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

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

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

PROFESSORS EMERITI
• John L. Carline - Ph.D.
• Boyd D. Holtan - Ed.D.
• Ronald V. Iannone - Ed.D.
• C. Kenneth Murray - Ph.D.
• Patricia K. Smith - Ed.D.

ASSOCIATE PROFESSORS EMERITI
• Ardeth M. Deay - Ph.D.
• Perry D. Phillips - Ed.D.

ASSISTANT PROFESSORS EMERITI
• Jane S. Cardi - Ed.D.
• Michael A. Caruso - M.A.
• Barbara Mertins - M.S.L.S.

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://ciis.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/.