Elementary Education, B.A.

Degree Offered

- Bachelor of Arts

Nature of the Program

The BA in Elementary Education program is an innovative, 4-year on-campus program at West Virginia University that prepares students to earn a teaching certification in multi-subject grades K-6 upon graduation. As part of the program, students complete work in local, public school placements during their junior year, both fall and spring. Then, students are placed in a year-long residency their senior year, working in their schools 250 hours in the fall semester and full-time in the spring semester. The BA in Elementary Education program values the learning that happens not only in the WVU classrooms, but also in the application of these lessons in the field, as students graduate with over 800 of hours of practice and experience teaching in local schools.

In addition to an emphasis on experience in local schools, the Elementary Education program is committed to high academic standards at the state and national levels. Program faculty work with national accreditation standards and contribute to the profession at university, state, and national levels. This work involves exploration of technology, diversity, global initiatives, and culturally responsive teaching, facilitated by faculty who are leaders in research, teaching, and service.

The Elementary Education program also allows the space for students to find their individual areas of interest, for which many pursue a Master's degree. Students in the program can begin working as a classroom teacher after graduation and go on to earn graduate degrees.

Admissions

First-Time Freshmen admission to the BA Elementary Education program is consistent with admission requirements for First-Time Freshmen applying to WVU. You can find more information at:

Admission Requirements for First-Time Freshmen - Undergraduate Admissions at WVU (https://admissions.wvu.edu/how-to-apply/first-time-freshmen/admission-requirements/)

Current WVU Students

Students apply to the program via an application available at the program's webpage.

Bachelor of Arts in Elementary Education | Curriculum and Instruction/ Literacy Studies | West Virginia University (wvu.edu) (https://cils.wvu.edu/academics/elementary-ed/)

Transfer Student admission to the BA Elementary Education program is consistent with admission requirements for Transfer Students applying to WVU. You can find more information at:

Apply as a Transfer Student - Undergraduate Admissions at WVU (https://admissions.wvu.edu/how-to-apply/transfer-students/#:~:text=You%20are%20considered%20a%20transfer%20student%20if%20you%20have%20a%20grade%20point%20average%20of%202.0%20or%20better%20in%20all%20college%20work%20attempted)

ADMISSIONS REQUIREMENTS 2023-2024

The Admissions Requirements above will be the same for the 2023-2024 Academic Year.

Major Code: 5501

Curriculum Requirements

A minimum GPA of 2.75 is required for graduation.

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Major Requirements</td>
<td>110</td>
</tr>
<tr>
<td>Total Hours</td>
<td>120</td>
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University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Foundations (GEF) 1, 2, 3, 4, 5, 6, 7, and 8</td>
<td>31-37</td>
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<tr>
<td>Outstanding GEF Requirements 1 and 6</td>
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<tr>
<td>EDUC 191 First-Year Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
<td>10</td>
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</table>
Elementary Education Major Requirements

A minimum GPA of 2.75 is required in all Elementary Education Major Requirements.

Select one of the following (GEF 2):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>General Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 101L</td>
<td>and General Biology 1 Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 102</td>
<td>General Biology 2</td>
<td>3</td>
</tr>
<tr>
<td>&amp; 102L</td>
<td>and General Biology 2 Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 105</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>&amp; 105L</td>
<td>and Environmental Biology Laboratory</td>
<td></td>
</tr>
<tr>
<td>MATH 124</td>
<td>Algebra with Applications (GEF 3)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (GEF 4)</td>
<td>3</td>
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</table>

Select one of the following (GEF 5):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 152</td>
<td>Growth of the American Nation to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 153</td>
<td>Making of Modern America: 1865 to the Present</td>
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</table>

Select one of the following (GEF 7):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ANTH 105</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 103</td>
<td>Global Political Issues</td>
<td>3</td>
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</table>

Select one of the following (GEF 8):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 179</td>
<td>World History to 1500</td>
<td>3</td>
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<tr>
<td>HIST 180</td>
<td>World History Since 1500</td>
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Select two of the following (GEF 8):

<table>
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</thead>
<tbody>
<tr>
<td>ASTR 106</td>
<td>Descriptive Astronomy</td>
<td>7</td>
</tr>
<tr>
<td>&amp; 106L</td>
<td>and Descriptive Astronomy Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Survey of Chemistry 1</td>
<td></td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and Survey of Chemistry 1 Laboratory</td>
<td></td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Planet Earth</td>
<td></td>
</tr>
<tr>
<td>&amp; 101L</td>
<td>and Planet Earth Laboratory</td>
<td></td>
</tr>
<tr>
<td>PHYS 105</td>
<td>Conceptual Physics</td>
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CERTIFICATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CDFS 110</td>
<td>Families Across the Life Span</td>
<td>3</td>
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<tr>
<td>or PSYC 241</td>
<td>Introduction to Human Development</td>
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</tr>
<tr>
<td>GEOG 102</td>
<td>World Regions</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 230</td>
<td>Mathematics for Elementary Teachers 1</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 231</td>
<td>Mathematics for Elementary Teachers 2</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>Materials and Procedures</td>
<td>2</td>
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<tr>
<td>MUSC 182</td>
<td>Music in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>C&amp;I 365</td>
<td>Dance and Movement in PK-12 Schools</td>
<td>2</td>
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PROFESSIONAL EDUCATION REQUIREMENTS

A minimum grade of C- is required in all Professional Education courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDUC 200</td>
<td>Professional Inquiry in Education (fulfills Writing and Communication Skills requirement)</td>
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<tr>
<td>EDUC 311</td>
<td>Practicum 1/Technology Application</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 312</td>
<td>Practicum 2/Technology Application</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 410</td>
<td>Practicum 3</td>
<td>2</td>
</tr>
<tr>
<td>C&amp;I 304</td>
<td>Social/Emotional Learning and Trauma-Informed Teaching</td>
<td>2</td>
</tr>
<tr>
<td>C&amp;I 311</td>
<td>ELL and Language Acquisition for Elementary Teachers</td>
<td>2</td>
</tr>
<tr>
<td>C&amp;I 413</td>
<td>Early Childhood Issues and Methods</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 427</td>
<td>Place-based Elementary Education</td>
<td>2</td>
</tr>
<tr>
<td>C&amp;I 431</td>
<td>Mathematics Methods for Elementary Teachers 1</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 433</td>
<td>Mathematics Methods for Elementary Teachers II</td>
<td>3</td>
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<tr>
<td>C&amp;I 440</td>
<td>Science Methods for Elementary Teachers 1</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 442</td>
<td>Science Methods for Elementary Teachers 2</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 451</td>
<td>Social Studies for Elementary Teachers 1</td>
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</table>
C&I 452  Social Studies for Elementary Teachers 2  3  
C&I 461  Exploring and Developing Literacy Foundations  3  
C&I 462  Literacy 2: Reading Assessment and Instruction  3  
C&I 463  Literacy 3: Composing Texts  3  
C&I 468  Art Integration in the Elementary Classroom  2  
C&I 491  Professional Field Experience  9  
C&I 497  Research  3  
SPED 304  Special Education in Contemporary Society  3  
SPED 460  Differential Elementary Instruction  3  
EDP 301  Learning in PreK-Adult Educational Settings  3  

Total Hours 110

SUGGESTED PLAN OF STUDY

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>EDUC 191</td>
<td>1</td>
<td>CDFS 110 or PSYC 241</td>
<td>3</td>
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<td>ENGL 101 (GEF 1)</td>
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<td>GEOG 102</td>
<td>3</td>
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<td>MATH 124 (GEF 3)</td>
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<td>GEOL 101 (GEF 8)</td>
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<td>PHYS 105 (GEF 8)</td>
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<td>HIST 179 or 180 (GEF 8)</td>
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<td>PSYC 101 (GEF 4)</td>
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<td>GEF 6</td>
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<td>ANTH 105 or POLS 103 (GEF 7)</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Hours</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>ENGL 102 (GEF 1)</td>
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<td>EDUC 200</td>
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<td>HIST 152 or 153 (GEF 5)</td>
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<td>C&amp;I 304</td>
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<td>BIOL Requirement (GEF 2)</td>
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<td>C&amp;I 230</td>
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<td>C&amp;I 365</td>
<td>2</td>
<td>SPED 304</td>
<td>3</td>
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<tr>
<td>MUSC 182 or ART 103</td>
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<td>C&amp;I 311</td>
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<td></td>
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<td>ART 103 or MUSC 182</td>
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<thead>
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<th>Third Year</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 311</td>
<td>1</td>
<td>EDUC 312</td>
<td>1</td>
</tr>
<tr>
<td>SPED 460</td>
<td>3</td>
<td>C&amp;I 431</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 468</td>
<td>2</td>
<td>C&amp;I 462</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 231</td>
<td>3</td>
<td>C&amp;I 440</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 461</td>
<td>3</td>
<td>C&amp;I 413</td>
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<tr>
<td>EDP 301</td>
<td>3</td>
<td>C&amp;I 451</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>EDUC 410</td>
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<td>C&amp;I 497</td>
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<td>C&amp;I 463</td>
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<td>C&amp;I 433</td>
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<td>C&amp;I 452</td>
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<tr>
<td>C&amp;I 442</td>
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<td></td>
<td></td>
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<tr>
<td>C&amp;I 427</td>
<td>2</td>
<td></td>
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</tr>
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</table>

16 12

Total credit hours: 120
Major Learning Outcomes

BA ELEMENTARY EDUCATION

1. Teacher candidates will execute the instructional cycle of planning, instructing, assessing, and adjusting based on data, the learner, and the learning environment.

2. Teacher candidates will demonstrate positive, solution-based, professional verbal and written communication with sensitivity to context and audience.

3. Teacher candidates will conduct themselves in a manner that aligns with the professional dispositions for teaching, regardless of the context.

4. Teacher candidates will create and sustain a learning environment that supports the success of all learners and their adults, including developmental, linguistic, cultural, racial, ethnic, and gender diversity.

5. Teacher candidates will work collaboratively with colleagues and adults significant to students on activities that connect schools, families, and the larger community.

Policies

MATRICULATION POLICIES

• Students must earn at least a grade of “C-” in all professional education courses to remain in the BA Elementary Education program. Earning a grade less than a “C-” may result in the student being removed from the program. In this event, the student must contact an advisor immediately.

• Students who arrange to receive a grade of “I” (incomplete) must complete all requirements to change the incomplete to a passing grade prior to the beginning of the next semester. If the student does NOT get the grade of “I” changed to a passing grade, the student will NOT be able to matriculate to the next semester of courses. In this event, the student must contact an advisor immediately.

• Students must maintain at least a 2.75 grade point average in order to remain in the BA Elementary Education program. If the GPA falls below 2.75, the student will be permitted to continue on a probationary status for ONE semester. At the end of that semester of probation, the student’s overall GPA must be at least a 2.75 in order to be eligible to continue in the program. A student is permitted only one probationary semester in the program. Should the student’s GPA fall below a 2.75 a second time, that student will not be eligible to matriculate. In this event, the student must contact an advisor immediately.

TESTING BENCHMARKS

WV STATE CERTIFICATION REQUIREMENTS

• Praxis Core [NOTE: Praxis Core tests are waived if you have already completed a master’s degree OR if you scored 26 on the ACT OR if you scored 1240 on the SAT (Evidence-based reading/writing and Math).]

• Praxis II/Elementary Education test [NOTE: Successful completion of this assessment is required prior to the final semester / full-time student teaching; scores must be received prior to the first day of the final / full-time placement.]

• edTPA, Teacher Performance Assessment: Required as part of the Student Teaching semester. [NOTE: Successful completion of this assessment is required prior to applying for a WV teaching license and for WVU program completion.]

Disclaimer: State Board of Education requirements may change testing and program requirements.

CURRICULUM AND INSTRUCTION COURSES

C&I 187. Introduction to Education. 3 Hours.
Current concepts underlying the educational system in the American society. This course gives the student experience in identifying the student's values, attitudes, and feelings with those of today’s community and youth. Includes a required field experience.

C&I 230. Mathematics for Elementary Teachers 1. 3 Hours.
PR: MATH 124 or MATH 126. The focus of this course is on topics of mathematics in the primary grades and how these concepts and skills connect to mathematics on the horizon (grades 3-8 and beyond). The course includes topics in the domains of counting and cardinality, numbers and operations, algebraic thinking, measurement, and geometry and connections among concepts.

C&I 231. Mathematics for Elementary Teachers 2. 3 Hours.
PR: C&I 230. The focus of this course is on topics of mathematics in the intermediate grades and how these concepts and skills connect to mathematics on the horizon (grades 6-8 and beyond). The course includes topics in the domains of numbers and operations (whole numbers, fractions and decimals), algebraic thinking, rates, ratios, and proportional thinking and connections among concepts.

C&I 293. Special Topics. 1-6 Hours.
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

C&I 304. Social/Emotional Learning and Trauma-Informed Teaching. 2 Hours.
This course provides a basic understanding of the importance of social/emotional learning and leading instruction with a trauma-informed lens. Students will engage in activities and readings focused on the multi-faceted needs of children and youth in schools and classrooms, the importance of building a foundation in mindfulness practices as a way to support resiliency in school-age children.
C&I 411. Early Childhood Education 1. 3 Hours.
This course is designed to develop a student's understanding of the theoretical foundations of L2 learning and acquisition as well as understanding of the unique aspects of the process of L2 teaching, facilitating, and learning specific to the integration within the PK-6 classroom.

C&I 412. Early Childhood Education 2. 3 Hours.
PR: C&I 411. This course is designed for individuals who will be working in early childhood education Pre-K to 4th grade. Topics include: working with families of young children; designing, teaching and evaluating experiential lessons for small groups of children; and gathering and assessing developmental data on small groups of children. A semester-long field experience with a class of young children is required.

C&I 413. Early Childhood Issues and Methods. 3 Hours.
Bridging theory and practice, this course helps K-6th grade preservice teachers learn to understand the complexities of the field and to teach all young children well. This course provides an opportunity for individuals to examine and expand their understandings of early childhood education.

C&I 414. Creative Experiences in Early Childhood. 3 Hours.
PR: EDUC 200 or equiv. Examination of creative experiences for young children and their relationship to child development. A special focus on play behavior as a learning medium with emphasis on program planning, curriculum development, and instructional strategies.

C&I 416. Early Language and Communication Experiences. 3 Hours.
PR: EDUC 200 or equivalent. Presents activities for developing language and communication skills in children 2-5 years of age. Covers a broad range of temporary and enduring forms of communication in visible and audible media.

C&I 418. Management of Preschool Education. 3 Hours.
PR: EDUC 200 or equiv. (A field experience with children 2-5 years of age is required.) Planning, designing, and assessing programs for children ages 2-5 years with emphasis on management skills. (Alternate Years.).

C&I 420. Approaches to Teaching Language. 3 Hours.
PR: ENGL 102. Designed for prospective teachers of English and language arts. Focus is upon planning and implementing methods of teaching English as a language. Materials and resources appropriate for public school instruction are analyzed and utilized.

C&I 421. Approaches to Teaching Reading in ELA. 3 Hours.
PR: Junior standing. Designed for prospective teachers of English and language arts. Course focuses upon methodologies for teaching literature in public schools and strategies for supporting reading fluency and comprehension in English and language arts classrooms. Workshop format will provide opportunities for peer teaching activities as students apply methods of teaching literature.

C&I 422. Teaching Rational Number/Proportional in K-9. 3 Hours.
The course is designed to develop understanding of rational number/proportional reasoning content in grades K-9. Special attention will be given to student learning in grades K-9.

C&I 423. Place-based Elementary Education. 2 Hours.
Place-based Elementary Education involves working with local communities to support teaching and learning; it is one of the most challenging aspects of teaching. This course helps K-6 preservice teachers to understand the potential of seeing education as situated in the context of community, family, and collegial partnerships, yet recognizes the inherent debates and challenges of this work in unique contexts.

C&I 424. Mathematics Methods for Elementary Teachers 1. 3 Hours.
PR: C&I 230 and C&I 231 and PR or CONC: EDUC 311 with a minimum grade of C- in all. This course introduces students to methods for teaching all children in developmentally appropriate topics in elementary mathematics. Emphasis is placed on current movements in mathematics education, the big ideas of elementary mathematics, teaching for understanding, and understanding children's mathematical thinking. Students engage in examining and analyzing children's mathematical thinking and work, examining and analyzing standards documents, and analyzing curricular materials.
C&I 432. Curriculum and Technology in Mathematics. 3 Hours.
This course is designed to familiarize participants with techniques associated with applications of curriculum and technology in Mathematics settings. Class topics will span on number and operation, algebra, geometry, measurement, data and probability.

C&I 433. Mathematics Methods for Elementary Teachers II. 3 Hours.
PR: C&I 431 and PR or CONC: EDUC 411 with a minimum grade of C- in each. This course continues students’ study of methods for teaching all children in developmentally appropriate topics in elementary mathematics. Emphasis is placed on current movements in mathematics education and developing effective teaching practices for teaching children mathematics for understanding. Students engage in developing skills for leading productive classroom discussions about mathematics and plan, implement, and assess instruction using appropriate tools.

C&I 434. Teaching Mathematics: Secondary School. 3 Hours.
Includes an examination and application of relevant curricular materials and teaching techniques.

C&I 440. Science Methods for Elementary Teachers 1. 3 Hours.
This course is designed to introduce students to the teaching and learning of elementary science through analysis of teaching methods/approaches, curriculum patterns, and trends in elementary school science. Emphasis is placed on current movements in science education, the big ideas of elementary science, teaching for understanding, and recognizing and responding to children’s thinking and ideas about the natural/physical world.

C&I 442. Science Methods for Elementary Teachers 2. 3 Hours.
PR: C&I 440 with a minimum grade of C-. This course is the second course in the Science Methods for Elementary Teachers sequence and continues students’ study of the teaching and learning of elementary science. In this course, students engage in examining and analyzing children’s work, classroom science talk, classroom video, science curricula, inquiry lesson plans, and other artifacts as well as designing and leading age-appropriate inquiry lessons.

C&I 444. Teaching Science: Secondary School. 3 Hours.
Includes an examination and application of relevant curricular materials and teaching techniques.

C&I 451. Social Studies for Elementary Teachers 1. 3 Hours.
This course bridges theory and practice, designed to help Pre-K-6th grade preservice teachers learn to create dynamic social studies learning communities through place-based, democratic, dialogic, and arts-based methods.

C&I 452. Social Studies for Elementary Teachers 2. 3 Hours.
PR: C&I 451 with a minimum grade of C-. This course is a 3-credit semester-long undergraduate level course bridging theory and practice. This course builds on the foundation provided in C&I 451 in order to strengthen, deepen and expand capacities to be a reflective teacher. The course focuses of place-based education, integration of environmental science methods, and advanced methods for teaching social studies PK-6.

C&I 453. Disciplinary Foundations for Social Studies Teaching. 3 Hours.
PR: EDUC 200 with a minimum grade of C-. This lecture-based course examines national, state, and local curriculum standards for elementary social studies; the relationship between social science disciplines and the elementary curriculum; multicultural perspectives on teaching and learning, and the effects of curricular, instructional, and assessment patterns on children’s understanding of social studies concepts and methods.

C&I 454. Teaching Social Studies: Secondary School. 3 Hours.
Includes an examination and application of relevant curricular materials and teaching techniques.

C&I 456. Exploring and Developing Literacy Foundations. 3 Hours.
This course creates opportunities for students to explore and develop understandings of multiple literacies. Students will engage in an analysis of literacy curriculum and instruction in real world schools and reflect on the implications of this analysis and their understanding of the philosophical/theoretical foundations of various literacies and frameworks for creating equitable curriculum and learning environments in their future teaching.

C&I 462. Literacy 2: Reading Assessment and Instruction. 3 Hours.
PR: C&I 461 with a minimum grade of C-. This course creates opportunities for students to develop theoretical and pedagogical foundations for creating learning environments and curriculum that support K-5 students’ development as readers across social, cultural, and linguistic differences. Students explore and consider the implications of current issues in reading instruction and literacy policies and the connections between reading and writing as they design and implement literacy instruction.

C&I 463. Literacy 3: Composing Texts. 3 Hours.
PR: C&I 461 and C&I 462 with a minimum grade of C-. This course creates opportunities for students to explore multiple theoretical/ pedagogical foundations for creating equitable learning environments and writing curriculum. Students will explain how the philosophical stances/frameworks for instruction they choose support diverse K-5 students in constructing identities as writers, who critically engage with the world as they study/question/compose texts using multiple sign systems and modalities for multiple purposes and audiences.

C&I 468. Art Integration in the Elementary Classroom. 2 Hours.
This course explores the nature of creative thinking, meaningful integration of the arts, the impact of the arts on social awareness, and school-family-community connections built through creative learning experiences involving the arts in the elementary classroom.

C&I 480A. Special Problem and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master’s degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.
C&I 480B. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480C. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480D. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480E. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480F. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480G. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480H. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480I. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480J. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480K. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480L. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480M. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480N. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480O. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480P. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480Q. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480R. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480S. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.
C&I 480T. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480U. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480V. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480W. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480X. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480Y. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 480Z. Special Problems and Workshops. 2-4 Hours.
(Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 Hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

C&I 489. Identity and Cultural Diversity in the Classroom. 3 Hours.
This course is designed to help school professionals create effective learning environments for all students. It will provide students with socio-historical global perspectives for the study of race, ethnicity, language, gender/sexuality, (dis)ability, culture, religion and other differences in an increasingly globalized world. It will provide collective reflection about the multiple meanings of diversity and multiculturalism in American education.

C&I 490. Teaching Practicum. 1-3 Hours.
PR: Consent. Teaching practice as a tutor or assistant.

C&I 491. Professional Field Experience. 1-18 Hours.
PR: Consent (May be repeated up to a maximum of 18 hours.) Prearranged experiential learning program to be planned, supervised, and evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.

C&I 493. Special Topics. 1-6 Hours.
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

C&I 494. Seminar. 1-3 Hours.
PR: Consent. Presentation and discussion of topics of mutual concern to students and faculty.

C&I 495. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

C&I 496. Senior Thesis. 1-3 Hours.
PR: Consent.

C&I 497. Research. 1-6 Hours.
Independent research projects.

EDUCATION COURSES

EDUC 100. Education Colloquium. 1 Hour.
Components of and requirements for the teacher preparation program, including specializations, professional organizations, requirements for admission to the major, avenues to program completion, and requirements for work with children or youth.

EDUC 191. First-Year Seminar. 1-3 Hours.
Engages students in active learning strategies that enable effective transition to college life at WVU. Students will explore school, college and university programs, policies and services relevant to academic success. Provides active learning activities that enable effective transition to the academic environment. Students examine school, college and university programs, policies and services.

EDUC 200. Professional Inquiry in Education. 3 Hours.
PR: ENGL 101 and ENGL 102. The course provides an examination of issues that cut across the field of teaching and the institution of public education. This course also focuses on developing higher-level skills in written communication.
EDUC 201. Psychology of Development. 3 Hours.
EDUC 201. Psychology of Development. Hereditary and environmental factors influencing physical, mental, moral and emotional development of the individual from conception through adolescence. Special emphasis on relating the middle and late childhood, and adolescence development to the Appalachian educational setting.

EDUC 293. Special Topics. 1-6 Hours.
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

EDUC 300. School and Society. 3 Hours.
American school in its cultural context. Educational aims, organization, trends, historical traditions, financial aims, legal development and contemporary issues.

EDUC 301. Learning in Educational Settings. 3 Hours.
Examination and utilization of behavioral and cognitive learning models; consideration of learner characteristics and other factors affecting student learning.

EDUC 305. Psychology of Learning. 3 Hours.
Basic learning processed and application to instruction, includes design of instruction consistent with principles of learning.

EDUC 311. Practicum 1/Technology Application. 1 Hour.
PR or CONC: EDUC 200. Application of models and paradigms of learning in content area and instructional technologies through tutoring of individuals and small groups in an assigned public school site.

EDUC 312. Practicum 2/Technology Application. 1 Hour.
PR: EDUC 311 with a minimum grade of C-. Application of paradigms of learning in content area and instructional technologies through tutoring of individuals and small groups in an assigned public school site.

EDUC 400. Instructional Design and Evaluation. 3 Hours.
PR: Admission to the major and a grade of a C or better in EDUC 301. Examination and demonstration of teacher behaviors required to plan classroom instruction, assess student learning, and evaluate instruction; emphasis on instruction, assessment, and evaluation to accommodate a wide range of student needs.

EDUC 401. Managing and Organizing Learning Environments. 3 Hours.
PR: Admission to the major and a grade of C or better in EDUC 400 and PR or CONC: EDUC 410. Examination of research and practice in organizing and managing school learning environments to produce optimal learning; development of management systems congruent with personal philosophy, research, learner characteristics, and content area.

EDUC 410. Practicum 3. 2 Hours.
PR: EDUC 312 with a minimum grade of C-. In this course, students (further referred to as teacher candidates) will be planning and implementing content area instruction, applying different instructional models, instructional technologies, and assessment techniques to small and large groups in an assigned public school site.

EDUC 411. Practicum 4: Technology Application. 4 Hours.
PR or CONC: EDUC 410 and (SPED 460 or SPED 461). Planning and implementing content area instruction, applying various management, instruction, instructional technologies, and assessment models to small and large drops in an assigned public school site.

EDUC 414. Promoting Creative Expression in Elementary Classrooms. 3 Hours.
PR: EDUC 312. Includes an examination of creative experiences for children in elementary school, pre-school - grade 6. Topics include the use of the creative arts in learning activities, curriculum development, and instructional strategies.

EDUC 430. Mathematical Methods - Elementary Teacher. 3 Hours.
PR or CONC: EDUC 312. Students will examine the content and pedagogy appropriate for mathematics instruction in the elementary grades. Emphasis is placed on the current reform movements in mathematics education.

EDUC 440. Elementary-Early Childhood Science Methods. 3 Hours.
PR: EDUC 312. Provides students with the knowledge, skills and affective qualities needed to be an effective elementary science teacher and be committed to teaching science in the elementary classroom.

EDUC 450. Issues and Methods for Teaching Elementary Social Studies. 3 Hours.
PR or CONC: EDUC 410. Students examine issues facing social studies education and evaluate and plan lessons and instructional activities that apply learning theory to the philosophy and standards of social studies education for all elementary students.

EDUC 460. Foundations of Language and Literacy. 3 Hours.
PR: EDUC 200 and EDUC 311. This course focuses on foundations of language and literacy development. Students construct philosophies, approaches, and strategies to promote development of literacy in the young child. Focus will include the larger contexts of literacy including home and community.

EDUC 461. Promoting Literacy Connections. 3 Hours.
PR: EDUC 460. This course emphasizes the development of literacy in the elementary setting. Students will develop and refine philosophies, approaches, and strategies to promote the development of literacy in the primary grades. Focus will include the larger contexts of literacy including content literacy, thematic instruction, and the teacher's leadership role.
EDUC 498. Honors. 1-3 Hours.
PR: Students in honors program and consent by the honors director. Independent reading, study or research.