Department of Curriculum and Instruction

Program Description

The Department of Curriculum & Instruction/Literacy Studies offers opportunities for undergraduate study, leading to a degree in Elementary Education. In addition, our program is designed for educators and other professionals with educational leadership responsibilities. The program will provide increased knowledge, skills, research, and professional competencies for licenses related to Elementary Education. Faculty in our department work with national accreditation standards for this program, and contribute to the profession at university, state, and national levels of professional involvement. The experiences available through our program involve exploration of technology, diversity, global initiatives, and culturally responsive teaching, facilitated by faculty who are leaders in research, teaching, and service.

ELEMENTARY EDUCATION (K-6):

• Four-Year BA in Elementary Education - http://cils.wvu.edu/elementary-ed

THE FIVE-YEAR PROGRAM IS NO LONGER AVAILABLE FOR STUDENTS (INCOMING FALL 2017 AND BEYOND). YOU ARE ENCOURAGED TO PURSUE THE 4-YEAR, BA IN ELEMENTARY EDUCATION PROGRAM. PLEASE VISIT OUR WEB SITE HTTP://CILS.WVU.EDU/ELEMENTARY-ED.

SECONDARY EDUCATION (5-ADULT):

• Five Year BA or BMDS/ MA in Secondary Education

THE FIVE-YEAR PROGRAM IS NO LONGER AVAILABLE FOR STUDENTS (INCOMING FALL 2017 AND BEYOND). YOU ARE ENCOURAGED TO PURSUE WVUTEACH (FOR SECONDARY MATH AND SCIENCE). HTTP://WVUTEACH.WVU.EDU/

General Requirements for Professional Certification

Individual candidates apply for professional certification. To teach in the public schools of West Virginia, one must hold a professional teaching license issued by the West Virginia Department of Education. Individual candidates must be recommended by the Certification Officer in CEHS, Michael Sekula, to the State of West Virginia for a professional teaching license. To be eligible to be recommended to the State, students must do the following:

• Meet the minimum State requirements
• Meet the University degree requirements
• Successfully complete program coursework
• Achieve a grade point average of at least 2.75 on the total of college credits earned, on the hours earned in professional education, and 2.5 in each subject specialization.
• Demonstrate competence in supervised practicum and internship.
• Comply with the West Virginia Board of Education regulations for teacher certification.
• Be recommended for certification by the dean of the College of Education and Human Services.

Reciprocal Certification Agreements

West Virginia, at the time of this publication, has reciprocal agreements with certain other states for teacher certification. Inquiries about reciprocity should be directed to the Office of Student Success, 710 Allen Hall. http://cehs.wvu.edu/advising

Calculation of Grade Point Averages

The West Virginia State Department of Education system of calculating grade point averages for certification purposes differs in some respects from the WVU system. For certification, all coursework attempted at WVU and at other institutions of collegiate rank will be considered. If a student earns a grade of D, F, or U in any course taken no later than the term when he or she has attempted a total of sixty hours, and the student repeats this course, the second grade earned will be used in determining the grade point average. The first grade will be disregarded.

The teacher education program uses the West Virginia State Department of Education system of calculating grade point averages only for admission to teacher education programs and professional internships, and for assessing teaching field and education averages. Academic performance and eligibility for graduation are assessed by the system used by WVU and other institutions governed by the West Virginia Higher Education Policy Commission.
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
• Allison Swan Dagen - Ph.D. (University of Pittsburgh)
  Instructional and Learning Reading
• Sharon Hayes - Ph.D. (University of Florida)
  Elementary Education, Action Research, Professional Development & Literacy
• Aimee L. Morewood - Ph.D. (University of Pittsburgh)
  Reading Education, Professional Development, Effective Teaching Strategies
• Charline J. Barnes Rowland - Ed.D. (Virginia Polytechnic Institute and State University)
  Literacy Education, Teacher Education
• 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
• Mathew P. Campbell - Ph.D. (Oregon State University)
  Mathematics Education
• Rodney Hughes - Ph.D. (Pennsylvania 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. (University of Georgia)
  STEM Education (Mathematics), Learning, Design, & Technology, Science Education

TEACHING ASSOCIATE PROFESSOR
• Ashley Dawn Atkins Martucci - Ed.D. (West Virginia University)
  Early Childhood Education, Child Development
Admission to Pre-Education

Program Description

High school students interested in teaching careers should seek admission to the pre-education program when applying to the University. Students may also seek admission to pre-education at any point between entry and successful completion of 59 hours of approved University coursework. To be admitted to pre-education, a student must have an ACT score of 22, an SAT math and verbal combined score of 1030, or a high school GPA of 3.0. Students transferring into teacher education must also have an acceptable University GPA. Since formal admission into teacher education cannot occur until 59 hours have been completed, those students admitted to education are designated pre-education students; the general admission requirements for teacher education are described below.

Admission Process

Applications for admission to teacher education are accepted and reviewed in the spring semester. Students are normally admitted to teacher education in the fourth semester. The credentials of qualified pre-education students from WVU and WVU Potomac State College will be reviewed by the Admissions Committee, and students are admitted to the specialization of their choice in order of decreasing portfolio scores until the specialization reaches its capacity. If space is not available in the preferred specialization, students may elect to be considered for another specialization or compete for admission in the following year. Minority students may be given special consideration for admission to the major.

Remediation Options

Students who do not meet the skill-proficiency requirements listed under General Requirements for Admission may avail themselves of the numerous remediation options on campus, including the Reading and Study Skills Laboratory and the Teaching and Learning Technologies Center.

Work Taken at Other Institutions

Required professional education courses must ordinarily be taken at WVU. Students who wish to take required courses at other NCATE accredited institutions must have their courses approved by the department chairperson before registering at another institution.

Admission Process
Students interested in pursuing a teaching certification in Elementary Education, may apply online or download the application at http://cils.wvu.edu/4yrba. Students must first be accepted to West Virginia University before completing the application to the BA program. If you have not already done so, please fill out the West Virginia University Admissions Application which may be found at http://apply.wvu.edu/applyNow.

Students interested in pursuing a teaching certification in Secondary Education Math and Science should check out WVUTeach http://wvuteach.wvu.edu/.

C&I 230. Mathematics for Elementary Teachers 1. 3 Hours.
PR: MATH 126A or MATH 126B or MATH 126C. 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 324. Teaching Language Arts: Secondary School. 3 Hours.
Includes an examination and application of relevant curricular materials and teaching techniques.

C&I 337. Mathematics in the Junior High School and Middle School. 3 Hours.
PR: 6 hours of college mathematics or consent. Study of teaching of mathematics in the junior high school and/or middle school; application of mathematics content to teaching; instructional techniques and materials.

C&I 393. Special Topics. 1-6 Hours.
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

C&I 410. Early Childhood Education 1. 3 Hours.
PR: CDFS 316. An introduction to curriculum objectives, instructional methods and materials, and evaluation in early childhood education. (Pre-K to 4th grade) that includes a field experience with individualized instruction for one child.

C&I 411. Early Childhood Education 2. 3 Hours.
PR: C&I 410. 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 412. Methods in Preschool Education. 3 Hours.
PR: EDUC 200 or equiv. Development of an experiential model of teaching young children. Application of methods in basic needs areas of nursery-early childhood education consistent with an experiential model of teaching.

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 424. 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 425. 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 426. 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 431. Mathematics Methods for Elementary Teachers I. 3 Hours.
PR: C&I 230 and C&I 231 and PR or CONC: EDUC 410 with a minimum grade of C- in each. 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 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 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 434. Teaching Mathematics: Secondary School. 3 Hours.
Includes an examination and application of relevant curricular materials and teaching techniques.

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

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

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

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.