins - M.S.L.S. (Syracuse University)
  Emerita
PROGRAM ADMISSION REQUIREMENTS

Master of Arts Admission

All applicants for the Elementary & Secondary Education Master of Arts program must:

• Submit WVU Graduate application for admission, found at https://admissions.wvu.edu/how-to-apply. (be sure to upload all required information)
• Hold a Bachelor’s degree with a 2.75 GPA or above
• Submit a one-page goal statement. The Statement should be of professional experiences, career ambitions and will be considered a writing sample
• Test requirements: Praxis Core Academic Skills for Educators. Student can take the combined test # 5751 this will include the 3 section (reading #5712, writing # 5722 & math #5732).
• The Praxis CORE may be waived with an enhanced ACT score of 26 or higher, a re-centered SAT score of 1125 (April 1995), or a revised SAT of 1170 (March 2005) or higher OR a 26 ACT or Math and Critical Reading SAT total of 1170 (pre-March 2016 test sitting) or an Evidence Based Reading/Writing and Math Section 1240 (post-March 2016 test sitting), OR Graduate Records Examination (GRE), no older than five years. Please contact department for minimum score requirements.
• TOEFL (international students) - TOEFL score must be at least 550 (paper) or 213 (computer) 79-80 iBT or IELTS 6.5.

Elementary Education/Advance

All applicants for the Elementary Education/Advance online (major code 4568) program must:

• Submit WVU Graduate application for admission. The application can be found at https://admissions.wvu.edu/how-to-apply.
• Hold a Bachelor’s degree with a 2.75 GPA or above
• Attach a copy of your Teaching Certification.
• Submit a one-page goal statement. The Statement should be of professional experiences, career ambitions and will be considered a writing sample.

Master in Literacy Studies

All applicants for the Master in Literacy Studies (major code 4539) must:

• Submit WVU Graduate application for admission. The application can be found at https://admissions.wvu.edu/how-to-apply
• Hold a Bachelor’s degree with a 2.75 GPA or above
• A valid state teaching license (Attached to application)

Doctoral Admission, Ph.D.

All applicants Interdisciplinary Ph.D. in Education, (major code 4545) must:

• Submit the WVU Graduate application for admission, dated and received by the department by December 2. The application is found at http://graduateadmissions.wvu.edu/how-to-apply. Required information to be uploaded with the application is as follows:
• Scholarly writing samples that will be evaluated by teams of faculty members. A new writing sample may be requested if the student applies more than once.
• Three letters of recommendation, addressed to Interdisciplinary Ph.D. in Education Review Committee.
• A statement of purpose, discussing research goals and how they can be met through the Interdisciplinary Ph.D. program. We expect students to be familiar with the faculty in CEHS and how the faculty might help them achieve their research goals. Applicants must indicate their intended focus area (area of emphasis) for their Ph.D. program. Please review and add one of the following to the statement of purpose.
  • HO88 – Educational Leadership & Policy Studies
  • HO89 – Learning, Instructional Design & Technology
  • HO90 – Curriculum, Literacy & Culture Studies
  • HO95 – Human Development & Family Studies
• Achieved 3.0 GPA or above in their undergraduate degree and 3.5 or above GPA in their graduate degree.
• Completed the Graduate Records Examination (GRE) or Millers Analogy Test (MAT) withing the last five years. Please contact the department for minimum score requirements
• Completed the TOEFL (international students). TOEFL scores must be at least 80 (internet version), 213 (computer-based), or 550 (paper-based) 79-80 iBT or IELTS 6.5.

Incomplete applications will not be reviewed.
A face-to-face, phone, or Internet interview may be required before students are formally admitted.

An Admissions Committee composed of faculty members will screen all applications.

**Doctoral Admission, Ed.D.**

All applicants for the Curriculum & Instruction Ed.D (major code 4515) must:

- Comply with the requirements of West Virginia University, the College of Education and Human Services, and Curriculum and Instruction program
- Submit the WVU Graduate application for admission, found at http://graduateadmissions.wvu.edu/how-to-apply. The required information to be uploaded to the application is:
  - Scholarly writing samples - writing samples will be evaluated by teams of faculty members.
  - Three letters of recommendation, addressed to the Curriculum & Instruction Ed.D. Review Committee. The letters explicitly address the candidate’s potential as a doctoral student.
  - Writing sample. The writing sample provides clear evidence of the student's academic writing ability.
  - Personal Vita
  - Goal statement, a clear statement of professional goals, well written, and clearly indicates how the applicant's goals fit with the program.
- Earned an undergraduate degree GPA of 3.0 or higher
- Earned a graduate degree GPA of 3.25 or higher
- Completed the Graduate Records Examination (GRE) or Millers Analogy Test (MAT) within the last five years. Please contact department for minimum score requirements.
- Completed the TOEFL if applying as an international students. The TOEFL score must be at least 79 (internet version), 213 (computer-based), or 550 (paper-based)/79-80 iBT or IELTS 6.5.

A face-to-face, phone, or Internet interview may be included in the application process before students are formally admitted.

An Admissions Committee composed of faculty members will screen all application.

**Program Policies and Matriculation Benchmarks —Teaching Certification Programs**

All students enrolled in Master and Certification (MAC) programs in the Department of Curriculum and Instruction/Literacy Studies must adhere to the following policies. Please consult with your adviser to discuss your program plan.

**CRITERIA FOR ADMISSION TO THE M.A. PROGRAMS IN ELEMENTARY/SECONDARY EDUCATION:**

- Bachelor's degree
- GPA 2.75
- One page goal statement, describing the reason you wish to complete this program.
- Testing requirements: Passing scores on the combined Praxis Core Academic Skills for Educators: #5751 OR GRE. The tests may be waived if the student has completed another masters degree or had 26 on the ACT or 1170 on the SAT.
- TOEFL, required of International students, with the following scores: TOEFL 550 paper or 213 computer. (79-80 iBT)

**MATRICULATION CRITERIA:**

- Contact the Office of Student Success http://cehs.wvu.edu/advising, for a transcript analysis for content area requirements.
- A 3.0 GPA in graduate coursework, with a "C" or above in all graduate level courses are required for graduation
- C&I 602 and EDP 600 are prerequisite courses for content methods coursework.
- C&I 602 must be taken in the first or second semester after admission into the program, and completed with a "B" or better
- Provide the results of an "Online Criminal Background and Fingerprinting Check to school placement personnel. Please see the Office of Student Success http://cehs.wvu.edu/advising for more information.
- Application for transient credit for graduate courses taken at other institutions must be approved by the adviser and the associate dean for academic affairs, or designee
- Elective courses must be approved by the adviser prior to enrollment.
- All students must complete 125 hours of approved fieldwork (embedded in the program)
- 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.
CRITERIA FOR ENTERING STUDENT TEACHING PLACEMENT:

- Completion of all professional education and subject content coursework is required before a student may enter a student teaching placement
- Completion and submission of Student Teaching Application 1 year before your Student teaching semester
- Hold a State Student teaching Permit
- Successful completion of the PRAXIS II in the content area in which you are student teaching. Test scores must be submitted to the Office of Student Success one full semester before the student teaching semester.
- Approval by the Certification Officer that all requirements have been met.

CERTIFICATION

Students seeking licenses to teach in the State of West Virginia must be recommended by the Certification Officer, Michael Sekula. Recommendations are provided after all the following criteria have been completed:

1. Program completion and Registrar’s verification of graduation
2. All students must submit passing scores for the appropriate Praxis PLT to the Office of Student Success prior to recommendation for certification.
3. Submission of all appropriate forms to the Certification Officer. As state certification requirements change, additional coursework may be required.

Note: State requirements for certification may change. Students are responsible for complying with all state requirements for certification at the time of their request for certification.

Master of Arts Elementary Education with Initial Teaching Certification

This program is available to those students who hold a bachelor’s degree in non-education fields or other education fields and choose to pursue a degree and certification in teacher education. This program is also designed for career changers, individuals who choose to change careers after several years on the job. Visit our web site http://cils.wvu.edu/mac

This program requires 36 hours of education core classes, 12 hours of clinical experience, and 45 hours of content areas courses. Students must consult with the Program Coordinator for a transcript analysis to determine the exact content requirements required.

Denise Lindstrom
denise.lindstrom@mail.wvu.edu
Allen Hall, 606B

Secondary Education Master's Degree Programs with Teaching Certification

The purpose of the secondary education program is to provide rigorous experiences that prepare individuals to be highly qualified and effective teachers. Students pursuing a master of arts in secondary education with initial certification may choose one of eight content specialization areas (English, German, French, Spanish, math, science, or social studies). Teacher certification requirements are based on the West Virginia Department of Education’s Policy 5100, Approval of Educational Personnel Preparation Programs and Policy 5202, Licensure of Professional/Paraprofessional Personnel. This program requires 36 hours of education core classes, 12 hours of clinical experience, and 37-56 hours, (depending on the area) in content areas courses. Visit our web site http://cils.wvu.edu/mac. Students must consult with the Program Coordinator for a transcript analysis to determine the exact content requirements required.

Denise Lindstrom
denise.lindstrom@mail.wvu.edu
Allen Hall, 606B

Online Masters (M.A.) in Higher Education Administration

The master’s program is designed to enhance leadership skills and prepare students for administration positions within college and university settings.

FEATURES

- Online graduate program with options for face-to-face courses. Visit our web site http://cils.wvu.edu/hied/masters
- Part-time or full-time enrollment options
- Courses can be taken from any geographic location
- Flexible program of study (two to eight years to complete the program)
- Advanced learning platform technologies (synchronous and asynchronous)
- Courses taught by full-time faculty and administrators

CAREER PLACEMENT

- Alumni have been placed in executive, administrative (business administration, academic affairs, and student affairs), and faculty support positions.
• Higher education administrators held about 161,800 jobs in 2012 and employment in this area is projected to grow 15% from 2012 to 2022, faster than the average for all occupations.
• Higher education administrators work at colleges, universities, community colleges, and technical schools.

MASTER OF ARTS IN HIGHER EDUCATION CURRICULUM AND TEACHING PROGRAM

Designed for individuals who wish a master of arts degree in education focusing on teaching in higher education. This program provides flexibility, knowledge, and skills in education especially useful for international students and other students who do not wish to teach in an American public school setting. Program Coordinator Denise Lindstrom
denise.lindstrom@mail.wvu.edu

Online Advanced Master of Arts in Elementary Education Program

Designed for individuals who hold a teaching license. This program provides increased knowledge, skills, and competence for teachers working with students in elementary school settings. The program consists of 30 credit hours and is offered online through the Electronic Campus of the Southern Regional Education Board (SREC). All students pay in-state tuition rates for courses offered through the Electronic Campus regardless of residency. Visit our website http://cils.wvu.edu/advanced-ma

Masters of Arts in Literacy Education

Designed for individuals who hold a teaching license. This 30-credit hour Master program, is nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP) and International Literacy Association (ILA). This graduate program prepares candidates to be certified as Reading Specialists (Pre-K-Adult) and to fulfill the roles of specialized reading professionals currently outlined by the International Literacy Association (ILA). These roles include: Interventionist, Literacy Coach and School/Literacy Leader. Students should contact the Literacy Education Program Coordinator, Allison Swan Dagen (Allison.Swan@mail.wvu.edu). Visit our website http://cils.wvu.edu/literacy-ed

DOCTORAL PROGRAMS

THE DOCTOR OF PHILOSOPHY WITH A MAJOR IN EDUCATION

The Doctor of Philosophy degree program provides a rigorous course of study along with mentored research and teaching experiences to enable students to achieve core educational objectives as scholars in four specialization areas: Educational Leadership and Policy; Learning, Instructional Design and Technology; Curriculum, Literacy and Cultural Studies; Human Development and Family Studies. Several thematic contexts, critical to our state and region, provide the platform for the study of education and achieving the competencies in each specialization area. These unique themes include: the rural nature of our state context, the poverty many children and families live in throughout the region, and the cultural context of Appalachia, all as they impact education. The research interests of faculty members participating in the program address aspects of these themes. Research and scholarly experiences prepare graduates who plan to pursue a research agenda in higher education or in educational research/policy centers. Visit our website http://cehs.wvu.edu/grad/doc/phd-education

DOCTOR OF HIGHER EDUCATION ADMINISTRATION

FEATURES:
1. Hybrid graduate program with options for online and face-to-face courses. Visit our website http://cils.wvu.edu/hied/doc
2. Part-time or full-time enrollment options
3. Flexible program of study
4. Synchronous online courses
5. Courses taught by full-time faculty and professors

CAREER PLACEMENT:
• Executive, administrative (business administration, academic affairs, and student affairs) and faculty support placements.
• Higher education administrators held about 161,800 jobs in 2012 and employment in this area is projected to grow 15% from 2012 to 2022, faster than the average for all occupations.
• Faculty Positions
• Policy Positions
Higher education administrators work at colleges, universities, community colleges, and technical schools.

The Doctor of Education with a Major in Curriculum & Instruction

The Curriculum and Instruction Doctorate in Education Program provides a personal approach to graduate studies. This program creates individually-planned programs of study to meet the unique experiences and professional goals of each student. Designed to meet the needs of working professionals, the program’s courses are offered in the evenings. The program provides flexibility to support career goals regarding educational research, curriculum design and evaluation, instructional support, and/or leadership in K-12 schools, universities, and other educational organizations. The program addresses three broad areas:

- A major emphasis in one of the following areas: curriculum studies, social theory, teaching and learning, diversity, and technology.
- A specialization or minor in one of the following areas: content (e.g., English education, STEM education, etc.) or integrated area (i.e., diversity, technology, evaluation, research, foundations, etc.)
- Research and educational foundations core: emphasizes the centrality of research commitment and competence—the ability and eagerness to conduct research as well as the ability to read, interpret and engage in professional discourse about research.

Graduate Certificate in Principal Certification

The Department of Curriculum and Instruction/Literacy Studies offers a graduate program for those who hold an earned Master’s Degree plus three years of teaching experience. The Principal Certification may be obtained by students holding master’s degrees in other areas in education, such as in reading, or elementary or secondary education, without completion of a second master’s degree in educational leadership. However, students not wishing to obtain a second master’s degree must complete all courses required for principal certification as defined below:

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS 602</td>
<td>Human Resources Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 603</td>
<td>Principles of Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 610</td>
<td>School Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 611</td>
<td>Principles of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 612</td>
<td>School: Policies, Politics and Laws</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 785</td>
<td>Education Administration Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 693I</td>
<td>Special Topics (Technology and Leadership)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 21

OTHER REQUIREMENTS:

All candidates completing the Principal Preparation Program are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test and complete the Teacher Evaluation training seminar provided by the West Virginia Center for Professional Development.