Secondary Education/English

Degree Offered

- Master of Arts with a major in Secondary Education/English

FIVE-YEAR TEACHER EDUCATION PROGRAM

The goals of the WVU Five-Year Teacher Education Program describe the qualifications that represent the end result of teacher preparation. Graduates of the 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 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 State Department and accreditation agency policies.

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 Requirements

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

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

EDUC 600 Teacher as Researcher
### Suggested Plan of Study

#### Fifth Year

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Total credit hours: 30

### Major Learning Outcomes

**SECONDARY EDUCATION/ENGLISH**

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.