University of Charleston

Department of Education Handbook

2021 - 2022

This handbook has been designed to provide information concerning department policies, procedures, and requirements for the University of Charleston's Teacher Education and Educational Studies Programs. The handbook includes requirements, standards, policies, and procedures required by the West Virginia Department of Education, the Council for the Accreditation of Educator Preparation (CAEP), the National Education Association (NEA), and Specialized Professional Associations (SPAs) pertinent to programs offered at the University of Charleston. The Handbook, also available on the University of Charleston's Department of Education webpage, was created by the Department of Education, is updated/revised annually, and is intended to provide information specific to Education programs and Education majors. The UC Student Handbook and Academic Catalog provide additional information related to academic standards, campus resources, and more.

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Introduction

Welcome to the Department of Education at the University of Charleston, where learning focuses on building student knowledge, skills, and dispositions through diverse, real-world learning experiences. UC's Department of Education prepares students to teach in the 21st Century classroom by helping them become critical thinkers, collaborators, problem-solvers, and life-long learners. Our programs are unique because faculty provide students with individualized instructional feedback, a variety of opportunities to interact with diverse classroom teachers and K-12 students, and small class sizes to maximize learning.

Some notable strengths of UC's Education programs are:

- Highly qualified and experienced education faculty
- Focus on specific certification degree areas including Elementary Education K-6, Elementary Education/Special Education K-6, and Secondary Special Education 5-Adult
- Non-certification degree in Elementary Studies and Child Development
- National accreditation from CAEP
- WV Department of Education certification included as a graduation requirement
- Great working relationships with a wide variety of K-12 teachers and principals
- Range of field experiences beginning freshman year in rural, urban and suburban schools with ethnically and economically diverse students

Acclaimed American novelist Pat Conroy wrote in *Prince of Tides,* "There's no word in the language I revere more than 'teacher.' My heart sings when a kid refers to me as his teacher, and it always has. I've honored myself and the entire family of man by becoming a teacher." The UC Education faculty are honored to be your teachers and to guide you through your university learning experiences by assisting in the development of your knowledge, skills, and dispositions. Again, welcome to UC's Education Program, and we look forward to helping you achieve your dream of becoming a professional educator.

Dr. Susan Malinoski
Program Director, UC Department of Education

Overview of Institution

The University of Charleston is an independent, private, four-year university offering Bachelor of Science, Bachelor of Arts, Master of Forensic Accounting, Master of Business Administration, Master of Science in Strategic Leadership, Master of Science in Cyber-Security, Master of Physician Assistant Studies, and Doctorate in Pharmacy and Doctorate of Executive Leadership degrees. UC holds accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Historical Context

Founded in 1888 as Barboursville Seminary with affiliation to the Methodist Episcopal Church South, the institution became Morris Harvey College in 1901, named after a prominent donor. In 1935, the college moved to Charleston, and in 1942, it became an independent college. The Board of Trustees changed the name to the University of Charleston in 1978 to reflect the institution's strong ties to the local community and recognize the diversity of programs offered.

With the goal of creating a unique learning environment, the faculty of the University of Charleston voted to become an outcomes-based institution in 1995. Since then, it has received national recognition for the improved performance of its graduates on a standardized instrument (Collegiate Learning Assessment) as well as its high scores on the National Survey for Student Engagement.

UC's unique First Year Experience (FYE) curriculum is a set of courses designed for the freshman year that replaced the traditional general studies courses with an interdisciplinary format for study. Even during the freshman year, the interdisciplinary arrangement of courses is focused on the themes and outcomes. This approach allows students to participate in an accelerated program of studies based on their ability to meet the performance outcomes and program requirements. As soon as students demonstrate their ability to address and meet the outcomes at the acceptable levels of performance, they can proceed to further coursework. This approach also supports a teacher candidate's understanding of assessment as a tool for determining individual success.

UC's new Honors College brings together a community of students from all majors with high academic ability and accomplishments. Honors College students receive scholarships, opportunities to work on special projects, enhanced classroom learning experiences, one-on-one collaboration with UC faculty, and recognition at UC commencement ceremonies. Honors College students applying to accredited programs, like Education, are eligible for direct admission to professional programs.

International students help add a global perspective to the UC experience. Currently representing more than 40 different countries, international students help create a campus that is diverse and exciting. UC also offers many study abroad opportunities.

Overview of the Department of Education

University of Charleston Department of Education

- Accreditation by the West Virginia Department of Education
- National accreditation by the Council for the Accreditation of Educator Preparation (CAEP)
- Field experiences in diverse settings beginning in the freshman year
- Unique opportunities for observation and field experiences in nearby schools
- Significant field experience placements within certification area to prepare students for their student teaching experience

Programs Offered

Four fields of study are offered, three of which lead to initial certification:

- Elementary Education (K-6)
- Elementary Education (K-6) and Special Education (K-6)
- Secondary Special Education (5-Adult)
- Elementary Studies and Child Development (non-certification)

*See degree plans and other documents at the Education Resource page

MISSION:

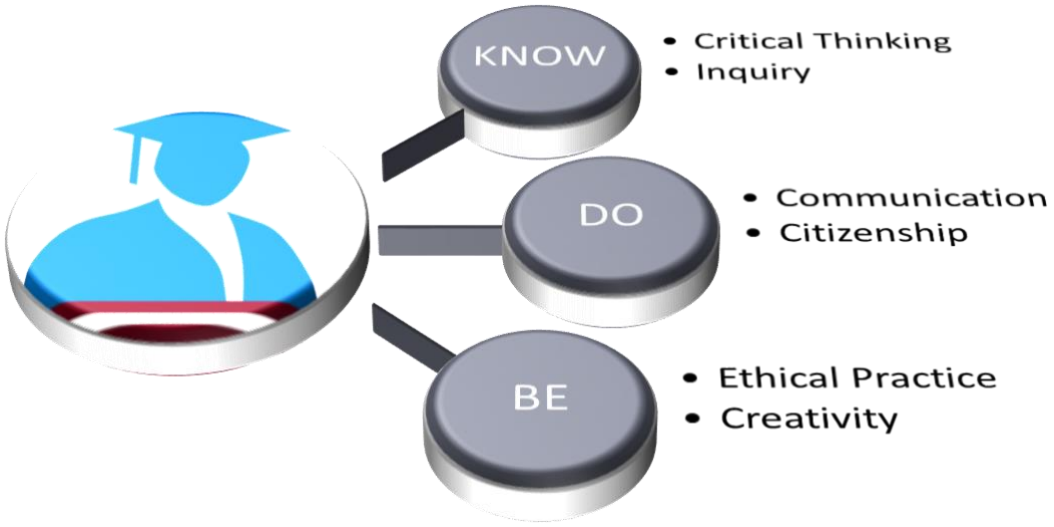
The mission of the University of Charleston's Department of Education is to prepare candidates who will be ***committed educators, lifelong learners, and community servants***. More specifically, the education faculty provides candidates with the opportunity to develop the knowledge (KNOW), skills (DO), and dispositions (BE) to become an effective educator.

This mission statement is reflected in almost every facet of the Department of Education. In terms of the student teaching and/or internship, we expect our candidates to be educators who are committed to their learners, their colleagues, their work, and the school or organization in which they are teaching and/or working. We, likewise, expect our candidates to demonstrate a need to learn continually about the profession, their subject matter, their own practice and their learners. This requires candidates to be both intellectual and reflective practitioners. Finally, we encourage our candidates to perform service, not only to their students/learners and schools/community sites, but also to the community at large. The student teaching or internship experience has been designed to enable candidates to extend, refine, and apply knowledge in a real world setting to bring to life the mission of our department.

Philosophy

The Department of Education's main philosophical elements, 'Know', 'Do', and 'Be', are essential parts of the conceptual framework and align with the University's six outcomes. Education graduates develop knowledge (Know) using **Critical Thinking** and **Inquiry**, skills (Do) through **Communication** and **Citizenship**, and dispositions (Be) of **Ethical Practice** and **Creativity**.

The following image illustrates Department of Education's Know, Do, Be philosophy.



Knowledge (KNOW)
Upon graduation, UC's candidates have the content knowledge needed to facilitate the learning of their future students and clients. The content is specifically aligned with state and national standards. Their knowledge reflects and demonstrates their professional experiences at UC and their ability to meet state and national requirements.

Pedagogy (DO)
Upon graduation, UC's candidates have the pedagogy necessary to design research-based instruction that promotes "best practices" and in-depth learning. Candidates can self-assess and reflect on their instructional practice and make changes based on these assessments and reflections. Their pedagogy reflects and demonstrates their ability to design and implement instruction in the P-12 or community setting.

Dispositions (BE)
Upon graduation, UC's candidates display the dispositions of effective educators through their interactions with staff, teachers, faculty, educational specialists, community stakeholders, students, and other learners. Their dispositions are assessed by cooperating teachers, cooperating mentors, educational specialists, program directors, faculty, and candidate self-analysis.

As students' progress through benchmarks, which reflect the milestones of pre-admission to the Teacher Education Program and Educational Studies Program (pre-candidacy), admission to the program (candidacy), and student teaching or internship (program completion), they are required to demonstrate an understanding of "Know, Do, Be" at increasingly sophisticated degrees.

Program faculty base their instructional practices on constructivist and multiple intelligence theories supported by a belief in universal design for learning and differentiated instruction. The work of Gardner

(1983), Marzano (2001) and others guides practices in designing effective instruction with both formative and summative assessments.

To fulfill the mission of the Department of Education, the following outcomes have been adopted:

Department of Education Outcomes

All Education graduates:

- Apply, demonstrate and communicate discipline-specific content knowledge, skills, and practices
- Apply and creatively demonstrate developmentally appropriate pedagogical knowledge, skills, and practices to prepare P-12 learners for college and career readiness and to promote parental and community involvement
- Exhibit appropriate professional dispositions and ethical practices required of educators
- Demonstrate, analyze, and apply research skills to think critically about their effectiveness and impact on planning, instruction, and assessment for P-12 learners during field work and clinical practice

Teacher education graduates:

- Pass all necessary Praxis exams and complete are required steps to apply for certification(s) from the WVDE

West Virginia Professional Teaching Standards

UC Education programs are aligned with the WVPTS:

Standard 1 - Curriculum and Planning:

- Core Content
- Pedagogy
- Setting Goals and Objectives for Learning
- Designing Instruction
- Student Assessments

Standard 2 - The Learner and the Learning Environment

- Understanding Intellectual/Cognitive, Social, and Emotional Development
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Implementing Classroom Procedures
- Managing Student Behaviors
- Organizing Physical Space

Standard 3 – Teaching

- Importance of Content
- Communicating with Students
- Questioning and Discussion Techniques
- Student Engagement

- Use of Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Standard 4 – Professional Responsibilities for Self-Renewal

- Professional Learning
- Professional Collaborative Teams
- Reflection on Practice
- Professional Contribution

Standard 5 – Professional Responsibilities for School and Community

- School Mission
- School-wide Activities
- Learning-centered Culture
- Student Support Systems
- Student Management Systems
- School, Family, and Community Connections
- Strategic Planning/Continuous Improvement
- Teacher Leadership
- Ethical Standards

In addition to the Department of Education Outcomes, all coursework is aligned with and integrates with national content area standards, West Virginia Department of Education's Global 21 Learning (see below), International Society for Technology in Education (ISTE) (see below), Principles of Learning and Teaching, and Praxis Content areas (http://www.ets.org).

West Virginia Department of Education: Global 21 Learning - 21st Century Skills

- **Information and Communication Skills:** Information processing skills include information and media literacy, visual literacy as well as communications and technology literacy, and oral, written and multimedia communication. These include using research tools, such as word processing, e-mail, presentation software and the Internet, to access, manage, integrate, create and communicate with others.
- **Thinking and Problem-Solving Skills:** These skills use problem-solving tools, such as spreadsheets, decision support and design tools, to develop critical thinking, systems thinking, problem solving, creativity and innovation.
- **Personal and Workplace Productivity Skills:** These skills include interpersonal and collaboration skills, the ability to self-direct, adaptability, ethical behavior, social/personal accountability, leadership, as well as project planning and development.

International Society for Technology in Education (ISTE)

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessments
- Model Digital-Age Work and Learning Promote and Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council for the Accreditation of Educator Preparation (CAEP) Standards

Standard 1: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-ready standards.
Standard 2: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.
Standard 3: The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.
Standard 4: The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.
Standard 5: The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

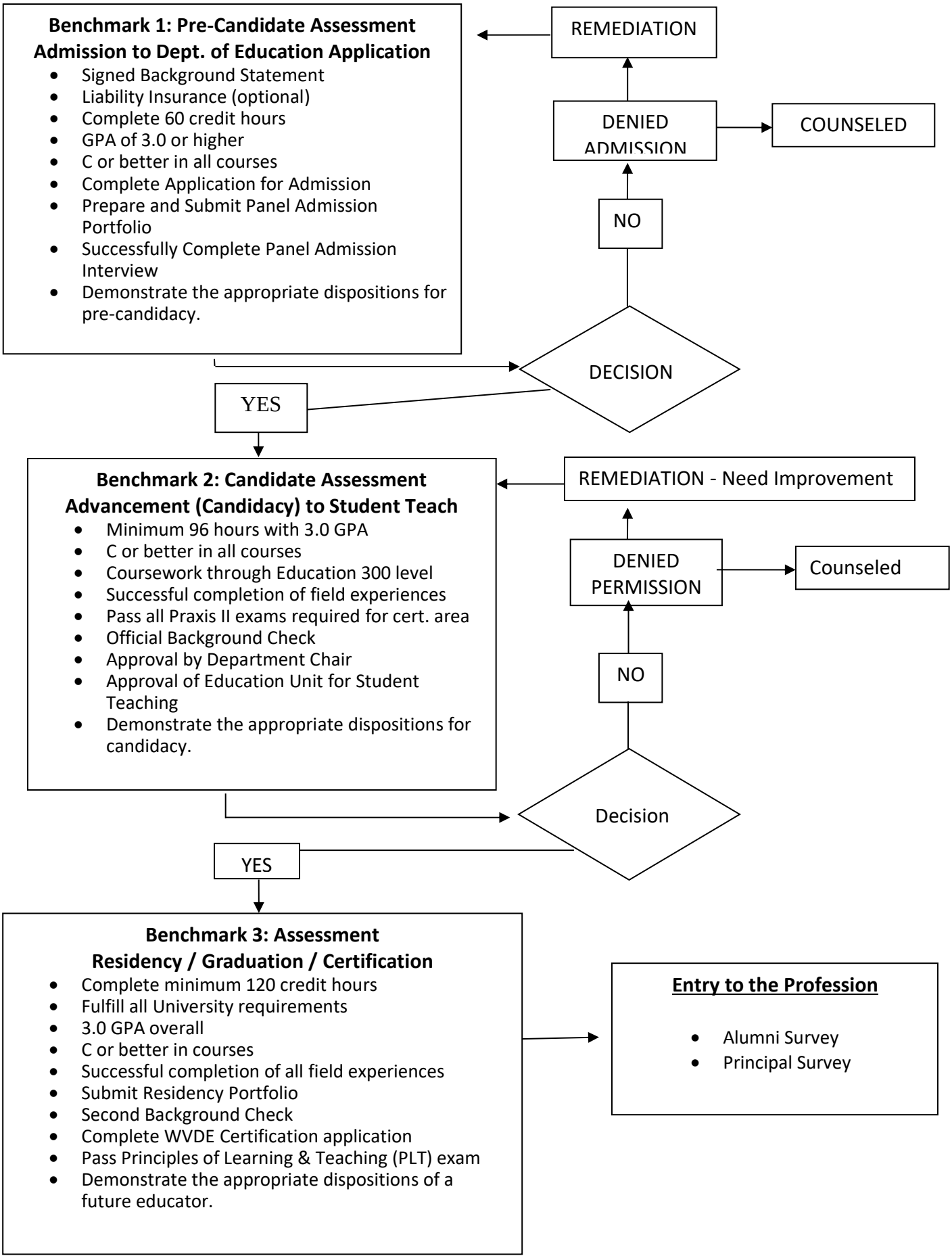
Formal Admission Requirements

Students who have gained general admission to the University of Charleston and wish to be admitted to the Teacher Education Program (certification area degrees) or the Educational Studies Program (non-certification area degrees) take courses during the first two years at the institution that meet university requirements and satisfy Education core requirements. To be officially admitted to the Department of Education, the student must:

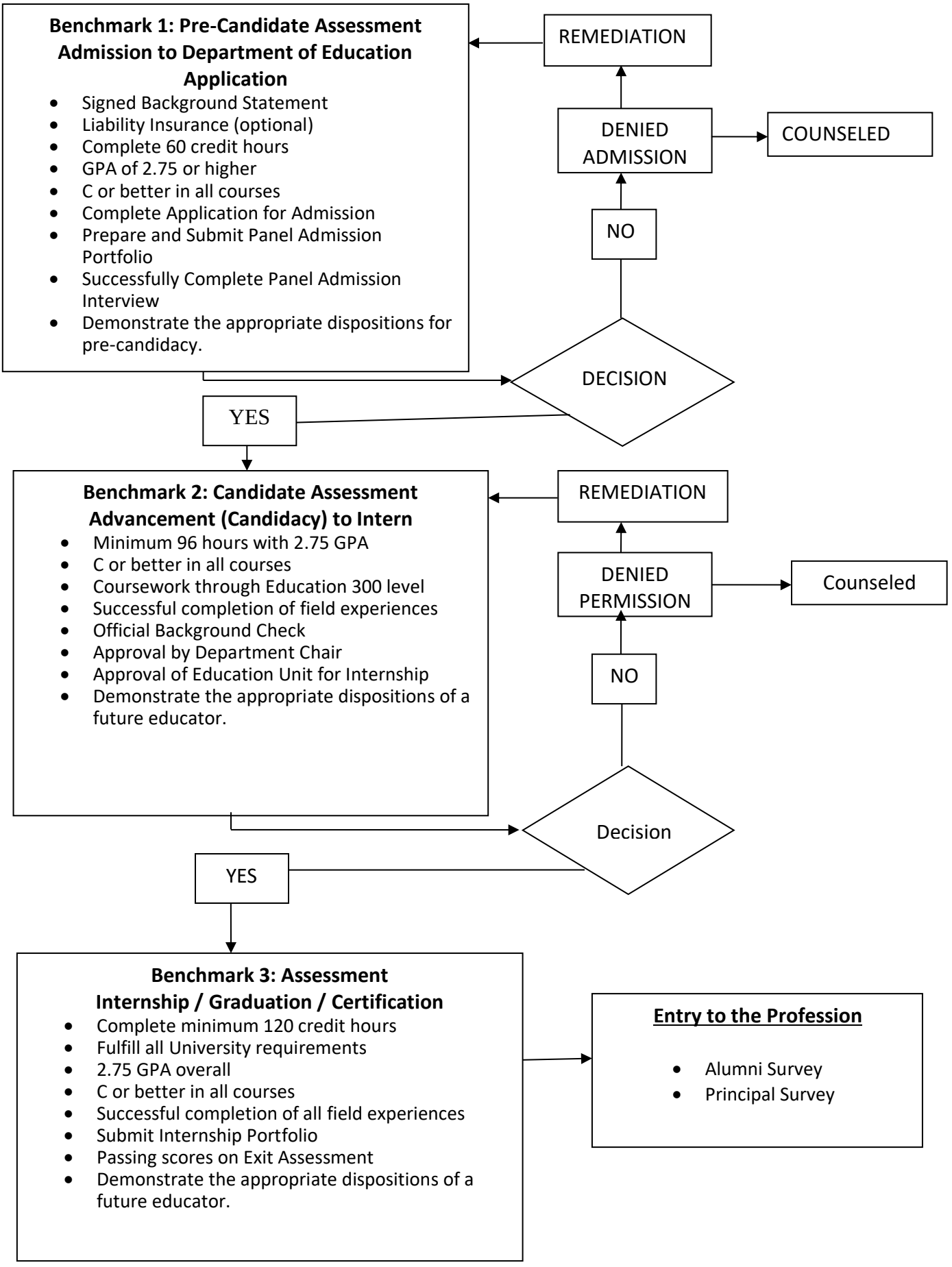
- Have completed 60 hours of coursework by the end of the semester in which they apply
- Have a **GPA of at least 3.00** in professional education courses, content area, and overall (for students in Teacher Education programs)
- Have a **GPA of at least 2.75** in professional education courses, content area, and overall (for students in the Elementary Studies program)
- Have passing scores on file for Praxis Core Academic Skills for Educators tests (or an ACT score of 26 or above or SAT score of 1170 or above). *Not required for non-certification degrees (Educational Studies)*.
- Complete and sign a Background Check statement
- Complete all freshman-level portfolios (COMM 101, 102, 103, UNIV 101, UNIV 102 or UNIV 203 if a transfer student) with passing grades
- Complete Application for Admission to the Department of Education
- Participate in the Admission Process (Panels), which includes an interview conducted by Arts and Sciences faculty, public school educators, and community professionals.
- **Submit electronic portfolio** prior to panel interview including:
    - Letter of introduction
    - Current resume
    - Sample lesson plan and reflection
    - Philosophy of education
    - One field experience evaluation
    - Professional learning experience reflection
    - Technology work sample and reflection
    - Work sample from an Arts & Sciences course and reflection
    - Work sample connected to ACEI standards (Elementary Education/Special Education) or CEC standards (Secondary Special Education)

Upon completion of the Admission to the Department of Education Process, students are fully admitted, provisionally admitted, or denied admission to the Teacher Education Program or Educational Studies Program. The student has two semesters (including Summer) to clear all deficiencies.

UC Teacher Education Program Progression Requirements and Assessments



UC Educational Studies Program Progression Requirements and Assessments



Code of Ethics

The NEA Code of Ethics below regularly guides UC Department of Education faculty and advisory council in making program decisions and serves as a model for students' behavior and decision-making practices throughout their time here and beyond.

National Education Association Code of Ethics of the Education Profession

Adopted by the 1975 Representative Assembly of the National Education Association

As a future educator, it is imperative that all teacher candidates project and embrace the following Code of Ethics for Education.

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.
The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.
The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.
The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student's access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--

   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

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Performance Assessment System

Determining What Candidates and Graduates Will KNOW, DO, and BE

Stage	How does the Unit assess what candidates KNOW, DO, and BE (Dispositions)?
Benchmark I (At Admission) **Pre-Candidate Assessment** **UC Admission to Department of Education Application** *Normally at the 60 hour point*	▪ Candidate submits initial signed background statement (DO) ▪ Candidate submits passing scores on Praxis CORE (Reading, Writing and Math) (KNOW) ▪ Candidate has completed at least 60 credit hours with a GPA of 3.00 or higher (content, professional education core, and overall) (DO) ▪ Candidates **not** seeking certification must have a GPA of 2.75 or higher (content, professional education cored, and overall) (DO) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate applies for admission, which includes university transcripts and faculty recommendations (DO) ▪ Candidate prepares and submits a Panel Admission Portfolio (DO, KNOW) ▪ Candidate successfully completes a Panel Admission Interview (DO, KNOW) ▪ Candidate has demonstrated the appropriate dispositions for pre-candidacy (BE)
Benchmark II (At MID-POINT) **Candidate Assessment** **Advancement (Candidacy) to Residency** *Normally at the 90-100 hour point*	▪ Candidate has completed a minimum of 96 credit hours with a GPA of 3.00 or higher (DO) ▪ Candidates **not** seeking certification must have a GPA of 2.75 or higher (content, professional education cored, and overall) (DO) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate has completed course work through Education 300 level (KNOW) ▪ Candidate has successfully completed all field experiences (DO, KNOW) ▪ Candidate has passed all Praxis II exams required for cert. area (KNOW) ▪ Candidate completes and submits an official background check (DO) ▪ Successful candidates must be **approved** by the Department Chair and the Education Unit for Residency (BE) ▪ Candidate has demonstrated the appropriate dispositions for candidacy (BE)
Benchmark III (At **EXIT** from program) **Student Teaching / Graduation / Certification**	▪ Candidate has completed a minimum of 100 credit hours (DO) ▪ Candidate has fulfilled all University requirements (DO) ▪ Candidate has achieved a GPA of 3.00 or higher in all course work (KNOW) ▪ Candidates **not** seeking certification must have a GPA of 2.75 or higher (content, professional education cored, and overall) (DO) ▪ Candidate has earned grades of C or better in all course work (KNOW) ▪ Candidate has successfully completed all field experiences, including residency (DO, KNOW) ▪ Candidate submits Residency Portfolio (DO, KNOW) ▪ Candidate has successfully passed Background Check (DO) ▪ Candidate has passed all required Praxis II exams (KNOW) ▪ Candidate has passed the Praxis PLT (Principles of Learning and Teaching) exam (KNOW) ▪ Candidate has demonstrated the appropriate dispositions of a future educator (BE)
POST-GRADUATION *1 to 2 years into teaching*	▪ Graduates complete NExT Exit Survey assessing quality of the Department of Education (DO) ▪ Graduates complete NExT Transition to Teaching Survey after first year of teaching (DO) ▪ Next Employer Surveys are sent to employers to evaluate graduates' preparedness for full-time employment as educators (KNOW)

Background Check

The West Virginia Department of Education requires that education majors sign a statement of understanding acknowledging that they will be required to be fingerprinted and submit a criminal background check before residency. This statement must be signed every semester during advising. Residency (required for completion of teacher certification) may be denied based on the results of this background check/fingerprinting process. When education majors apply for teacher certification, they are again required to be fingerprinted and submit a criminal background check as a condition for certification and/or employment. Employment and/or certification may be denied based on the results of this background check.

Professional Affiliations

Teacher candidates are encouraged to seek out opportunities to participate in the larger professional educational community. Membership in the Student Education Association (SEA), an affiliate of the National Education Association (NEA) and West Virginia Education Association (WVEA) or in the American Federation of Teachers (AFT) or Professional Educators Association is recommended. In addition, candidates should consider membership in content specific organizations such as the International Reading Association (IRA), Association for Childhood Education International (ACEI), National Council of Social Studies (NCSS), National Science Teachers Association (NSTA), National Council of Teachers of English (NCTE), American Association of Health Education (AAHE), National Association for Sport and Physical Education (NASPE), Council of Exceptional Children (CEC) or the Association for Supervision and Curriculum Development (ASCD).

Benchmark I: Pre-Candidacy

1. Acceptance and enrollment at UC does not automatically make one a candidate in the Teacher Education Program or the Educational Studies Program.
2. All prospective education students will submit information to the Department of Education and undergo a background check before residency (formerly student teaching).
3. All Teacher Education (certification area) majors must successfully complete the Mathematics, Reading, and Writing sub-tests of the Praxis Core: Core Academic Skills for Educators (CORE). Students with ACT scores of 26+ or SAT scores of 1170+ and students who have earned a Master's degree are exempt. Educational Studies (non-certification area) majors are not required to pass Praxis Core.
4. To be admitted to the Department of Education, Teacher Education majors must have completed 60 credit hours by the end of the semester in which they apply for admission, and have a grade point average of 3.0 (or greater) with no grade lower than C. The GPA will be computed as follows:
    a. **Overall 3.0** - All course work at admission to the Teacher Education program including COMM 101, 102, and 103, UNIV 101 and 102 (or 203), UNIV 112;
    b. **Professional Education Core** – 3.0 for all professional education courses – C or better;
    c. **Content Specialization(s)** – 3.0 for all required course work completed in the candidate's chosen teaching specialization(s) – C or better
    d. Students must demonstrate proficiency in computer information skills by earning a grade of C or better in EDUC 250.
    e. Currently, there are no restrictions upon the number of Praxis Core (or Praxis II) test retakes a candidate may have. It is recommended that students who may have difficulty passing

particular sub-tests seek tutoring from the Academic Success Center or make use of study materials available from the UC Library or from the Department of Education office. Beginning Spring 2020, a 1-credit Praxis Math Lab (prep for Core Math) will become mandatory for students who are not exempt. The Department of Education's Praxis Remediation Plan (see appendices and/or Department webpage) will also be implemented as necessary.

5. To be admitted to the Department of Education, Educational Studies majors must have completed 60 credit hours by the end of the semester in which they apply for admission, and have a grade point average of 2.75 (or greater) with no grade lower than C. The GPA will be computed as follows:
    a. **Overall 2.75** - All course work at admission to the Teacher Education program including COMM 101, 102, and 103, UNIV 101 and 102 (or 203), UNIV 112;
    b. **Professional Education (Education Core)** – 3.0 for all professional education courses – C or better;
    c. **Content Specialization(s)** - 2.75 for all required course work completed in the candidate's chosen teaching specialization(s) – C or better

Panels Process

Once the above criteria are met, the student must complete ***Application for Admission to the Education Program and Panel Interview*** while taking EDUC 299 Theories of Learning and Teaching (offered each spring), and participate in the Admission Process, which includes an interview conducted by Education faculty, public school educators, and community professionals. The student will submit an electronic ***portfolio*** prior to panel interview including:

- letter of introduction
- current resume
- sample lesson plan or skills plan and reflection
- philosophy of education
- one field experience evaluation
- professional learning/development experience reflection
- technology work sample and reflection
- sample of work in an Arts & Sciences course and reflection
- work sample connected to ACEI standards (Elementary Education/Special Education) or CEC standards (Secondary Special Education)

Upon completion of the Admission Process, students are admitted fully, admitted provisionally, or denied admission to the program. If a Teacher Education major has an overall 3.00 GPA, has successfully passed all 3 (Mathematics, Reading, and/or Writing) required sub-tests of the Praxis Core, he or she is eligible for full admittance to the program. If a Teacher Education major has an overall 2.75 GPA and has successfully passed all 3 (Mathematics, Reading, and/or Writing) required sub-tests of the Praxis Core, he or she is eligible for provisional admittance to the program.

If a student is provisionally admitted to the program, the student must meet the full admission requirements **within two semesters (including summer semester)**. A student who is provisionally admitted to the program may be allowed to take EDUC 320 while he or she is preparing to meet the requirements for full admission. If the student does not meet the requirements for full admission within two semesters, the student must go through the Panel process again before full admission is granted. The student will not be allowed to continue

forward in the program until all requirements are met. Students who are provisionally admitted and fulfill the missing requirements within two semesters will not need to go through the Panel Interview process again.

Liability Insurance

Once candidates are enrolled in methods courses and residency/internship (EDUC 422, EDUC 497, EDUC 498) there may be a need for liability insurance. Limited coverage is provided under the University of Charleston policy, however all students are encouraged to have additional benefits. Personal insurance plans may provide coverage, and students are also encouraged to check with teacher organizations such as the NEA, WVEA, or AFT for coverage.

Appeals Process

a. In addition to the existing appeals process stated in the University Academic Catalog for review of grading system, policy on grade appeal, D and F Repeat Rule, academic probation and dismissal policy, all students have the following Due Process/Student Rights.

b. Students who have specific personal or academic complaints or grievances (excluding grade complaint or appeal) related to any aspect of the Teacher Education or Educational Studies Program should specify the complaint, in writing, to the Department Chair, or to the Dean of the Division of Arts & Sciences. The UC online student complaint system is described more fully in the UC Student Handbook.

c. Students who are denied admission to the program may appeal the decision in writing to the Dean (Division of Arts & Sciences) and request, via the Department Chair, a hearing. Written results are provided within two weeks after the hearing.

d. The Arts & Sciences Division, as the Unit, hears appeals from students regarding denial of admission to the program or clinical practice, removal from clinical practice, or other issues as necessary. Such appeals are made through the Chair of the Department of Education who appoints a substitute chair for the appeal hearing.

Field Experience

Students are reminded that they represent the University when they are out in the schools and should behave and dress professionally. Specific requirements of the field studies are:

a. Students must clock a minimum of 140 hours of field-based experience distributed within EDUC 100, 203, 204, 299, and 320 and other specialized methods courses prior to student teaching / internship.
b. If a student becomes ill or is unable to report to the school site at a previously arranged time, he/she must notify the cooperating teacher.
c. All field experience hours and requirements must be completed to receive a passing grade in education courses which require fieldwork.

d. Neither the university nor the Education Department can provide transportation to/from field placements; only a small number of placements are within walking distance and students will at some point need to have or find their own transportation, particularly for student teaching or internship.
e. Students who do not complete the field experience requirements for any course will receive a grade of D or F, which warrants repeating the course.
f. Students taking multiple courses that require field experience hours cannot use the same hours for two or more courses.
g. Students should not participate in field settings where possible conflicts of interest exist (i.e., where relatives or friends work).
h. Field placements can be terminated by school site personnel, course instructor, or the Department of Education Chair when it is deemed to be in the best interest of the student, school, or learners.
i. When students report to the school, they must present their UC identification card and officially sign in and out at the office for each observation. In many cases, they will be asked to wear a visitor's name tag.
j. Students must arrange a scheduled observation and be punctual in meeting the arranged time.
k. Students are to treat all information learned about individuals or schools in the instructional setting as confidential**.**
l. Students must exhibit appropriate dress and display professional behavior. All interactions with students in the placements must remain professional.
m. Field experience documents, including time logs, assessment instruments, video permission forms, and other necessary forms can be found at the Education Resource Page

Conduct

While completing the field observation, Candidates must conduct themselves in a professional manner. Upon entering the observation, Candidates agree to follow the rules of the school system as well as policies of the University of Charleston and the UC Department of Education. Candidates should view this experience as an opportunity to learn from their cooperating teacher(s) and to develop and demonstrate their teaching skills. Actions and words during the placement should be carefully considered, as they will affect both the Cooperating Teacher Evaluation and the written/verbal recommendations given for the Candidate by the Cooperating Teacher, University Supervisor, and school administrators.

Candidates demonstrating inappropriate behaviors and/or dispositions will be subject to removal from their placements and, if necessary, dismissal from the Teacher Education Program at the University of Charleston.

Field Placements

Placements are made in conjunction with the school districts and identified partner schools. Candidates are not allowed to request specific schools, teachers, or grade levels. Candidates will be placed with a licensed and experienced cooperating teacher in the appropriate licensure area and grade ranges.

Attendance

Candidates are required to be at their assigned school on the assigned days of the week to be arranged with the Cooperating Teacher. It is vital that the Candidate contact his/her cooperating teacher and University Supervisor immediately if an event occurs that will prevent him/her from being on time or require him/her to be absent. Candidates who have absences that are not warranted and/or fail to contact their cooperating teacher and University Supervisor may be removed from their placement.

Lesson Plans

Candidates will follow the University of Charleston, Department of Education adopted lesson plan format. Lesson plans must be submitted at least two (2) teaching days prior to the day the lesson will be taught in order to provide time for feedback and approval from the cooperating teacher. Failure to turn in lesson plans to the cooperating teacher at least two days before teaching the lessons in question may jeopardize the Candidate's continuance in his/her placement.

Dispositions/Professional Behaviors

As noted above, Candidates are expected to follow all rules and policies of the school/school system as well as the University of Charleston and the Department of Education, including those pertaining to dress code and grooming, written and oral language, confidentiality and communicating and interacting with students, mentors, and peers. Candidates should assume the role of an adult professional in-training and behave accordingly. If a Candidate is unsure of appropriate professional behavior or encounters a problematic situation, he/she should consult the cooperating teacher, University Supervisor, Department Chair, or other school personnel as soon as possible for guidance and assistance.

Guidelines for Students during Field Experience

All field experiences and/or service learning must be completed to receive a passing grade in education courses which require fieldwork. Students will receive a "D" or an "F" for any course where these requirements are not met. Students taking multiple courses that require field experience hours cannot use the same required hours for two or more courses.

- Begin your field experience as soon as you receive your placement.
- Introduce yourself to your cooperating teacher and the school principal.
- Exchange contact information (email, telephone number) with your cooperating teacher.
- Work out a schedule with your cooperating teacher for you to observe/teach lessons.
- Stick to your schedule. If you must miss a scheduled day because you are ill, have an emergency, or are participating in an athletic event, notify your cooperating teacher immediately. Athletes should provide their cooperating teacher with a copy of their athletic schedule.
- Dress professionally when you go to your placement. No flip flops. No high heels. No jeans or sweatpants. No shirts with inappropriate logos/sayings, no gum, etc. You should look like a well-dressed teacher, not a student.
- Follow all rules and regulations of the school in which you are placed.

- Explain the requirements of your placement to your cooperating teacher – number of hours required, number and type of lessons to be taught, permission forms, etc.
- Keep your observation log up to date and have your cooperating teacher sign it each time.
- Provide your cooperating teacher with all forms required and collect them when appropriate.
- If you teach lessons, explain to your cooperating teach in advance that she/he must complete an assessment for each lesson you teach.
- Work with your cooperating teacher in planning your lesson. Ask for feedback after you teach the lesson.
- Schedule lessons and notify your instructor and/or university faculty member who will observe you, if you are not videotaping your lesson. You must submit your lesson plan to the person who will observe you at least 24 hours in advance of teaching your lesson.
- All field experience hours and requirements must be completed to receive a passing grade in the associated course; students will receive a D or an F for any course where requirements are not met.
- Student enrolled in multiple courses requiring field experience hours must complete the total number of hours required (field experience hours cannot be counted twice)

Benchmark II: Candidacy and Advancement

Once a candidate has been fully admitted to candidacy, he/she must:

a. Earn grades of C or better in all required courses
c. Successfully complete field experiences, student teaching, and/or internship with a grade of C or better at each program level where certification is being sought
d. Maintain a minimum 3.0 GPA (students in Educational Studies must maintain a minimum 2.75 GPA)
e. Achieve passing scores on the Praxis Core in Mathematics, Reading and Writing to be fully accepted into Education; to residency, students must have completed Praxis Core and all Praxis II exams required for their certification area. In addition, Praxis PLT must be passed to graduate and apply for certification
f. Have acceptable Dispositions assessment by Cooperating Teachers and program faculty while enrolled in 300 level methods courses

Note - Termination in the Teacher Education Program is recommended when it is reasonably clear that a candidate cannot meet the academic requirements, has consistently performed unsatisfactorily in field experiences and/or clinical practice, has failed to meet the disposition outcomes, and/or has been unable to pass the Praxis tests after multiple attempts; during a conference with the teacher candidate, the Department of Education Chair will review the current problem areas and suggest alternative courses of action.

Significant Field Experiences

Significant public school clinical experience during the junior year in EDUC 320 Integrated Methods and EDUC 378 Elementary Methods are structured to allow teacher candidates an opportunity to refine skills and develop competencies in lesson planning, instructional delivery, classroom management, and professionalism. During the experiences, students are evaluated by cooperating teachers and university supervisors.

Performance during these experiences becomes one of the factors determining approval to student teach or intern.

Benchmark III: Residency and Internship

1. To be eligible to apply for residency or internship, the teacher candidate or intern must meet the following requirements:
    a. Receive full admittance to the Department of Education
    b. Submit application approved by the Department of Education Chair at least 3 months prior to residency or internship experience
    c. Complete a minimum of 100 semester hours of appropriate credit with an overall 3.0 GPA
    d. Complete all required courses with no less than a 3.0 GPA and replace all D's, F's or I's with a grade of C or better before student teaching or internship
    e. **Certification Only Majors:** must have taken and passed the *Praxis™* Core Academic Skills for Educators (Core) in Mathematics, Reading and Writing and all Praxis II content exams required in the certification area by November if the candidate plans to begin residency in the spring or by June if the candidate plans to begin residency in the fall. Candidates must also pass the Principles of Learning and Teaching (PLT) exam to graduate and apply for certification.
    Non-certification Majors: Must pass the Comprehensive Exit Examination (Oral and Written) to pass Internship.

Note: Candidates <u>cannot</u> be concurrently enrolled in residency/internship and have recorded deficiencies in <u>any</u> academic course work or be seeking to retake Praxis Core measures that were previously failed.

Graduation and Certification

Teacher candidates must follow all university requirements for application for graduation.

2. Candidates are recommended for graduation from the University with a degree in teacher education when they have met the following requirements:
    a. Successfully complete program coursework with a minimum of 120 semester hours
    b. Pass all required PRAXIS II exams (required prior to residency) along with the Principles of Learning and Teaching Test
    c. File a formal application for graduation, on time, with the registrar
    d. Earn a minimum grade of C in all required courses in content specialization(s), professional education, and University mandated courses
    e. Earn a minimum overall GPA of 3.0 with removal of all Ds and Fs in required coursework
    f. Fulfill all other University requirements and all University financial responsibilities.

General Information

Course Rotations

All Education classes are offered on a rotational semester basis for all education program areas. However, students should be aware that rotation schedules may change for a variety of reasons (e.g. course no longer offered, low enrollment, rotational change). Candidates are required to meet with their advisor once per semester (minimum), but they should also accept responsibility for monitoring their own degree plans. If a student fails or drops a course or fails to take a recommended course in the rotation, it will be difficult to complete program requirements in a timely manner. Transfer students should also be aware that courses may not always be available on their timeline. Degree plans and other important documents are available on the Education Resource Page.

Attendance Policy

Education students are expected to attend all class meetings. Teaching strategies and activities are integrated into all courses, and absences make it difficult for students to fully grasp course content. In addition, students are expected to actively participate. Attendance, being on time, engagement, and preparation are all among the UC Department of Education's desired dispositions for future teachers.

Each student is allowed no more than one unexcused absence per course. Every subsequent unexcused absence will result in a reduction of a letter grade. For excused absences, doctor's notes, medical excuses, or other documentation should be provided to the instructor immediately after the absence.

Absences due to participation in UC sports or other sanctioned events will be excused; student athletes should provide instructors with sports schedules at the beginning of the semester.

Students should always plan to arrive on time to class meetings. Excessive tardiness (3 or more occurrences in a semester) may also result in a reduction of a letter grade. If class times conflict with practice or game schedules, students need to notify the instructor and/or coach and attempt to work out an acceptable solution.

For all absences, excused or unexcused, students are responsible for any missed assignments, in-class notes, quizzes, tests, or other activities.

Education courses that include field experiences may provide "field experience weeks" periodically through the semester, excusing students from one or more class meetings so they may visit their school placement and complete field experience requirements. Instructors expect all students to utilize these times to visit their placement and may request documentation that students have done so. Failure to visit the placement during these times may result in loss of points in the class.

Job Actions

In rare instances, field placements may be affected by a job action, a strike, or a work stoppage. If this occurs, it is the policy of the Department of Education that students be non-participants. Students should remain away from their placement on a standby basis until the job action or work stoppage is resolved. Field experience hours may be adjusted as needed.

Release of Student Records

The Family Educational Rights and Privacy Act (FERPA) laws require all students to be presented with the option to sign off on the FERPA form, possibly completed during orientation. The law ensures the confidentiality of student records, permits the student access to his or her records and prohibits the release of records except by permission of the student or by a court order, while permitting the continued release of "directory information" without specific permission of the student. Information determined to be part of a student's educational record may be released according to the guidelines in this policy. More specific information regarding FERPA can be found in the UC Student Handbook.

Statement of Professional Behavior

Appropriate professional behavior is expected of all students, particularly when representing the department during field placements. Professionalism within the Department of Education must be of the highest standards. This includes dress, demeanor, communication skills (both oral and written), and the ability to interact appropriately with others in public school placements, live class meetings, and in online classes. Confidentiality of student records is also of the utmost concern. Unprofessional behaviors will be addressed by the Education faculty and may result in a decreased letter grade in the course in which the behavior is displayed; dispositions assessments may also be negatively impacted by unprofessional behavior.

Social Media Considerations

Privacy and free speech rights clearly permit you to post and maintain information on the Internet, including postings on *Facebook* and other social media sites. However, you should consider how the information you post may be interpreted and used by administrators, colleagues, parents, and students. When you decide to post personal or private information on social media, you run the risk that the information will be widely viewed and that such exposure may not be to your benefit. Any school or district that learns of publicly available postings that put into question the character of those who work directly with students may refuse a placement or refuse to continue a placement in that school or district. Similarly, when applying for jobs in a district you should expect administrators and/or hiring committees to seek out your social media posts and recognize that publicly posted information may have a bearing on hiring decisions.

Please consider:

- Administrators, parents, and mentors browse postings on *Facebook, Twitter, Instagram* and other sites, forming impressions and judging the moral character of pre-service and practicing teachers.
- You cannot completely control how others judge you, fairly or unfairly, but you can control the information from which others make judgments.
- Students look to their teachers to model appropriate behaviors and choices, but students may not be able to distinguish between *adult* choices and appropriate behaviors for children. Further, behaviors and choices that seem appropriate in private contexts may be inappropriate in public and professional situations.

Professional Guidelines:

- Maintain separate sites for professional and personal use.
- Do not share your username or personal sites/pages with students.
- If you have a personal web-space, such as *Facebook* or *Twitter*, arrange for it to be password protected or accessibly only by friends or chosen members.
- Do not permit anyone to post on your site without your approval.
- If you know that a student has accessed your personal site, make it clear to the student that this is an inappropriate way to communicate with you.
- Consider using *Remind* or other texting apps to facilitate communication with students and parents in a professional way.

State and Federal Financial Assistance

Underwood-Smith Teacher Scholarship

The Underwood-Smith Teacher Scholarship Program is a state-funded program designed to enable and encourage outstanding students who demonstrate an interest in teaching to pursue teaching careers at the pre-school, elementary, middle or secondary school level. Scholarships, not to exceed $5,000 per academic year, are awarded on the basis of academic qualifications, program of study and interest in teaching. The intention is to enable the recipient to obtain a teaching certificate and to commit that individual to the pursuit of a teaching career in West Virginia. See the Education Program Coordinator or the Education Program's Administrative Assistant for further information.

To qualify for the program, a student must meet the following basic selection criteria:

1. Be a legal West Virginia resident
2. Be a junior, senior or graduate school education major
3. <u>UNDERGRADUATE LEVEL</u>
    a) Have a cumulative GPA of 3.25 or above after successfully completing two years of course work at an approved institution of higher education

    <u>GRADUATE LEVEL</u>

    a) Have or will be graduating in the top ten percent of his/her college/university undergraduate program

b) Have a cumulative GPA of 3.25 or above from the undergraduate institution, or 3.5 or above in graduate school

4. Be enrolled or accepted for enrollment at a WV institution of higher education as a full-time student in a course of study leading to certification as a teacher at the pre-school, elementary or secondary level.
5. Be willing to teach in WV's public pre-school, elementary, middle or secondary level schools for two years for each year of assistance received.
6. Be willing to repay the scholarship on a pro rata basis according to the fraction of the teaching obligation not completed, as well as accrued interest and any required collection fees if he/she fails to fulfill the teaching obligation. (The interest charge is adjusted annually from the time interest begins to accrue to the time the repayment period begins, and is set at a rate prescribed by the WV Higher Education Policy Commission.)

Teach Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to $4,000 per year to students who agree to teach for four years at an elementary school, secondary school, or educational service agency that serves students from low-income families. Other requirements can be found at https://studentaid.ed.gov/sa/sites/default/files/teach-grant.pdf or through the UC Financial Aid Office.

Troops to Teachers

The Troops to Teachers program is a benefit provided by the Defense Activity for Non-traditional Education Support to qualifying military personnel. The program assists veterans from across the country in their efforts to participate in another rewarding area of public service by sharing their knowledge and experiences with America's youth as professional educators. Qualifying members may be eligible to receive career counseling, job placement assistance and financial assistance. To find out more about how you can make a difference in the classroom as a professional educator, contact the Troops to Teachers National Office at 1-850-452-1950 or visit www.proudtoserveagain.com. The UC Financial Aid Office can also provide information to qualified applicants.