

**West Virginia State University  
Foundations of Teacher Education  
Handbook**



# Foreword

**A career in education is one of the most rewarding professions to which a person can aspire. Educators impact more lives than any other vocation. All of us have participated in some form of schooling. We often remember with respect and admiration those educators who made a difference in our lives.**

**Now you are thinking about joining this humanitarian profession. This teacher education handbook is designed to assist you with your journey to achieve this goal. This handbook is designed to supplement not supplant the college catalog.**

**The professional teacher education preparation program at West Virginia State University is divided into four phases: Pre-Professional, Professional, Senior Capstone, and Continuing Professional Development. Each section of this handbook provides an overview and master checklist of all the requirements for each phase of the program. Division V of the document provides additional resources to supplement each section.**

**The faculty in the Education Department at West Virginia State University is committed to working with you to make this handbook a living and working document. To be a true educational consumer, you should review the contents of this document periodically and prior to meeting with your faculty adviser, registering for classes each semester, and/or completing each phase of the professional preparation process. This handbook is issued when you enroll in Education 200- Foundations of Education or when enrolled in Education 290- Advanced Foundations. All teacher education candidates are encouraged to develop a professional e-portfolio that is aligned with the contents of this handbook. A copy of this handbook is also available on the Education Department Homepage. Feel free to download and print copies of all the forms you will need as you advance through the four phases of the program.**

**Sincerely,**

**The Education Department Faculty**

# Division I: Overview

## Program Purpose Statement

The Teacher Education Program works toward the WVSU mission by educating teacher candidates who recognize the importance of the public school system in the economic development of this region and the state. Graduates of our program share the belief that all persons are capable of learning and achieving at their maximum potential. They believe that education is a shared human enterprise, and they are committed to lifelong learning. Therefore, the mission of the Teacher Education Program is:

**“To prepare teachers as HUMAN Developers who love to teach.”**

**“The Teacher as H.U.M.A.N. Developer”** is the conceptual framework of the teacher preparation process that develops each candidate with the dispositions of being a Role Model, Student-Focused Educator, and Member of a Profession. Our faculty pledges to prepare and develop teacher candidates who are committed to and believe in Holistic approaches to student learning, Understanding diversity, Managing learning communities, Assessing student learning based on national and state standards, and welcoming Newer approaches to student learning through technology and other innovative practices.

Assessment of a candidate’s performance is continuous throughout all phases of the program, focusing on: Knowledge (what the candidate knows), Skills (what the candidate can do), and Dispositions (how the candidate approaches the educational situation). The Pre-Professional, Professional, Senior Capstone, and Continuing Professional Development Phases of the program provide candidate with experiential learning in a wide range of public school settings to balance theory with practice. Throughout the program of studies candidates develop their own personal electronic portfolios (e-portfolio) that document and support their growth. At the beginning of the Senior Capstone Phase, prior to student teaching, candidates use their completed e-portfolios to articulate and demonstrate with artifacts their commitment to Student Learning, Diversity, Technology and Membership in the Profession and their Content Specialization.

Reviewed and Revised  
07/01/2011

## Core Components of the Curriculum

*The Education curriculum (with 39 hours of required coursework in the discipline) consists of nine components:*

- I. Foundations (3 hours)**
- II. Human Growth and Development\* (3 hours)**
- III. Educational Psychology and Learning\* (3 hours)**
- IV. Educational Technology (3 hours)**
- V. Integrated Methods\* (3 hours)**
- VI. Exceptionalities and Human Diversity (6 hours)  
Curriculum for Special Education\***
- VII. Literacy\* (3 hours)**
- VIII. Creating, Managing, Assessing Learning Communities\* (3 hours)**
- IX. Student Teaching\* (15 hours)**

*\* Students complete a total of 800 (minimum) clock hours of field experiences and student teaching in these courses prior to completion of their education degree.*

## Program Level Outcomes

*The graduates of WVSU Teacher Preparation Program will be able to:*

- 1. Demonstrate knowledge and skills in the subject matter(s) of their chosen content specialization [V, VII, VIII, and IX]**
- 2. Demonstrate understanding of diverse learners, learning processes, and pedagogy by planning, teaching, and assessing lessons that are developmentally appropriate and address national and state standards [V, VI, IX]**
- 3. Demonstrate knowledge and skills in integration of technology in the curriculum as well as the twenty-first century learning tools and skills in their own teaching [IV, V, IX]**
- 4. Demonstrate the dispositions of a member of teaching profession and exhibiting behaviors congruent with the *Teacher as a Human Developer* conceptual framework [I-IX]**
- 5. Demonstrate knowledge and skills in creating and maintaining effective learning communities by promoting communication within the school, the parents and community and by developing frameworks that facilitate respect for all students, value diverse abilities and talents of all its members. [I-IX]**

# Division II: The Pre-Professional Phase

## Pre-Professional Phase Overview

The Pre-Professional Phase of the Professional Preparation at West Virginia State University is designed to assist teacher education candidates in the development and finalization of their program of studies.

The Pre-Professional Phase begins when candidates declare education as a major. There are many questions and decisions to be asked and answered in this phase of the program.

- Why do I want to teach?
- Whom do I want to teach?
- What do I want to teach?
- Where do I want to teach?
- How am I going to be a role model for the students I teach?
- What changes will have to make in myself as a person to become a role model for students?
- How am I student focused in my approach to the teaching and learning process?
- What will I do to communicate to future public school students that I am caring, competent and highly qualified?
- How do I see myself as a member of a profession?

Candidates must constantly ask themselves these questions before and during all phases of the program, but especially in the Pre-Professional Phase. Candidates collect data that answer these questions from a variety of sources, such as: their pre-enrollment life experiences, field placements, courses, grade point average, faculty recommendations and self-reflections. Candidates should work closely with their faculty advisers and establish a professional portfolio that contains supporting documentation to assess their progress.

Candidates' programs of study should include general studies, Education 200 series courses, and 100 and 200 series content area courses. In addition, candidates will complete approximately 75 clock hours of field experiences as part of the Pre-Professional phase. Candidates will begin an e-portfolio in Education 200 or 290. As part of education 202, candidates will meet with their Education Advisors to complete the *Admission to the Education Program* Form. This process is the Pre-Professional Academic Review (PAR).

**Once the PAR is completed the advisor will sign the form and return it to the Education 202 professor. At the end of each semester the Education 202 professor will verify the completion of Education 202 and Education 202 field experience. The professor will then give the forms to the Chair of the Education Department, who will send letters to the candidates advising them of their admission status.**

**Once a candidate has successfully fulfilled all of the requirements for admission to the Education Program, their names will be given to the Education faculty for final approval.**

## Appendix A

### Pre-Professional Phase Checklist

#### Candidate Folder Contents Must Contain all these items for ADMISSION

1. \_\_\_\_ Education Department Student Data Sheet
2. \_\_\_\_ Current unofficial transcript(s) of all academic work completed
3. \_\_\_\_ Current Completed Program Status Sheet (Initialed and dated by academic advisor, transfer students must also have chair's initials)
4. \_\_\_\_ Maintained a 2.5 overall GPA
5. \_\_\_\_ Maintained a 2.5 overall GPA in all professional education courses completed
6. \_\_\_\_ Maintained a 2.5 overall GPA in all content area courses completed
7. \_\_\_\_ English 101 with a "C" or better
8. \_\_\_\_ English 102 with a "C" or better
9. \_\_\_\_ English 150 with a "C" or better
10. \_\_\_\_ One 100 Series or above Math/Algebra course with a "C" or better
11. \_\_\_\_ Education 200 with a "C" or better
12. \_\_\_\_ Education 201 with a "C" or better
13. \_\_\_\_ Education 202 with a "C" or better
14. \_\_\_\_ Repeated general education, content courses and general education courses where grade was less than a "C"
15. \_\_\_\_ Satisfactory Completion of Education 201 Field Placement
16. \_\_\_\_ Satisfactory Completion of Education 202 Field Placement
17. \_\_\_\_ FBI Background Search Notification Form Completed in Education 200 or Education 290
18. \_\_\_\_ Current TB Tine Test Results
19. \_\_\_\_ One A-4 Content Recommendation Form
20. \_\_\_\_ One A-5 Professional Education Recommendation Form
21. \_\_\_\_ One Speaking Assessment Form
22. \_\_\_\_ West Virginia Board of Education Tests
  - i. \_\_\_\_ ACT of 26+
  - ii. \_\_\_\_ SAT of 1125+
  - iii. \_\_\_\_ Current Educational Testing Service (ETS) Transcript  
\_\_\_\_ Math (172) \_\_\_\_ Reading (174) \_\_\_\_ Writing (172)

# Division III: The Professional Phase

## The Professional Phase Overview

Once teacher education candidates are admitted to the education program at West Virginia State University, they begin the Professional Phase of the program. During this phase, candidates' programs of study are balanced with general studies, content specialization and professional education courses. Candidates should be working very closely with their academic advisers to plan this phase and the last two phases of the program- The Senior Capstone and Continuing Professional Development Phases.

Candidates should continue to ask themselves the questions, contained in the Pre-Professional education Phase of the program, and should collect artifacts for their professional e-portfolios that demonstrate their commitments to being a role model and student-focused educator who is a member of their chosen content profession.

The first two courses in the Professional Phase are Education 300-Educational Technology and Education 316-Integrated Methods. In Education 316-Integrated Methods teacher candidates are introduced to the WVSU Education Department's lesson plan form. Both of these courses are designed to build on the content that was covered in the Pre-Professional phase of the program and serve as prerequisites for the additional education courses a candidate will take. In addition to Education 300 and 316, candidates take Education 227-Exceptionalities and Human Diversity and Education 331-Curriculum for Special Education. At the end of the Professional Phase candidates are strongly encouraged to take the appropriate Praxis II-Principles of Learning and Teaching (PLT) Test, required for certification in West Virginia. Candidates are also encouraged to take the one day PLT workshop offered by the WVSU faculty.

During the Pre-Professional Phase of the program, candidates' reading, writing, problem solving, technology, speaking, and listening skills were initially assessed. In the Professional Phase of the program, these skills will continue to be assessed and strategies for teaching these skills to public school students will be developed in Education 319-Content Area Literacy or Education 320-Teaching Reading I.

Candidates must continue to maintain a 2.5 overall academic average and a 2.5 average in their content specializations, general studies, and professional education courses. Any courses in which candidates earned grades below a "C" must be repeated especially the course required for West Virginia certification. All candidates must complete a Senior Capstone course or project in their content specialization. Two semesters before student teaching, candidates will attend a scheduled group meeting to review qualifications for entry into the Senior Capstone Phase and Senior Capstone E-Portfolio Assessment and Interview.

## Appendix B

### Professional Phase Checklist

**Candidate Folder must contain all these items for ADMISSION in this order.**

1. \_\_\_\_\_ Education Department Admission Application
2. \_\_\_\_\_ Admission Status Notification Letter
3. \_\_\_\_\_ Updated Completed Program Status Sheet (Initialed and dated by academic advisor, transfer students must also have chair's initials)
4. \_\_\_\_\_ Unofficial Transcripts of all academic work completed
5. \_\_\_\_\_ Unofficial Transcript from institutions where transient courses were taken
6. \_\_\_\_\_ Approved Transient Status Forms to take courses at another institution
7. \_\_\_\_\_ Approved Course Substitution Forms for courses not listed on the Program Status Sheet but used to fulfill degree/certification requirements
8. \_\_\_\_\_ Current Schedule
9. \_\_\_\_\_ Education 300 with a "C" or better
10. \_\_\_\_\_ Education 316 with a "C" or better
11. \_\_\_\_\_ Education 319 or 320 with a "C" or better
12. \_\_\_\_\_ Education 331 with a "C" or better
13. \_\_\_\_\_ Education 426 currently enrolled in or with a "C" or better
14. \_\_\_\_\_ Percentage of content specialization completed (Obtain from status sheet)
15. \_\_\_\_\_ Repeated any course on status sheet where grade was less than "C"
16. \_\_\_\_\_ Maintained a 2.5 overall GPA
17. \_\_\_\_\_ Maintained a 2.5 overall GPA in all professional education courses completed
18. \_\_\_\_\_ Maintained a 2.5 overall GPA in all content area courses completed
19. \_\_\_\_\_ Maintained a 2.5 overall GPA in all general education courses completed
20. \_\_\_\_\_ Satisfactory Completion of Education 316 Field Placement
21. \_\_\_\_\_ Satisfactory Completion of Education 319 or 320 Field Placement
22. \_\_\_\_\_ Satisfactory Completion of Education 331 Field Placement
23. \_\_\_\_\_ Register to take Principles of Learning and Teaching (PLT) (to be taken before student teaching)
24. \_\_\_\_\_ Current Educational Testing Service (ETS) Transcript or copy of ACT/SAT scores
25. \_\_\_\_\_ FBI Background Search Notification Form
26. \_\_\_\_\_ Current TB Tine Test Results
27. \_\_\_\_\_ Three (3) completed **Faculty Content Assessment Forms (A-4)**
28. \_\_\_\_\_ Three (3) completed **Faculty Professional Education Assessment Forms (A-5)**
29. \_\_\_\_\_ Three (3) **Speaking Assessments**

# Division IV: The Senior Capstone Phase

## The Senior Capstone Phase Overview

Candidates enter the Senior Capstone Phase of the program when they complete 90 semester hours and have met all of the requirements in the Pre-Professional and Professional Phases of the program. The Senior Capstone Phase begins with the Senior Capstone Oral Professional E- Assessment (SCOPE) and culminates with student teaching, graduation and application for certification.

The Senior Capstone Phase begins with Education 426 – Creating, Managing, and Assessing Public School Learning Communities, in the semester before candidates plan to student teach. Candidates must attend an orientation program where the SCOPE and the student teaching application process are explained. Candidates then meet with the Department Chair, who reviews the Admission to the Capstone Phase requirements. All candidates who meet the requirements for the Senior Capstone Phase will be assigned a SCOPE Chairperson. This education faculty member will be the Chairperson for the SCOPE and work with the candidates to help them successfully pass. At this time candidates will chose a faculty member from their content specialization to be a second member of the SCOPE team. The Interviews will be scheduled in the second months of the fall and spring semesters.

To prepare for the SCOPE, candidates must do a great deal of reflecting and editing of their professional e-portfolios that they started in either Education Foundations or Advanced Foundations and added to in their Educational Technology course. The e-Portfolio must contain selected artifacts that demonstrate the candidates' achievements of the program dispositions and components that were outlined in the Pre-Professional Phase of the program.

In addition, candidates may use the e-Portfolio when they seek employment as teachers. The SCOPE last an hour and provides candidates with a collegial opportunity to self-reflect, seek faculty feedback, and practice for job interviews. If a candidate is recommended for full admission at the completion of the SCOPE they are admitted to the Senior Capstone Phase.

During this phase candidates apply to student teach and meet with the Director of Clinical Experiences (DOCE) to review their application for Student Teaching. The DOCE reviews candidates' applications and checks that any deficiencies in the Admission to the Education Program and/or Capstone Phase have been completed. Also, at this time the Chair of the Education Department will submit these candidates names to the West Virginia State University's Faculty Senate Teacher Education Committee for approval to student teach.

Prior to student teaching, all candidates take the appropriate Praxis II – Principles of Learning and Teaching Test, maintain a 2.5 grade point average in their professional education courses, content specialization(s), general education and overall. Candidates may not have a "D" or "F" grade in any course on their respective status sheet. The week before student teaching begins; the Education Department Chair will check all graduation

**requirements and complete the *Commencement Clearance* Form for the College of Professional Studies.**

**The West Virginia Board of Education establishes the policies related to certification of educators. Besides working towards a degree in education, candidates are working towards certification in West Virginia. Therefore, student teaching placements are often based on current certification policies. Candidates must complete the appropriate field placements in the programmatic levels and content specializations in order to be recommended for West Virginia State Certification. All candidates must be fingerprinted, pay for an FBI Criminal Background check, and pass all the state required testing in order to be recommended for certification.**

**To assist candidates with the job application process, Career Services has a cooperative arrangement with the public schools in the institution's service region to reduce and standardize the job application process. Establishing a career credentials folder is a task that should be completed during the Capstone Phase.**

## Senior Capstone Phase Checklist

Task	Date or Semester Completed	Date Filed in Education Department Candidate Assessment Portfolio
<input type="checkbox"/> Senior Classification (90 Semester Hours)		
<input type="checkbox"/> Professional Portfolio		
<input type="checkbox"/> Principles of Learning and Teaching Praxis II Test Taken		
<input type="checkbox"/> Apply For Student Teaching		
<input type="checkbox"/> Pre-Student Teaching Panel		
<input type="checkbox"/> Education Capstone Interview- Chair		
<input type="checkbox"/> Required Methods Courses Completed on Status Sheet		
<input type="checkbox"/> 2.5 Overall Grade Point Average Maintained		
<input type="checkbox"/> 2.5 or better GPA in content specialization courses		
<input type="checkbox"/> 2.5 or better GPA in Professional Education Courses		
<input type="checkbox"/> 2.5 or better GPA in general education courses		
<input type="checkbox"/> Education 480 – 487		
<input type="checkbox"/> Development of a Professional Development Plan the end of Student Teaching		
<input type="checkbox"/> Required Praxis II Content Specialization Tests Passed		
<input type="checkbox"/> Apply to Graduate		
<input type="checkbox"/> FBI Fingerprinting		
<input type="checkbox"/> Certification Application		

# Division V: Continuing Professional Development Phase

## Continuing Professional Development Phase Overview

The Continuing Professional Development Phase of the program is designed to assist candidates in their transition to the teaching profession. This phase of the program lasts three years. Graduates of the program who meet all state certification requirements are now referred to as program completers and beginning teachers. Their teaching certificates are issued provisionally, and they complete certain state requirements before they can be issued a professional teaching certificate.

West Virginia State University Education Department is committed to providing support to those program completers who wish to seek our assistance in this phase of the program. This sustained support is multi-faceted. It may be as simple as providing information, or as complex as working individually with program completers.

Once program completers are employed as full time teachers in West Virginia public schools, they will be assigned a mentor and complete a beginning teacher internship during the first year of employment.

The next task, they must complete, relates to continuing professional development. Program completers must renew their teaching certificates by taking six semester hours of credit at an accredited institution. When the program completers were candidates at West Virginia State, they had ample opportunities to discern and decide what direction they wanted their careers to take. This phase of the program allows them to establish goals and work towards achieving these goals.

The success of program completers is very important to the education department faculty. Program completers are encouraged to send e-mail updates addressed to the Education Department Homepage that can be posted, analyzed and used for program improvement.

Surveys are sent to building principals in the WVSU service area asking them to complete surveys concerning all employed teachers who are recent graduates from WVSU. At the end of student teaching candidates are given the Continuing Professional Development Phase Checklist to use while they are in that phase.

### Continuing Professional Development Phase Checklist

Task	Date or Semester Completed	Date Filed in Education Department Candidate Assessment Portfolio
<input type="checkbox"/> <b>Develop a Professional Development Plan for the first 3 years of full time public school employment</b>		
<input type="checkbox"/> <b>Apply for a Teaching Position.</b>		
<input type="checkbox"/> <b>Notify WVSU of your Employment</b>		
<input type="checkbox"/> <b>Become Employed in a Teaching Position.</b>		
<input type="checkbox"/> <b>Be assigned and meet with your Beginning Teacher Mentor.</b>		
<input type="checkbox"/> <b>Complete the Beginning Teacher Internship Program during the First Year of Employment.</b>		
<input type="checkbox"/> <b>Select a Graduate School.</b>		
<input type="checkbox"/> <b>Take the Appropriate Tests for Admission to Graduate School.</b>		
<input type="checkbox"/> <b>Complete the Required Professional Development Forms before Enrolling in Graduate Classes.</b>		
<input type="checkbox"/> <b>Complete 6 Semester Hours for Teaching Certificate Renewal during the First Three Years of Teaching</b>		
<input type="checkbox"/> <b>Apply for Tuition Reimbursement (If Available)</b>		
<input type="checkbox"/> <b>Renew Your Professional Certificate</b>		
<input type="checkbox"/> <b>Keep the Education Department Informed about Your Career for the First 5 Years by Sending Periodic Updates to the Education Department.</b>		

# Division VI: Resources

## Program Planning Guide

### A. The Language of Teacher Education

Every profession has its own language, and teacher education is no exception. When a person declares education as a major, the language acquisition process begins.

A teacher education candidate is a person who declares education as a major. Throughout this document, education majors will be referred to as a candidate.

A program completer is a candidate who meets all the requirements for graduation and/or the requirements for a West Virginia Teaching Certificate.

A student refers to public school students. Whenever a candidate uses the term student in the education program, the automatic assumption is that one is referring to public school students.

When a person is an education major, the candidate is working towards two goals a degree and a teaching certificate. The completion of the degree does not guarantee that a candidate will receive a certificate. The degree has its program components, and the certificate has its program phases. The table below will help you differentiate between the degree and the certificate.

Degree Components	Certificate Phases
General Education Requirements	Pre-Professional
Professional Education Requirements	Professional
Content Specialization Requirements	Senior Capstone
	Continuing Professional Development

To ensure that all candidates are following their program of studies, they will be assigned an adviser. If an education candidate is seeking certification to be an elementary education teacher, one adviser will be assigned. If a candidate is seeking certification as a secondary teacher, there will be two advisers assigned-one for the candidate's content specialization and the other for the education requirements. It is to the candidate's advantage to meet periodically with their advisers when they are scheduling their classes and moving from one phase of the program to the next.

All candidates pursuing a Bachelor of Science in Education at this university declare education as their major, and they are pursuing a teaching certificate in endorsed at a programmatic level with a specific content specialization.

Programmatic levels are the different grade levels for which a candidate may be certified. These programmatic levels are defined by the West Virginia Board of Education, and all teacher education programs in the state are required to align their programs with these programmatic levels.

Within each programmatic level, a candidate completes a content specialization that will eventually appear on the candidate's teaching certificate.

West Virginia State University offers approved programs leading to certification at these programmatic levels: PreK-K; PreK-Adult; K-Adult; K-6; 5-Adult; 5-9; and 9-Adult with the following specializations:

PreK-K: Certifies the program completer to teach in a pre-school program and requires the person complete an elementary education content specialization.

PreK-Adult: Certifies the program completer to teach as a content specialist in one of the following areas: Art, French, Music, Physical Education, Spanish or Theater.

K-Adult: Certifies the program completer to teach special education in one of the following areas: Mentally Impaired, Specific Learning Disabilities and Multi-Categorical Special Education. A completer must complete elementary education or another content specialization to be certified at this programmatic level.

K-6: Certifies a program completer to teach all subjects in a self-contained elementary classroom with K-6 configurations.

5-Adult: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: Business, English, General Science, Health, Journalism, Mathematics, or Social Studies.

5-9: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: English, General Science, Mathematics, and Social Studies.

9-Adult: Certifies a program completer to teach in a departmentalized public school setting as a content specialist in one of the following areas: Biology or Chemistry.

K-6 or 5-Adult: Certifies a program completer to teach Reading in grades K-6 or 5-Adult. The Reading endorsement must be added to an Elementary Education or English endorsement.

## **B. Accreditation**

In order to be a certified teacher in West Virginia, a program completer must be a graduate of a state-approved, degree-granting teacher education program. To have Approved Program Status, the institution and the teacher education unit must be regionally and nationally accredited. West Virginia State University is regionally accredited by the Higher Learning Commission of North Central Association and nationally accredited by the National Council for Accreditation of Teacher Education. With this accreditation status, and West Virginia's Interstate Licensure agreements, program completers are eligible for teaching certificates in 44 other states.

## **C. Mission Controlled**

All public schools in the United States are required to have a mission statement. In addition, the accreditation process requires all teacher education programs to have a clear mission and a conceptual framework from which the program is designed and developed. The teacher education program at West Virginia State University adheres to this belief.

West Virginia State University was established in 1891. Booker T. Washington, a noted educator whose childhood home was located in Maldon, West Virginia, personally selected the first faculty for this institution. Based on this rich tradition and heritage, the institution has come to be known as "a living laboratory of human relations."

**THE MISSION OF WEST VIRGINIA STATE UNIVERSITY IS TO MEET THE HIGHER EDUCATION AND ECONOMIC DEVELOPMENT NEEDS OF THE STATE AND REGION THROUGH INNOVATIVE TEACHING AND APPLIED RESEARCH.**

The teacher education program at this university works towards this mission by producing teachers who recognize the importance of the public school system in the economic development of this region and the state. Future teachers, who complete this program, share the belief that all persons are capable of learning. They are focused on developing students in public schools in the region who are educated to achieve at their maximum potential. They believe that education is a shared human enterprise and are committed to lifelong learning.

## **D. The Teacher as H.U.M.A.N. Developer**

"The Teacher as H.U.M.A.N. Developer" is the name of the program's conceptual framework. This conceptual framework has been in existence since 1990 and forms the backbone of the teacher preparation process.

Recently the faculty reviewed this conceptual framework and established a revised mission statement that compliments the institution's mission.

**THE MISSION OF THE TEACHER EDUCATION PROGRAM AT WEST VIRGINIA STATE UNIVERSITY IS TO PREPARE TEACHERS AS HUMAN DEVELOPERS WHO LOVE TO TEACH.**

This revised mission statement is based on a departmental shared vision that states,

**“We support our candidates development into teachers who themselves will devote their lives to nurturing, encouraging, and promoting a new generation of citizens intent on bringing our world closer to the ideals of justice and equality for all.”**

The key domains of the conceptual framework that support the department’s mission and vision are as follows:

**H- Holistically approaches student learning.**

**U- Understands diversity.**

**M- Manages and creates learning communities.**

**A- Assesses student learning based on national and state standards.**

**N- Newer approaches to student learning through technology.**

**Dispositions are the way in which a person approaches a situation. The teacher education program approaches the task of teaching and learning from the following dispositions:**

**Role model**

**Student focused**

**Member of a profession**

**E. Assessment**

Assessment of a candidate’s performance is continuous throughout all phases of the program. The assessment of teacher education candidates is based on the following three areas:

**Knowledge: What does a teacher education candidate know?**

**Skills: What can a teacher education candidate do?**

**Dispositions: How does a teacher education candidate approach the educational situation?**

Candidates are assessed in these three areas using data based on academic, institutional, departmental, state, regional, and national standards. Candidates develop their own professional e-portfolio that supports and documents these assessment standards.

## **F. Program Assessment Standards**

1. To assess the program domains, the following indicators are used:

### **H-Holistically approaches student learning**

- **Demonstrates knowledge of human growth and development and applies this to classroom instruction.**
- **Demonstrates knowledge of learning theories and applies this to classroom instruction.**
- **Demonstrates knowledge about parental, peer, societal, legal, and historical influences on education and applies this to classroom instruction.**

### **U-Understands diversity.**

- **Demonstrates knowledge of being able to adapt classroom instruction to address diverse student populations and applies this to classroom instruction.**
- **Demonstrates knowledge of promoting classroom equity so that the diversity of public school students may emerge and applies this to classroom instruction.**
- **Demonstrates knowledge of classroom management strategies to avoid bullying and applies this to classroom instruction.**

### **M-Manages learning environments.**

- **Demonstrates knowledge of creating learning communities that promote high student achievement and applies this to classroom instruction.**
- **Demonstrates classroom management skills that promote confidentiality of student records, reduce disruptions, and promote student safety and applies this to classroom instruction.**
- **Demonstrates the ability to use reading, writing, speaking, listening and viewing problem-solving strategies to develop lesson plans, record/report student progress, and communicate with parents, colleagues, and administrators.**

**A- Assess student learning based on national and state standards.**

- **Demonstrates knowledge of national and state content standards and designs lesson plans that incorporate these standards.**
- **Demonstrates knowledge of national and state assessments and develops classroom assessments that incorporate these assessment types.**
- **Demonstrates knowledge of multiple assessment techniques and utilizes multiple assessments to assess student learning.**

**N-Newer approaches to student learning through technology.**

- **Demonstrates knowledge of and uses technology to perform educational tasks such as communications, classroom record keeping, and information retrieval.**
- **Demonstrates knowledge of and uses technology to present lessons to public school students.**
- **Demonstrates knowledge of and uses technology to provide enrichment and additional instruction to increase public school student achievement.**

2. To assess dispositions, the following indicators are used:

**Disposition I- Role Model**

Future teachers should model in this preparation program the behaviors they will be expecting from their public school students.

- **Future teachers model scholarship by maintaining a minimum of a 2.5 grade point average in their general, professional, content specialization and overall academic performance.**
- **Future teachers model wellness by attending classes, being punctual, alert, and non-disruptive.**
- **Future teachers model responsibility by exhibiting knowledge of the consequences of falsifying information, sexual misconduct, drug/alcohol/tobacco abuse, misusing school funds, and violating copyright laws, and by avoiding these offenses that would jeopardize their teacher certification.**
- **Future teachers model time management skills by having a professional mission statement, articulating academic and professional goals and objectives to achieve their mission, and completing assignments and meeting deadlines.**

- **Future teachers model communications' skills** by using correct oral and written usage in all forms of academic, professional and personal communications.

### **Disposition II-Student Focused**

Future teachers must have the needs, self-esteem, safety, and future success of their students as their highest priority. This disposition is the essence of the total conceptual framework of “Teacher as Human Developer” at West Virginia State University.

- **Future teachers demonstrate their knowledge of current research in human growth, development, and learning and student achievement** by planning, teaching and assessing lessons that utilize this knowledge.
- **Future teachers demonstrate their knowledge of current developments, trends and research in their content specializations** by planning, teaching, and assessing lessons that are factually accurate, meet national/state content standards, and developmentally appropriate for the students they teach.
- **Future teachers demonstrate their knowledge of diversity, diverse learners, and students with special needs** by planning, teaching, and assessing lessons that promote educational equity, and allow for different learning styles.
- **Future teachers demonstrate their knowledge of educational technology, parental, community and library resources** by planning, teaching and assessing lessons that utilize these resources.
- **Future teachers demonstrate their knowledge of creating learning communities** by incorporating strategies in their classroom that promote student safety, minimize classroom disruptions, respect the student's right to privacy, and reinforce positive student behavior.
- **Future teachers demonstrate their knowledge of the basic skills of reading, writing, speaking and problem solving** by planning, teaching, and assessing lessons that reinforce and support the basic skills unique to their content specializations.

### **Disposition III-Member of a Profession**

Future teachers must see themselves as a member of a faculty, community, school district, state and national educational learning system.

- **Future teachers demonstrate their ability to work as members of teams** by exhibiting the discussion skills of active listening, questioning, consensus building, and conflict resolution in their academic courses, field placements and student teaching.
- **Future teachers demonstrate their ability to be a member of a faculty** by exhibiting adherence to the federal, state, county and local guidelines contained in a faculty

handbook, especially to their faculty responsibilities regarding student safety, personal appearance, hygiene, attendance and punctuality in their academic courses, field placements and student teaching.

- **Future teachers demonstrate their ability to stay current with the profession** by attending and participating in staff development opportunities, reading professional articles, presenting at conferences, belonging to professional organizations, and participating in the book studies with faculty.
- **Future Teachers demonstrate their ability to be member of an educational system** by attending, serving and participating in faculty senate meetings, school improvement councils, task forces or curriculum teams at the local, state or national level.

### **G. Planning the Program of Studies**

#### **Pre-Professional Phase**

This phase begins when education is declared as a major. First is Education 200-Foundations of Education or Education 290-Advanced Foundation of Education (A course designed for transfer students who took an education foundations course at another university).

#### **Professional Education Courses Required for Admission to Teacher Education:**

**Education 200 (Foundations of Education) or Education 290**

**During this course students will begin an electronic portfolio (e-portfolio).**

**Education 201 - Human Growth and Development**

**During this course student have their first field placement. Teacher candidates are encouraged to take the Educational Testing Service (ETS) PPST-Reading, PPST-Writing, and PPST-Mathematics. Candidates are exempt from taking PPST if they have an ACT of 26 or greater or a SAT of 1125 or greater.**

**Education 202 -Educational Psychology and Learning**

**During this course candidates must take the PPST –Reading, PPST-Writing, and PPST-Mathematics. Candidates also are to meet with their appointed education advisor to complete the Admission to the Education Program Form. These forms will be given to the Education 202 professor, who will verify course requirements are completed, and submit names to the Chairperson of the School of Education. The Chairperson will present the names before the education faculty for final approval. Teacher candidates will receive a letter advising them of their admission status to the School of Education.**

#### ***General Education Courses Required for Admission to Teacher Education:***

**English 101**

**English 102**

**English 150**

**Math 103, 120, 113, or higher**

***Content Specialization Courses Required for Admission to Teacher Education:***  
**25% of the required courses**

***Professional Responsibilities Required for Admission to Teacher Education:***

- Maintained grades of “C” or better in all academic work**
- Maintained a 2.5 grade point average in general, content specialization, and professional education courses**
- Completed an FBI Criminal Background Check Form and filed in the your folder in the Education Office (Candidate Folder)**
- Maintained a Current Negative TB Skin Test Form in your Candidate Folder. TB Tine Test must be done every two years.**
- Verified that you Field Placement Assessment Records for Education 201 and 202 are in your Candidate Folder**
- Obtained a recommendation for admission to teacher education from a Content Specialization faculty member and filed in your Candidate Folder. This is the A-4 Form.**
- Obtained a recommendation for admission to teacher education from an Education Department faculty member and filed in your Candidate Folder. This is the A-5 Form.**
- Obtained at least one Speaking Assessment Form and filed in your Candidate Folder**
- Made duplicate copies of all the above information for your own personal records**

### **Professional Phase**

**During this phase teacher candidates continue to collect artifact for their e-portfolios. The first courses are Education 300 and Education 316 which are usually taken concurrent. Both courses are designed to build on the content covered in the Pre-Professional phase and serve as prerequisites for additional education courses.**

***Professional Education Courses Required for Admission to Senior Capstone Phase:***  
**Education 300 (Educational Technology)**

**During this course teacher candidates expand their e-portfolios.**

### **Education 316 – Integrated Methods**

**All PPST tests are required to have a passing score verified before the first class begins. Candidates are introduced to the WVSU Education Departments’ lesson plan form and will have their first experience teaching in a classroom in their content specialization.**

### **Education 227 - Exceptionalities and Human Diversity**

### **Education 331 - Curriculum for Special Education**

**During these courses candidates are introduced to students with special needs. Candidates will work in the field with these students.**

**Education 319 - Content Area Literacy or Education 320 – Teaching Reading I**  
Candidates will take one of these courses depending on their content specialization and programmatic interest.

**Additional K-6 Required Education Method courses:**

**Education 318**

**Education 321**

**Education 325**

**Education 423**

**Mathematics 317**

***General Education Courses Required for Admission to Senior Capstone Phase:***

**All of these courses should be completed at this time**

***Content Specialization Courses Required for Admission to Senior Capstone Phase:***

**75% of the required courses**

**At the end of the Professional Phase, teacher candidates are encouraged to take the appropriate Praxis II – Principles of Learning and Teaching Test, required for certification in West Virginia. Candidates are encouraged to attend a one-day study session on PLT offered by the faculty.**

**Two semesters before student teaching candidates will register for Education 426 and attend an orientation program where the Senior Capstone E-Portfolio Assessment and Interview (SCPAI) and the student teaching application process are explained. Candidates then meet with the Department Chair, who reviews the Application to the Capstone Phase requirements.**

***Professional Responsibilities Required for Admission to Teacher Education:***

- Maintained grades of “C” or better in all academic work**
- Maintained a 2.5 grade point average in general, content specialization, and professional education courses**
- Verified that you Field Placement Assessment Records for Education 316, 331 and either 319 or 320 are in your Candidate Folder**
- Obtained three recommendations for admission to teacher education from Content Specialization faculty members and filed in your Candidate Folder. This is the A-4 Form.**
- Obtained three recommendations for admission to teacher education from Education Department faculty members and filed in your Candidate Folder. This is the A-5 Form.**
- Obtained at least three Speaking Assessment Forms and filed in your Candidate Folder**
- Made duplicate copies of all the above information for your own personal records**

### **Senior Capstone Phase**

**This phase begins with Education 426 and ends with the successful completion of student teaching and graduation.**

**At this time all candidates who meet the requirements for the Senior Capstone Phase are assigned a faculty member who will work with the candidate to help him/her successfully pass the SCPAI, required prior to student teaching. During the SCPAI process, candidates will select a faculty member from their content specialization to be a second member of the SCPAI Team.**

#### ***Professional Education Courses Required for Admission to Student Teaching:***

**Education 426 - Creating, Managing, and Assessing Public School Learning Communities**  
Candidates should take Education 426 in the semester before they plan to student teach. Candidates are encouraged to take the appropriate Praxis II- Principles of Learning and Teaching Test, required for certification in West Virginia.

**All candidates will complete a Senior Capstone in their content specialization. Elementary Education Candidates will complete:**

**Education 436 - Capstone Experience for Elementary Teachers**

#### ***General Education Courses Required for Admission to Student Teaching:***

**All of these courses should be completed at this time**

#### ***Content Specialization Courses Required for Admission to Student Teaching:***

**All of these courses should be completed at this time**

#### **Education 480-487 (Student Teaching)**

**Prior to student teaching, candidates must have taken the appropriate Praxis II – Principles of Learning and Teaching Test, required for certification in West Virginia. Candidates are encouraged to take the Praxis II tests in their content specialization areas.**

#### ***Professional Responsibilities Required for Admission to Student Teaching:***

- Maintained grades of “C” or better in all academic work**
- Maintained a 2.5 grade point average in general, content specialization, and professional education courses**
- Maintained a Current Negative TB Skin Test Form in your Candidate Folder.**
- Verified that passing scores on the Praxis II – Principles of Learning and Teaching Assessment is in your Candidate Folder**
- Verified that the Senior Capstone E-Portfolio Assessment and Interview is in your Candidate Folder**
- Meet with the Director of Clinical Experiences for a student teaching placement interview**

**Professional Responsibilities Required during Student Teaching:**

- ❑ **Have a completed signed Senior Evaluation Form filed in the Candidate Folder and the Registrar's Office.**
- ❑ **Apply for graduation and pay the necessary fees.**
- ❑ **Establish a Career Credentials File with Career Services.**
- ❑ **Successfully complete Education 480-Student Teaching.**
- ❑ **Successfully complete during student teaching-Student Teaching Continuing Professional Development Seminar.**
- ❑ **Pass the remaining Praxis Content Specialization Tests required for your content specialization.**
- ❑ **Complete all remaining courses required for graduation and certification.**
- ❑ **Be fingerprinted for the West Virginia State Police and FBI Criminal Background Checks.**
- ❑ **Apply for West Virginia Certification.**
- ❑ **Apply for jobs using your Career Credentials Folder as part of the job application process.**
- ❑ **Make all revisions in your Professional Portfolio that were suggested during your Senior Capstone Panel Interview and use this portfolio when you interview for teaching positions.**

### **Professional Responsibilities Requested after Graduation:**

- ❑ **Keep the Education Department informed about your employment status by sending periodic e-mails to the Education Department Home Page.**
- ❑ **Keep the Education Department informed about your professional accomplishments by sending periodic e-mails to the Education Department Home Page.**
- ❑ **Develop a Continuing Education Plan with your local county school district to assure certificate renewal.**
- ❑ **Apply for Tuition Reimbursement with your local county school district to defray tuition expenses encountered during certificate renewal.**
- ❑ **Participate in a Beginning Teacher Mentor Program that is required for certificate renewal of all new teachers during their first year of employment in West Virginia Public Schools.**
- ❑ **Register for and pass PRAXIS III tests in states that require this form of assessment. PLEASE NOTE THAT WEST VIRGINIA DOES NOT CURRENTLY REQUIRE PRAXIS III.**
- ❑ **Develop a Continuing Professional Development Plan that includes seeking staff development opportunities that address areas where you feel you need additional preparation or training through programs offered by the West Virginia Center for Professional Development.**
- ❑ **Develop a Continuing Professional Development Plan that includes serious consideration of pursuing National Board Certification.**
- ❑ **Develop a Continuing Professional Development Plan that includes a Master's, Educational Specialist, and Doctoral Degree programs to fulfill personal and professional goals.**

## **Candidate Folder Contents Checklist**

- Initial Information**
- Criminal Background Awareness Form**
  
- Current TB Tine Test Form**  
(New TB test every 2 years)
  
- Program Status Sheet**  
(Updated Each Semester)
  
- Student Advisement Worksheets**  
(One for each Semester of Attendance)
  
- PRAXIS Testing Records**
  
- Education 201 Field Experience Assessment Form**
  
- Education 202 Field Experience Assessment Form**
  
- Pre-Admission to Teacher Education Content Faculty Assessment**
  
- Pre-Admission to Teacher Education Education Faculty Assessment**
  
- Pre-Admission to Teacher Education Field Placement Supervisor Assessment Form**
  
- Application for Admission to Teacher Education Form**
  
- Admission to Teacher Education Notice**
  
- Education 316 Field Experience Assessment Form**

- **Education 319 or 320 Field Experience Assessment Form**
- **Education 331 Field Experience Assessment Form**
- **3-Professional Phase Speaking  
Assessment Forms**
- **Application for Capstone Admission**
- **Full Admission to Teacher  
Education  
Official Notification**
- **Content Specialization  
Capstone Form  
Completed**
- **Senior Capstone E-Portfolio  
Assessment and Interview  
Form Completed**
- **Application for student  
teaching**
- **Senior Evaluation**
- **Student Teaching Assessment  
Record (STAR)**
- **Certification Application  
Forms**
- **Follow up of Graduate  
Information**
- **3 A – 4 Forms**
  
- **3 A-5 Forms**

## **Criminal Background Check Advice**

### **Pre-Professional Phase**

In Education 200, you are required to sign and complete a **Criminal Background Check Awareness Form**. If you are a transfer student, you should make sure you complete this form during your first semester at West Virginia State University.

**IF YOU HAVE BEEN CONVICTED OR ARE CONVICTED OF ANY CRIME RELATED TO SEXUAL MISCONDUCT, THEFT, BODILY HARM, DRUG/ALCOHOL ABUSE, DOMESTIC VIOLENCE, MURDER OR ANY OTHER CRIME THAT WOULD NOT MAKE YOU A SUITABLE ROLE MODEL FOR PUBLIC SCHOOL STUDENTS, THEN GIVE SERIOUS THOUGHT TO CHANGING YOUR MAJOR OR NOT SEEKING CERTIFICATION OR EMPLOYMENT IN A PUBLIC SCHOOL SYSTEM.**

### **Senior Capstone Phase**

All applicants for a West Virginia Teaching Certificate must be fingerprinted and have a West Virginia State Police and FBI Criminal Background Check as a condition for certification.

**Fingerprinting should only be done when you are ready to graduate and/or seeking certification or employment in West Virginia Public Schools.** Please note that if you are planning to work or seek employment in any public school system in the 49 other states, District of Columbia, US Possessions, Department of Defense Schools or schools in another country, **an FBI Criminal Background Check is required.**

All applicants for employment in any West Virginia Public School System must be fingerprinted and have a West Virginia State Police and FBI Criminal Background Check as a condition for employment. **Please Note:** If you have had a recent criminal background check for certification purposes, you will not need new fingerprints for employment in a West Virginia Public School System, unless your employer requires one.

If you have passed all your state required assessments in speaking, listening technology, field placements, student teaching and PRAXIS Series Tests, then be sure to be fingerprinted before you make application for certification.

If you have not passed all your state required assessments in speaking, listening technology, field placements, student teaching and PRAXIS Series Tests, then you should not be fingerprinted until you meet all these required assessments.

## **West Virginia State University Department of Education Disposition Statement**

### **Teacher as Human Developer**

**Student outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program, and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers will be measured by multimodal methods, including the Senior Capstone e-Portfolio Assessment and Interview (SCPAI), grade point requirements, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Candidates who do not exhibit the professional and/or academic dispositions of the THD model may be referral to the Candidate Assistance Team and/or dismissal from the Education Program.**

### **Candidate Assistance Team**

**The Candidate Assistance Team (CAT) has been developed to assist teacher education candidates who do not demonstrate the professional dispositions delineated in professional, state and institutional standards. In addition, these candidates may not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with their fellow students, cooperating teachers, public school students, and/or faculty members of the West Virginia State University Department of Education.**

**Candidates are typically referred by a professor from the Department of Education who may request support from the CAT for a candidate whose learning, behavior or emotional needs are not being met under existing circumstances. Prior to the first CAT meeting, the professor would have had a conference to discuss the situation. If this discussion has not produced a positive outcome, a team meeting will be scheduled. The CAT team will consist of the referring professor, the chairman of the CAT, and may consist of an additional professor. The process will include:**

- (1) Presenting the concerns that are unique to the teacher education candidate**
- (2) Sharing ideas that will help the candidate to be more successful in the completion of the teacher education program**
- (3) Creating a plan of action**

- (4) Scheduling a follow-up meeting to determine the success of the intervention(s)**
- (5) Reporting the progress of the candidates to the Department of Education**

**The process is initiated by the submission of the Candidate Assistance Form by the referring professor to the CAT Chair who will schedule the meeting with the candidates and the referring professor. Progress reports will be provided in departmental meetings.**

#### **Academic Dishonesty**

**Academic dishonesty is defined as plagiarism, cheating, falsifying records, etc., and may be punished by sanctions imposed by the instructor and appropriate to the offense ranging from a written reprimand to a grade of F on an assignment or a grade of F in the course. The University reserves the right to suspend or dismiss a student guilty of a particularly serious infraction (Source WVSU Catalog, page 113). Violation of the Academic Dishonesty Policy may lead to referral to the Candidate Assistance Team and/or dismissal from the Education Program.**

#### **Students with Disabilities**

**No qualified individual with a disability shall be denied access to, or participation in services, programs and activities of WVSU. The Office of Disability Services is located at 123 Sullivan Hall, East. It is the policy and practice of WVSU to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. The Disability Services Office provides individualized services for students with *documented* disabilities. Students shall be provided appropriate services and accommodations based on the recommendations made by a licensed health care professional who is qualified to diagnose the impairment.**

## Course Offerings

### **Education 200-Foundations of Education (3 credit hours)**

A course designed to introduce candidates to the teaching profession; to give students a first formal experience in the formal study of the dispositions involved in education and help students assess their pre-professional readiness. **PREREQUISITE:** Eligible for English 101.

### **Education 201-Human Growth and Development (3 credit hours)**

Study of developmental characteristics of the individual through adulthood. Required of all candidates in teacher education programs. An additional 30 hours of field work in an appropriate public school setting required.

**PREREQUISITES:** English 101 and Education 200 with a “C” or better and the results of a current, negative TB test filed.

### **Education 202-Educational Psychology and Learning (3 credit hours)**

Survey of educational psychology and related concepts for classroom application. Major emphasis on learning teacher expectation and motivation, educational measurement, and classroom management concepts. Completion of a 40-hour field experience in an appropriate K-12 public school setting required. **PREREQUISITE:** Education 201 with a “C” or better.

### **Education 227-Exceptionalities and Human Diversity (3 credit hours)**

Course emphasis will be placed on recognition and special needs students labeled “exceptional” according to state and federal regulations. Effective instructional strategies for teaching populations such as “gifted”, and “students at risk” for school failure, visually impaired, physically challenged, speech/language handicaps, and behavior disorders will be studied.

**PREREQUISITE:** Education 202 with a “C” or better.

### **Education 290 – Advanced Foundations in Education (1 credit hour)**

Required of all transfer students and returning students, declaring education as a major during the first semester of enrolling in the program. This course provides an overview of the Conceptual Framework and the Four Phases of the teacher education program at West Virginia State University. The course will be delivered on-line.

### **Education 299-Special Topics in Education (1-3 credit hours)**

A lower division course designed for a topic of special current interest, including televised courses.

**PREREQUISITE:** Permission of the instructor or department chair.

### **Education 300-Educational Technology (3 credit hours)**

Examines current concepts and practices in educational computing and instructional technology, uses of microcomputers, distance learning technology and media resources. Practice in assessing hardware and evaluating instructional software. Assignments/practice required in computer lab setting.

**PREREQUISITE:** Concurrent with Education 316 or completed Education 316 with a “C” or better.

### **Education 301- Early Childhood Development PreK-K (3 credit hours)**

Study of developmental characteristics of the individual from birth to PreK. Required of all students in teacher education programs seeking a PreK-K endorsement.

**PREREQUISITE:** Passing the Pre-Professional Skills Test (PPST) before the first of classes begins.

### **Education 316-Integrated Methods (3 credit hours)**

Materials of instruction, commonalities in the learning process and developing requisite techniques of instruction in all programmatic levels. Emphasis is placed on skills in planning and organizing instruction. Required of all students in teacher education curricula. Completion of an additional 40 hour integrated field experience in a public school is required.

**PREREQUISITES:** Education 202 with a “C” or better, and passing the Pre-professional Skills Test (PPST) before the first day of classes begins.

### **Education 318-Teaching Science in Elementary and Middle Schools (3 credit hours)**

A study of the national and state standards and objectives, organization and instructional techniques in the sciences appropriate to the elementary and middle school programs.

**PREREQUISITES:** Education 316 and all K-6 Science requirements with a “C” or better.

### **Education 319-Content Area Literacy (3 credit hours)**

Studied by teacher education candidates to increase their skills to deliver the reading, writing, speaking, listening, and view skills of public school students studying specific content subject matter. In addition, national and state standards, assessment, career, and international education issues related to the content area are discussed. A field experience of 30 clock hours is required.

**PREREQUISITE:** Concurrent with Education 316 or completed Education 316 with a “C” or better.

**Education 320-Teaching Reading I (3 credit hours)**

Current methods of teaching developmental reading in grades K-6 with an emphasis on the use of national and state content standards and objectives to deliver and assess reading instruction. A field experience of 30 clock hours is required.

**PREREQUISITE:** Concurrent with Education 316 or completed Education 316 with a “C” or better.

**Education 321-Teaching Writing (3 credit hours)**

Essentials of instruction in the language arts in the elementary and middle school with an emphasis on national and state standards. Specific emphasis placed on the writing process and how this process increases student achievement in reading, handwriting, speaking, viewing, spelling and listening.

**PREREQUISITE:** Education 316 with a “C” or better.

**Education 325-Teaching Social Sciences in Elementary and Middle Schools (3 credit hours)**

Emphasis on the national and state content standards in organizing of subject matter and selection of methods and materials involved in the teaching of social studies in elementary and middle schools.

**PREREQUISITES:** Education 300, 316, and all social studies content requirements.

**Education 328-Field Experience in Exceptional Settings (3 credit hours)**

A supervised field experience where candidates become involved with selected exceptionalities studied in the survey course. Limited and guided participation is expected and participants will meet periodically in seminar. Requires 60 clock hours of field experiences in special settings.

**PREREQUISITES:** Education 327 co-requisite or completion of Education 327 with a “C” or better.

**Education 329-Characteristics of the Mentally Impaired (3 credit hours)**

Characteristics of the Mentally Impaired, related educational planning, family needs, historical and contemporary issues in preparing programs for this type of exceptionalities are explored.

**PREREQUISITE:** Education 327 with a “C” or better.

**Education 330-Assessing the Exceptional Learner (3 credit hours)**

**Principles and Practices of assessment for students with learning difficulties or mild/moderate exceptionalities. Includes 60 clock hours of field experiences for administration of assessment instruments in a special education or Title I setting.**

**PREREQUISITE:** Education 327 with a “C” or better.

**Education 331-Curriculum for Special Education (3 credit hours)**

**Curriculum development in areas which reinforce content, social, and vocational learning for the MI, SLD and Multi-Categorical. A field experience of 30 clock hours is required.**

**PREREQUISITE:** Education 327 and Education 316 with a “C” or better.

**Education 340-Characteristics of Individuals with Specific Learning Disabilities (3 credit hours)**

**Historical and contemporary practices, trends, insights and needs; diagnosis and treatment; service delivery; and, management strategies.**

**PREREQUISITE:** Education 327 with a “C” or better.

**Education 341-Organization and Management of PreK-K Programs (3 credit hours)**

**Study of the organization, scheduling, creating learning environments and legal issues related to PreK-K programs. Required of all students in teacher education programs seeking a PreK-K endorsement.**

**PREREQUISITE:** Concurrent with Education 301 or completed Education 301 with a “C” or better.

**Education 342-Curriculum in PreK-K Programs (3 credit hours)**

**Study of the federal and state curriculum required for PreK-K programs. Required of all students in teacher education programs seeking a PreK-K endorsement.**

*A field experience of 10 clock hours is required.*

**PREREQUISITE:** Education 341 with a “C” or better.

**Education 405-Teaching Social Studies in Secondary Schools (3 credit hours)**

**Emphasis on the national and state content standards in organizing of subject matter and selection of methods and materials involved in the teaching of social studies in middle and secondary schools.**

**PREREQUISITES:** A “C” or better in Education 316, and all social studies content specialization requirements earned prior to enrolling in this course.

**Education 411-Teaching the Sciences in Secondary Schools (3 credit hours)**

**Emphasis on the national and state content standards in organizing of subject matter and selection of methods and materials involved in the teaching of sciences in middle and secondary schools.**

**PREREQUISITES:** A “C” or better in Education 316, and all science content specialization requirements earned prior to enrolling in this course.

**Education 423-Teaching Reading II (3 credit hours)**

**An introductory course in diagnostic-prescriptive teaching strategies to work with school children experiencing reading difficulties. Practical experience in test administration, interpretation, instructional intervention strategies and evaluative follow-up.**

*Requires 20 clock hours of field experiences.*

**PREREQUISITE:** Education 320 with a “C”.

**Education 426-Creating, Managing and Assessing Public School Learning Communities (3 credit hours)**

**Education 426 is an introduction to the legal, theoretical, developmental, and best practices that will enable a beginning teacher to develop a management, organization and assessment system that promotes student learning and ensures student safety in all public school learning environments. Requires 30 clock hours of field experiences**

**PREREQUISITE:** Education 316 completed with a “C” or better taken the semester before student teaching. Credit for this course must be earned at West Virginia State University.

**Education 436-Capstone Experience for Elementary Teachers**

**This course is designed as a senior capstone experience for all teacher candidates with an elementary education K-6 content specialization. Course will encompass curriculum integration strategies of all subject areas in the multi-subject classroom.**

**PREREQUISITES:** Senior status and completion of Education with a “C” or better.

**Education 450-Behavior, Social, and Life Skills Curriculum (3 credit Hours)**

**A study of selected Social Skills, Life Skills, Transition and Conflict Resolution curricula for students with mild disabilities and both individual and group behavior management skills for teachers of students with mild disabilities. Requires 10 hours of field experiences in a special education setting.**

**PREREQUISITE:** Education 327 with a “C” or better.

**Education 460-Characteristics of Individuals with Mild Disabilities (3 credit Hours)**

**Historical and contemporary practices and trends in the education of individuals with mild disabilities. Course includes characteristics of individuals with mild disabilities, roles of family and community, cultural issues, the varied roles of the professional special education educator, and legal issues including placement decision-making and service delivery.**

**PREREQUISITE:** Education 327 with a “C” or better.

**Education 480-487-Student Teaching (3-18 credit hours)**

**Designed to provide teacher education candidates with the necessary student teaching experiences to fulfill the certification requirements for the respective endorsements for which they seek West Virginia Licensure.**

**PREREQUISITES:** Full Admission to Teacher Education, and Education 426 with a “C” or better.

**Education 494-Directed Observation and Participation in Elementary Education (3-6 credit hours)**

**An optional additional student teaching and/or educational experience for students who have completed or will complete regular student teaching. Approved supervised programs of activities in institutions or agencies will be utilized.**

**(OPEN ONLY TO ELIGIBLE CANDIDATES.)**

**Education 498-Directed Observation and Participation in Secondary Education (3-6 credit hours)**

**An optional additional student teaching and/or educational experience for students who have completed or will complete regular student teaching. Approved supervised programs of activities in institutions or agencies will be utilized.**

**(OPEN ONLY TO ELIGIBLE CANDIDATES.)**

**Education 499-Special Topics (1-3 credit hours)**

**An upper division course designed for a topic of special current interest, including televised courses.**

**PREREQUISITE: Permission of the instructor or department chair.**

**Education 599-Special Topics in Education (3 credit hours)**

**A graduate level course designed for a topic of special current interest, including televised courses.**

**PREREQUISITE: Permission of the instructor or department chair.**

**Note: No Education course requirements can be fulfilled by CLEP testing.**

**West Virginia State University**  
**Department of Education**  
**Teacher Candidate Dress Code Policy**

The mission of the Education Department at West Virginia State University (WVSU) is “To prepare teachers as Human Developers who love to teach.” To achieve this mission, the Education Department has adopted three professional dispositions: (1) Student Focused, (2) Role Model, and (3) Member of a Profession. The Teacher Education Candidate Dress Code is designed to assist all teacher education candidates to meet WVSU Professional Dispositions- (2) Role Model and (3) Member of a Profession. This policy was developed in accordance with Guidelines established by the West Virginia Board of Education and the National Council for the Accreditation of Teacher Education. In addition, the public schools, where WVSU teacher education candidates are placed, provided additional input.

The West Virginia State University (WVSU) Department of Education Faculty expects all teacher candidates representing the program in any field or clinical placement and professional arena to be a role model for public school students by projecting a positive disposition and conducting themselves with a high level of professional decorum. One part of this professionalism includes dressing appropriately at all times to reflect positively on the candidate, West Virginia State University, the WVSU Education Department, and the education profession.

Personal appearance has direct bearing on the authority, confidence, and self-esteem of teacher candidates and inappropriate dress may create distractions to instruction and student learning. All candidates are expected to adhere to this dress code policy and project common practices of modesty, cleanliness, and neatness in the academic learning environment. The candidate who fails to comply with this dress code may be removed from any professional experience and be subject to disciplinary actions.

WVSU teacher candidates have traditionally upheld high standards of professionalism, including that of appropriate, professional attire. In accordance with that tradition, the WVSU Department of Education is adopting this policy to support its candidates’ tradition of excellence. The following standards of dress and provisions of this policy are applicable to all WVSU Teacher Education candidates:

**Skirts, Dresses, and Skirted Suits**

For female candidates, dresses and skirts should be of an appropriate length. Dresses and skirts, and skirts that are split at or below the knee are acceptable. Mini-skirts, skorts, beach dresses, and spaghetti-strap or strapless dresses (worn without a sweater or jacket) are **inappropriate**.

**Shirts, Tops, Blouses, and Jackets**

Dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable attire to be worn by male and female candidates. All shirts, blouses, sweaters, etc. must have sleeves. Bare shoulders or low-cut necklines and/or backless clothing are unacceptable. Shirts or blouses must cover the entire torso at all times, even in movement. Crop tops, tube tops, and halters are **unacceptable**. Any garment made of transparent and/or see through material is considered **unacceptable**.

Most suit jackets or sport jackets are also acceptable attire, if they do not violate the prescribed guidelines. In addition, inappropriate attire include tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress. All these items are **not allowed** during professional experiences.

### **Slacks, Pants, and Suit Pants**

Slacks/pants that are similar to cotton khakis or synthetic material are appropriate and acceptable. Wool pants, flannel pants, and dressy capris are also acceptable.

Inappropriate slacks/pants are jeans, sweatpants, exercise pants, pajama bottoms, Bermuda shorts, short shorts, shorts, bib overalls, tights, leggings, spandex, bicycle pants or any other form-fitting pants. Candidates shall wear their trousers, slacks, or pants properly. For example, the waist of the garment at their natural waist level without sagging. Intentionally torn, ripped, cut, or slashed pants are considered inappropriate and are **not** to be worn by candidates representing the education program.

No undergarments, i.e. bras, panties, briefs or boxers may be visible. Also, no body parts of a personal or private nature should be exposed. Oversized or baggy clothing, which may present a safety hazard, may not be worn.

### **Shoes and Footwear**

All candidates must wear soled, enclosed shoes for personal safety reasons. Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Shower shoes, house shoes, slippers, flip-flops, sandals, or thongs may **not** be worn. Additionally, any similar flip flop/thong type shoes fitting between the toes are considered unsafe and therefore, are **not allowed** to be worn during field/clinical experiences.

### **Hats and Head Covering**

Any type of head covering (this includes hats of any type, scarfs, wraps, baseball caps...) is **unacceptable**. Head covers that are required for religious purposes or to honor cultural traditions are allowed with appropriate documentation and approval.

### **Accessories and Jewelry**

Accessories and jewelry should be selected with great care to promote public school student and teacher education candidate safety. Appropriate professional ties, scarves, belts, and

jewelry are acceptable as long as these items are worn in moderation. Modest piercing of the ears is acceptable; however, excessive ear piercings, other facial, tongue, spacers or visible body piercing is **unacceptable**. Also, chain or spike jewelry is **unacceptable for safety reasons**.

Any clothing, accessories, symbols, jewelry, or other paraphernalia, that depict or suggest association with a gang **shall not** be brought to school, worn at school, or in any way be present at any school related event.

### **Makeup, Perfume, and Cologne**

Students and other school personnel may be **highly allergic** to the chemicals in perfumes and make-up. Therefore, candidates should check with the school (teacher or principal) before going to their professional assignments to discuss what the school policy is regarding this subject.

### **Grooming Standards**

All candidates are expected to maintain appropriate masculine and feminine hygiene. Facial hair should be neat, clean, closely trimmed and not be a distraction to the learning environment. **Tattoos and/or body art may be a distraction to the learning process; therefore, all tattoos must be covered.**

Hair should be kept neat, clean, and reasonably styled. Hairstyles are to be moderate, clean, kept and of natural color. Startling and/or extreme hairstyles (i.e., spiked, Mohawk, dyed with an unnatural color/tint, etc.) are **unacceptable**.

### **Dress Code Exceptions**

Candidates in Physical Education (PE) placements may wear athletic shorts (not stretch) one inch above the knee during instructional PE classes. Also, teachers of art, theater and/or the lab sciences may be required to wear the appropriate clothing and safety goggles unique to their content specialization.

Candidates performing duty at ball games and/or other extracurricular activities shall dress in a manner befitting to their profession or the occasion (which may require work-type clothes, as approved by the principal).

At times, candidates may be exempt from some of parts of the dress code during special activities such as field trips and other similar events. However, candidates must always adhere to standards of good taste. Specific appropriate attire may be worn on spirit days or school dress up days as announced or designated by the principal.

### ***Disclaimer:***

While this list is seemingly inclusive, with any situations that are not addressed in this policy, candidates are to use their professional judgment and adhere to the spirit of this policy. During field/clinical experiences and professional experiences, if questions arise about the dress code policy then candidates are encouraged to discuss these questions with their university supervisor or professor.

**NOTE: Any teacher education candidate in violation of any part of this policy could be excused from their field/clinical experience and/or subject to consequences described in the WVSU Department of Education Teacher Handbook including DISAPPROVAL**

***The Dress code appeal process is the same as the Challenge of an Academic Grade in the University Catalog. (See Academic Catalog for details)***

**Source:**

KANAWHA COUNTY DRESS CODE - Student Dress Policy  
Series: J36 - Issued: 11.17.2000  
Revised: 05.15.2008