Elementary Education/MDS

Degree Offered

- Master of Arts with a major in Elementary Education/MDS

Five-Year Teacher Education Program Purposes and Goals

The goals of the WVU Five-Year Teacher Education Program describe the qualifications that represent the end result of teacher preparation. Graduates of the Five-Year Teacher Education Program should have these qualifications:

- Possess a commitment to, and the skills for, life-long learning
- Be effective communicators
- Recognize that teaching is a professional, moral, and ethical enterprise with well-developed ethical frameworks which facilitate effective teaching
- Be a facilitator of learning for all students
- Possess in-depth knowledge of both pedagogy and content, as well as an integrated understanding of these two important knowledge areas
- Be reflective practitioners who can thoughtfully apply knowledge and experience to practice and critically examine choices
- Be aware of, and have respect for, human diversity
- Be liberally educated: value and integrate knowledge from a wide variety of fields, be creative and open to new ideas, and be able to act constructively in a world characterized by technological, cultural, and societal diversity and change.

The Five-Year Teacher Education Program is a five-year program culminating in two degrees which are awarded simultaneously: a Baccalaureate degree in the content area and a Master's degree in Education. The program meets standards for teacher licensure in West Virginia*.

*Program requirements are subject to change based upon West Virginia State Department of Education and accreditation agency policies.

Five-Year Teacher Education Program for Elementary Education/MDS

All students in the Five-Year Teacher Education Program in Elementary Education prepare to teach multiple subjects in grades K–6. Students may choose to also complete one of the following specialization areas:

- French (Grades 5–9)
- General Science (Grades 5–9)
- English (Grades 5–9)
- Mathematics (Grades 5–9)
- Social Studies (Grades 5–9)
- Spanish (Grades 5–9)

-or-

- Special education, multi-categorical
- Pre-Kindergarten and Kindergarten

Year 5 Interns:

Having successfully completed semester 8, students are then recommended to be officially accepted into the graduate year prior to being enrolled in semesters 9 and 10 of the Five-Year Teacher Education Program. Upon entrance to semester 9 as a graduate student, students are referred to as Interns. Students will receive notification of acceptance in a letter from the Five-Year Teacher Program Office.

Note: Interns are restricted from ALL graduate and or resident assistantships during the semester in which they complete their practical experience (semester 9/ student teaching). No work responsibilities may interfere with the Interns' commitment to meeting the program requirements.

Admission

Admission into the graduate year (year 5 of the Five-year program)

Having successfully completed semester 8, students are then recommended to be officially accepted into the graduate year prior to being enrolled in semesters 9 and 10 of the Five-Year Teacher Education Program. Upon entrance to semester 9 as a graduate student, students are referred to as Interns. Students will receive notification of acceptance in a letter from the Five-Year Teacher Program Office.

Criteria for successful admission into the graduate year are documented in the year 4 portfolio, including:
• demonstrated competency in clinical placement(s)
• earned a minimum GPA of 2.75 with "C" or better in all professional education courses
• passed all Praxis II content specialization test(s)
• completed a minimum of 128 undergraduate hours
• completed all five-year undergraduate program course work

Note: In the event that a pre-service teacher does not complete the aforementioned requirements by the established deadline of May 15 of year 4, s/he must submit a "program interruption form" to request a one-year program interruption to address the deficiencies that prompted the interruption. In the event that the deficiencies are fulfilled by July 31 of that same year, the student may submit a written appeal to be reinstated. (Refer to Program Student Handbook for details, "Milestone Two")

Master of Arts

Year 5 Interns:

Having successfully completed the first four years of their studies to meet requirements of the Five-Year Teacher Education Program, Pre-Service Teacher Candidates are then recommended to be officially accepted into the graduate year. Upon entrance to semester 9 as a graduate student, Pre-Service Teacher Candidates are referred to as Interns. Students will receive notification of acceptance in a letter from the Five-Year Teacher Education Program Office.

Note: Interns are not allowed to hold graduate and or resident assistantships during their Student Teaching semester. Further, we strongly discourage students from taking on any employment during Student Teaching so they can focus all of their attention on preparing for their teaching career. No work responsibilities may interfere with the Interns' commitment to meeting program requirements.

Master of Arts

MAJOR REQUIREMENTS

A minimum GPA of 3.0 is required in all Graduate Level Requirements
A grade of C or higher is required in all Graduate Level Requirements

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<tr>
<th>COURSE</th>
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<td>EDUC 601</td>
<td>Context of Education</td>
<td>3</td>
</tr>
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<td>EDUC 602</td>
<td>Professional Identity: Teacher as Leader</td>
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</tr>
<tr>
<td>EDUC 612</td>
<td>Professional Internship/Technology Applications</td>
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<td>EDUC 687</td>
<td>Instructional Practicum/Technology Application</td>
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Suggested Plan of Study

Fifth Year

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Total credit hours: 30

Major Learning Outcomes

ELEMENTARY EDUCATION/MDS

The learning goals for this program are to prepare students who:

• Have commitment and skills to engage in life-long learning;
• Are effective communicators;
• Recognize that teaching is a professional, moral, and ethical enterprise with well-developed ethical frameworks which facilitate effective teaching;
• Will serve as a facilitator of learning for all students;
• Possess in-depth knowledge of both pedagogy and content, and the relationships between them;
• Are reflective practitioners;
• Are aware of, and have respect for, human diversity;
• Value and integrate knowledge from a wide variety of fields, are creative and open to new ideas, and are able to act constructively in a world characterized by technological, cultural, and societal diversity and change.

COURSES

EDUC 600. Teacher as Researcher. 3 Hours.
PR: Consent, EDUC 612. Preparation for action research; documentation of observations of researchable topics in school settings and completion of an extended classroom-based study.

EDUC 601. Context of Education. 3 Hours.
PR: Grade of C or better in EDUC 612. Critical, analytical, and reflective thinking on schooling through the integration of social, cultural, historical, philosophical, and political perspectives; examination of the contexts of students' own educational practice.

EDUC 602. Professional Identity: Teacher as Leader. 3 Hours.
PR: Grade of C or better in EDUC 612. Preparation for professional development as educational leaders. Examination, synthesis, and application of literature on teacher development, autonomy and school reform.

EDUC 605. Instructional Design and Technology Professional Practice. 3 Hours.
An introduction to the instructional design and technology program, providing curriculum and learning perspectives, addressing legal and ethical issues, describing hardware and software configurations, and presenting various occupational options for instructional technologists.

EDUC 612. Professional Internship/Technology Applications. 1-12 Hours.
PR: EDUC 411 and (EDUC 401 or SPED 203). Full-time professional internship in public school teaching including the integration of instructional technologies in teaching; satisfactory completion is required for recommendation for professional licensure and graduation with an educational degree.

EDUC 672. Instructional Design and Technology: Professional Internship. 4-6 Hours.
PR: EDUC 674. This course provides students a supervised learning experience central to applied roles in instructional design and technology. Experience will focus on: communication technology, education and corporate training, distance education, and multimedia design/production.

EDUC 674. Instructional Design and Technology Research and Development Seminar 1. 2 Hours.
PR: EDUC 605. The purpose of this seminar is to prepare effective instructional design consultants capable of identifying instructional problems, determining alternative solutions, and implementing appropriate changes within organizational systems.

EDUC 675. Instructional Design Technology Research and Design Seminar 2. 2 Hours.
PR: EDUC 394. This course provides participants with practice writing, presenting, and critiquing research. Learn and practice professional skills including creating portfolios, constructing vitae or resumes, and interviewing.

EDUC 687. Instructional Practicum/Technology Application. 3 Hours.
PR: EDUC 612 and EDUC 600. Teaching and mentoring in public schools and university settings; collaborative design of individualized practicum contracts on topics of mutual interest and need including the exploration of instructional technologies.

EDUC 692. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

EDUC 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

EDUC 930. Professional Development. 1-6 Hours.
Professional development course providing skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). These tuition-waived, continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.