

SCHOOL OF EDUCATION

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**STUDENT HANDBOOK**



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<b>INTRODUCTION TO THE COLLEGE OF EDUCATION AND HUMAN SERVICES</b>
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# MISSION OF THE UNIVERSITY

from the Marshall University 2005-07 Undergraduate Catalog

## General Statement of Purpose

Upon graduation a baccalaureate student should

- (1) think logically, critically, and creatively and be able to recognize this ability in others;
- (2) communicate ideas clearly and effectively both in speaking and writing;
- (3) evaluate the influences that help to shape individuals, institutions, and societies;
- (4) understand the values, achievements, and aesthetic contributions of past and present cultures; and
- (5) perceive, investigate, and solve problems by enlisting the most appropriate historical, comparative, quantitative, and qualitative research methods available.

## The Marshall Plan

The *Marshall Plan for Quality Undergraduate Education* is designed to ensure that every student who receives a baccalaureate degree will be well prepared for the 21<sup>st</sup> century. Every student who enters Marshall University must take courses that satisfy the requirements of the Marshall Plan.

The Marshall Plan prepares the student to:

1. Think logically, critically, and creatively and to be able to recognize this ability in others;
2. Communicate ideas clearly and effectively in both speaking and writing;
3. Evaluate the influences that help shape individuals, institutions, and societies;
4. Understand the values, achievements, and aesthetic contributions of past and present cultures; and
5. Perceive, investigate, and solve problems by enlisting the most appropriate historical, comparative, quantitative and qualitative research methods available.

To satisfy the above requirements, the student *must* complete:

1. A four (4) hour integrated science course (ISC designator);
2. A mathematics requirement (MTH 121 or higher for all majors);
3. Six (6) hours in courses designated as international studies so labeled *International Studies* in the schedule bulletin;
4. Three (3) hours in multicultural studies so labeled *Multicultural* in the schedule bulletin;
5. Computer literacy as designated by the major discipline;
6. Three (3) hours of writing across the curriculum so labeled as *Writing Intensive* in the schedule bulletin; and
7. A capstone experience designated by the major field of study.

Courses to be designated as international, multicultural, writing intensive and the capstone experience must be approved by the appropriate University committee.

*Example:* There may be five sections of HST 230 taught during a term *but only* HST 230 taught by Professor "X" is designated as *Multicultural*.

# THE COLLEGE OF EDUCATION AND HUMAN SERVICES

## Mission of the College

The College of Education and Human Services (COEHS) is one of the oldest academic units within Marshall University. When the West Virginia Legislature purchased Marshall College in 1867, it insured the preparation of teachers by establishing the West Virginia State Normal School as part of the college program. This function has remained an integral part of the university mission throughout the years.

The College of Education and Human Services continues to prepare teachers and other professional educators, including counselors, principals, supervisors, superintendents, and athletic trainers. It also provides continuing education opportunities for professional educators. All teacher education programs at Marshall University are under the direction of the College of Education and Human Services. The COEHS prepares teachers who are critical thinkers and who, through reflection, analysis, and evaluation, enhance teaching and learning in the classroom. The Master's of Arts in Teaching is unique to Marshall University. Students with baccalaureate degrees in other fields can take professional education courses and field experiences/clinicals and graduate with teaching certification and a Master's degree.

In addition to teacher education programs, the College administers related academic programs in Adult Fitness, Adult and Technical Education, Athletic Training Comprehensive, Counseling; Family and Consumer Sciences with emphasis in Family and Child Development, Fashion Merchandising, and Food and Nutrition; Park Resources and Leisure Services; and Sport Management and Marketing.

The College of Education and Human Services provides educational services for students and the community which include the Appalachian Rural Systematic Initiative, Appalachian Studies Association Center, Autism Training Center, Center for Reading Excellence, Child Development Academy, Early Education Center, the June Harless Center for Rural Educational Research and Development, Learning Resources Center (LRC), Testing Center, Recreational Sports, and the Center for Higher Education for Learning Problems (H.E.L.P.). The College of Education and Human Services provides education and services for a program that is open, complex, demanding, and evolving. It meets the academic needs of educators and other professional personnel in the area of educational services.



## COLLEGE OF EDUCATION AND HUMAN SERVICES ACADEMICS

### Programs of Study

The College of Education and Human Services offers the following programs of study:

#### Teacher Education Programs

*Elementary Education K-6 (prior to 2001 catalog)*

Students who entered the College of Education and Human Services under a previous undergraduate catalog are required to complete one of the following specializations:

- Early Education PK-K Endorsement
- Mentally Impaired Endorsement
- 5-9 Content Area

*Elementary Education K-6 Comprehensive (Marshall University 2001-2003 Undergraduate Catalog)*

Students majoring in Elementary Education K-6 comprehensive have the option of adding one or more of the following endorsements: PK-K, MI, or a 5-9 content area.

Students may receive a B.A. in Secondary Education with a middle childhood emphasis (see the Office of Student Services for more information).

Students majoring in a K-Adult, PreK-Adult, 5-Adult, or 9-Adult program also have the option of adding one or more of the following middle childhood endorsements.

#### *Middle Childhood Endorsements*

- English 5-9
- French 5-9
- General Science 5-9
- Mathematics 5-9
- Oral Communication 5-9 (Speech)
- Social Studies 5-9
- Spanish 5-9

*Secondary and PreK – Adult Programs (formerly K-12; Grade Level Not Specified):*

#### *Secondary Programs*

- Art Education 5-Adult
- Athletic Trainer 5-12
- Biological Science 9-Adult Comprehensive
- Business Education 5-Adult Comprehensive
- Chemistry 9-Adult Comprehensive
- English 5-9
- English 5-Adult
- Family and Consumer Science 5-Adult
- French 5-9
- French 5-Adult
- General Science 5-9
- General Science 5-Adult

- Health Education 5-Adult (must choose a second 5-Adult, or PreK-Adult)
- Journalism 9-Adult (must choose a second 5-Adult, 9-Adult, or PreK-Adult [formerly K-12; Grade Level Not Specified] specialization)
- Latin 5-Adult (must choose a second 5-Adult, 9-Adult, or PreK-Adult [formerly K-12; Grade Level Not Specified] specialization)
- Marketing Education 9-Adult Comprehensive
- Mathematics 5-9
- Mathematics 5-Adult
- Mentally Impaired K-6 (must be a second certification with Elementary Education K-6)
- Mentally Impaired 5-Adult (must be a second certification with a secondary content field)
- Oral Communication 5-9 (Speech)
- Oral Communication 5-Adult (Speech)
- Physical Education 5-Adult
- Physics 9-Adult Comprehensive
- Social Studies 5-9
- Social Studies 5-Adult
- Spanish 5-9
- Spanish 5-Adult

*PreK – Adult Programs (formerly K-12; Grade Level Not Specified)*

- Art Education
- Music Education
- Physical Education

*Family and Consumer Sciences*

- Birth-PreK/Preschool Special Education

**Human Services Programs (COMPREHENSIVE):**

**(Only one specialization is required)**

- Adult and Technical Education
  - Training and Development
- Adult Fitness
- Athletic Training Comprehensive
- Counseling
- Family and Consumer Sciences
  - Family Environment Studies
  - Retail Merchandising
- Recreation and Park Resources
  - Leisure Services
  - Parks and Conservation
  - Therapeutic Recreation
- Sport Management and Marketing

Students obtain program sheets from the Office of Student Services, 225 Jenkins Hall, when they declare their majors. These forms will assist in the planning and in the recording of progress. Students should monitor their programs of study carefully due to ongoing curricular changes in many programs.

# ADMINISTRATIVE PERSONNEL FOR THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Dr. Rosalyn Templeton, Executive Dean, Jenkins Hall 224, [templetonr@marshall.edu](mailto:templetonr@marshall.edu), 696-6703

Dr. Jane McKee, Associate Dean, Academic Programs, Jenkins Hall 223, [mckeej@marshall.edu](mailto:mckeej@marshall.edu), 696-2859

Ms. Donna Mauk, Director of Academic Services, Jenkins Hall 225, [mauk@marshall.edu](mailto:mauk@marshall.edu), 696-3999

## School of Education

- Dr. Carl Johnson, Chair, Jenkins Hall 204, [johnson@marshall.edu](mailto:johnson@marshall.edu), 696-2872

## School of Human Services

### Division of Human Development/Allied Technology

- Dr Lee Olson, Chair, Harris Hall 436, [olsonl@marshall.edu](mailto:olsonl@marshall.edu), 696-6757

### Division of Exercise Science, Sport, and Recreation

- Dr R. Daniel Martin, Chair, Gullickson Hall 108, [martind@marshall.edu](mailto:martind@marshall.edu), 696-2412

## Office of Student Services

- Donna Mauk, Director of Academic Services, [mauk@marshall.edu](mailto:mauk@marshall.edu)  
225 Jenkins Hall, 696-3999  
<http://www.marshall.edu/coe/academics/>

## Learning Resources Center (LRC)

- Sharon Gates, Director  
101 Jenkins Hall, 696-3119  
<http://www.marshall.edu/coe/lrc/>

## ACADEMIC ADVISING

What is academic advising?

Academic advising is a process that matches you and your program of study with a faculty advisor in the program. You and your advisor should talk about the following topics on a regular basis:

- Knowing and using University services
- Exploring education, career, and life goals
- Selecting an educational program
- Understanding program requirements
- Selecting courses
- Scheduling courses

### Who will be my advisor?

Upon your arrival on campus, you will be assigned to a faculty advisor through the Dean's Office in the College in which you are enrolled. At that time, you will be given the name of your advisor, his/her office number, and telephone number.

### How will I meet my advisor?

Faculty office hours are posted on office doors and are available in departmental offices. Call your advisor during this time and make an appointment to meet.

**When must I see my advisor?**

Check with your advisor during scheduling times in order to select the courses for registration. Make an appointment with your advisor to review program requirements or to discuss any other topics.

**If my advisor is not available, what should I do?**

If your advisor is not in, make an appointment through the department secretary.

If there is an urgent need to talk with someone, contact the program coordinator, the department chair, or the Director of Academic Services, JH 225.

**How do I change my advisor?**

Go to the Office of Student Services, 225 Jenkins Hall, to change advisors.

**If I am undecided about my major, who will be my advisor?**

If you are unsure of your major, report to the Office of Student Services, JH 225. Director of Academic Services will serve as your advisor.

**What other University services are available to assist me with my education/career goals?**

- Career Services Center
- Community and Technical College Academic Skills Center
- Higher Education for Learning Problems
- Mathematics Laboratory
- Student Development Center
- Tutorial Services, University College
- University Academic Support Center
- University Library
- Writing Center (English Department)

(See the section in this handbook entitled “Student Assistance Guide.”)

**Academic Probation/Suspension 2006-2007**

Any student who has less than a 2.0 *Overall* grade point average (GPA) and/or less than a 2.0 *Marshall* GPA is on academic probation. A GPA that is lower than 2.0 indicates the presence of deficit quality points.

Academic probation limits students in several ways:

- Reflects poor grades.
- Places a hold on registration so that scheduling or scheduling changes may not take place on MILO or on the Web.
- Limits the number of credit hours that may be taken.
- May subject the student to financial aid and athletic participation restrictions.

Students with a deficiency of 1 quality point or greater in either their *Marshall* average and/or in their *Overall* average must see their academic advisor and the Director of Academic Services before all academic scheduling transactions. Before coming to the Office of Student Services, 225 Jenkins Hall, these students must first meet with their academic advisors and bring a prepared schedule with the academic advisor’s signature.

A GPA deficit would appear on the semester grade report. This number will be seen in the lower right corner beside the GPA. Students remain on probation until both their *Marshall* GPA and their *Overall* GPA are 2.0 or better. With a 2.0 GPA, the student will no longer have a deficit of quality points.

*Scholastic Ineligibility* (p. 96, *Marshall University 2005-07 Undergraduate Catalog*)

Students are subject to academic and behavioral regulations of the university. For failure to comply with such regulations, a student may be suspended.

### **Effective Fall 2003**

All undergraduate students whose Overall and/or Marshall GPA drop below a 2.0 will be placed on Academic Probation. Academic Probation is a period of restricted enrollment for a student. All probation students are subject to the following restrictions.

- Students on probation must meet with their designated academic advisor. In addition, the student must meet with the COEHS Director of Academic Services before registering for classes to develop an Academic Improvement Plan to achieve good academic standing. This plan will be binding on the student.
- Students on probation may take a maximum of 14 hours and should repeat courses under the D/F Repeat Rule to reduce deficiency points.
- Students on probation must earn a 2.0 GPA or higher during every semester they are on probation. Failure to achieve a 2.0 semester GPA or higher while on Academic Probation will result in suspension (see below).
- Students on probation are not allowed to register by MyMU online.
- Students on probation must participate in their College's Retention Program as discussed in the COEHS with the Director of Academic Services.
- Other requirements may be imposed in the Academic Improvement Plan.

The student is returned to Academic Good Standing when his or her Marshall and Overall GPA are 2.0 or higher.

### **Academic Suspension**

Academic Suspension is defined as a period in which a student cannot enroll in courses at Marshall University. A student who has pre-registered and is subsequently suspended will have his/her registration automatically canceled.

Students who earn less than a 2.0 semester GPA while on Academic Probation or who accumulate or exceed the Quality Point Deficit (QPD) for their GPA Hours (see Table One) will be suspended for one regular semester (the summer terms do not count as a term of suspension).

Table One – Suspension QPD

GPA Hours	0-25	26-57	58-89	90 or more
Quality Point Deficit	20	15	12	9

When a student returns to Marshall after any suspension, the student will be placed on probation and must follow all of the requirements of his/her Academic Improvement Plan. Failure to meet all of the requirements of the Academic Improvement Plan or exceeding the Quality Point Deficits listed in Table 1 will result in

suspension. A second suspension will be for a period of one calendar year. Third and subsequent suspensions will be for a period of two calendar years each.

Note that this suspension policy does not apply to conditionally admitted students; they are governed by the regulations of University College.

### **Petition for Reinstatement after a Second or Subsequent Suspension**

Reinstatement after a second or subsequent suspension is only by written petition to the Dean of a student's College, School, or Program. The petition must be in writing and provide evidence that the student can meet the requirements of his or her Academic Improvement Plan. The written petition for readmission must be submitted at least 30 days prior to the beginning of the semester for which readmission is sought.

#### Computing Quality Point Deficit

To compute your Quality Point Deficit, both Overall and Marshall, you can use the following formula:

GPA Hours times 2 = X; X – Quality Points = Quality Point Deficit.

For example, a student with 48 GPA hours and 90 Quality points would have this academic profile:

$48 \times 2 = 96$                    $96 - 90 = -6$  a quality point deficit of six.

You can use your Overall GPA information to figure your Overall Quality Point Deficit and your Marshall GPA information to figure out your Marshall Quality Point Deficit.

**The above policy is effective Fall 2003 for all undergraduate Marshall University students.**

## HOW TO COMPUTE THE GRADE POINT AVERAGE (GPA)

In order to compute the grade point average, follow the steps below.

- Remember the quality points earned for each letter grade per semester hour:

A = 4 quality points

B = 3 quality points

C = 2 quality points

D = 1 quality point

F = 0 quality points

Incomplete = 0 quality points

(If the requirements of the professor are not completed within the time schedule, the Incomplete will become an F grade.)

- List your classes and the number of semester hours received for each of them. Example: EDF 218 = 3 semester hours
- Multiply the number of semester hours received times the quality points for the grade earned for the course. Example: 3 semester hours x B (3 quality points) = 9 quality points.
- Add the number of semester hours taken. Add the number of quality points earned. Divide the total number of quality points by the total number of hours, and you have just calculated your GPA.

EXAMPLE:

**John Doe**

Course	Grade	Semester Hours				Quality Points	Total QP
EDF 218	B	3 hours	x	3	=	9	
CI 101	C	3 hours	x	2	=	6	
ART 112	A	3 hours	x	4	=	12	
HST 103	D	3 hours	x	1	=	3	
PE 115	A	1 hour	x	4	=	4	

**TOTALS:** **13 hours** **34 quality points**

**Divide** **Quality Points** **34** **GPA = 2.61**

**Semester Hours 13**

## HOW TO COMPUTE DEFICIT POINTS

When a student has less than a 2.0 grade point average (GPA), the student accumulates what is known as deficit points. When a student has 20 deficit points or greater, the student is suspended for an academic semester.

In order to compute deficit points, follow the steps below.

- Remember the points earned for each letter grade on a deficit point chart:

A = +2  
 B = +1  
 C = 0  
 D = -1  
 F = -2

- List your classes and the number of semester hours received for each of them.

Example: EDF 218 = 3 semester hours

- Multiply the number of semester hours received times the points for the grade earned for the course.

Example: A grade of B for EDF 218 = 3 semester hours x (+1) points = +3 points. Example: A grade of F for CI 101 = 3 semester hours x (-2) = -6 points.

- Add the number of points earned to learn if you are in a deficit situation.

EXAMPLE:

### John Doe

Course	Grade	Semester Hours		Points	=	Total Pts.
EDF 218	B	3 hours	x	+1	=	+3
CI 101	F	3 hours	x	-2	=	-6
ART 112	D	3 hours	x	-1	=	-3
HST 103	D	3 hours	x	-1	=	-3
PE 115	F	1 hour	x	-2	=	-2
<b>TOTALS:</b>		<b>13 hours</b>				<b>-11 deficit points</b>

5. The student would be suspended for the next academic semester if the deficit points were 20 or greater.

EXAMPLE:

**John Doe**

Course	Grade	Semester		Quality Points	Total QP
		Hours			
EDF 218	F	3 hours	x	-2 =	-6
CI 101	F	3 hours	x	-2 =	-6
ART 112	F	3 hours	x	-2 =	-6
HST 103	D	3 hours	x	-1 =	-3
PE 115	F	1 hour	x	-2 =	-2
<b>TOTALS:</b>		<b>13 hours</b>			<b>-23 deficit points</b>

In trying to raise a grade point average and in trying to erase a number of deficit points, please remember that the student must make A's and B's. D and F repeats of courses taken within the first 60 hours of college credit will also help.

A student who transfers hours from another institution may be placed on academic probation. *Students must declare courses from any other institution of higher education by asking that a transcript be sent to the current institution. Failure to do this is falsification of records and a very serious offense.*

### **D/F Repeat Rule (Repeating Course)**

As a Marshall undergraduate, you have one opportunity to repeat at any time any course in which you earned a grade of D or F during your first 60 attempted hours. The second grade will replace the first in determining your GPA, hours attempted, and hours credited. The second grade is the grade that counts (excluding a W), even if it is a lower grade than the original one. The original grade remains on your transcript, but it is noted as a repeated course. Although the D or F has to have occurred in the first 60 attempted hours, you may repeat the course during any semester, **When you register for a course that is a repeat under the D/F Repeat Rule, you must fill out a form in your college office early in the semester in which you are repeating the course.**

The D/F Repeat Rule applies only to graduation requirements and not to requirements for professional certification which may be within the province of licensure boards, external agencies, or the West Virginia Board of Education.

## **CREDIT/NO CREDIT OPTION**

A student may elect to present a maximum of 18 semester hours of credit on a credit/no credit basis towards fulfillment of requirements of a baccalaureate degree. Credit completed through the College Level Examination Program (CLEP) does not count as a part of the 18-hour limit under the CR/NC option. The decision to take a course on a credit/no credit basis must be made during registration and may not be changed after the end of the schedule adjustment period. Courses taken on this basis must be in areas other than the student's major or teaching specialization.

Any course which is classified as part of your General Studies requirement, Specialization requirement, or Professional Education requirement may not be taken on a credit/no credit basis. Consult with your advisor about credit/no credit courses in your program.

Student teaching for all teacher education majors is offered as twelve (12) hours of credit/no credit, and this reduces the amount of credit/no credit courses in this option to six (6) hours.

# Teachers are important!

Welcome to the College of Education and Human Services! The School of Education holds high standards for its teacher education graduates and you have made the first step in achieving those standards.

Teaching is an important profession! Beginning teachers will replace retirees in increasing numbers over the next 10 to 15 years. As one of these teachers, you will be responsible for teaching and guiding the nation's youth for the next 30 to 40 years. The products of your classroom will become the citizens, professionals, workers, parents, and civic leaders of communities, counties, states, and the nation.

Therefore, the teaching profession and the general public are depending on colleges and universities to set high standards for teacher candidates and to assure that all students have met those standards. The School of Education is dedicated to producing excellent teachers.

## INTRODUCTION TO THE SCHOOL OF EDUCATION

Marshall University has a proud tradition of preparing teachers for the nation's public schools. The institution was founded in 1867 with teacher education as its primary goal. In the intervening years, Marshall has served more West Virginia students than any other higher education institution in the state. The teacher education program has a strong reputation and draws teacher recruiters from many states across the nation every spring to the Educator Expo job fair.

The College of Education and Human Services (COEHS) is one of the oldest academic units within Marshall University and prepares teachers and other professional educators for their careers. The COEHS is composed of three schools: 1) School of Education (SOE), 2) School of Human Services, and 3) Graduate School of Education and Professional Development (GSEPD). Initial teacher certification is contained within the School of Education. The School of Human Services contains non-teaching degrees such as athletic training, agency counseling, family and consumer sciences, adult fitness, and sports management and marketing. The GSEPD houses all graduate education programs.

Within the SOE, the Bachelor of Arts degree in Elementary Education, developed around the theme of critical thinking, is designed to prepare professional teachers to teach in classrooms for grades Kindergarten through 6. The SOE prepares teachers who are critical thinkers, and who, through reflection, analysis, and evaluation, enhance teaching and learning in the classroom. The critical thinking conceptual framework for initial programs fits well with the university mission of educating students who think logically, critically, and creatively and recognize and foster this ability in others.

The Bachelor of Arts degree in Secondary Education allows students to choose from a variety of grade level and teaching specialization options to meet personal preferences and job market conditions. These certification areas are consistent with West Virginia Department of Education certification patterns.

Faculty in the School of Education, who are responsible for initial teacher education, believe that the conceptual framework of critical thinking is crucial to excellent teaching and is embedded in all areas of the education

program. General education courses, specialization courses, three major clinical experiences, and a sequence of professional education courses all encourage teacher candidates to connect, to plan, and to reflect on ways to become the best of their profession.

As an accredited education program by the National Council for the Accreditation of Teacher Education (NCATE), the College of Education and Human Services (COEHS) must demonstrate that their graduates are competent, effective teachers. In order to complete the teacher education program in the COEHS, candidates must successfully show competence in knowledge, skills, and dispositions for the Standards for Teacher Certification. These standards are threaded throughout the education programs so that evaluation is made at various intervals and in various ways regarding the ability of the candidate. The Standards for Teacher Certification are as follows: 1) Content Knowledge, 2) Human Development and Learning, 3) Diverse Learners, 4) Instructional Strategies, 5) Learning Environment, 6) Effective Communication, 7) Planning, 8) Assessment, 9) Professional Growth and Reflective Teaching, and 10) School and Community Relations.

The standards reflect the vision of the faculty and include the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards; the West Virginia Department of Education Professional Education, Technology, and Speaking and Listening Standards; and the National Board for Professional Teaching Standards' five Core Propositions. Rubrics used for assessing performance in clinical experiences parallel the ability of the candidate at that juncture in his or her career preparation. These standards are evaluated through class assignments, candidate evaluation forms, portfolio assessment, and an oral capstone presentation.

The teacher candidates find certain formal dispositions embedded in their programs. Many of the dispositions are related to Critical Thinking. Attitudes that foster excellent teaching include examining multiple perspectives, making good judgments, using inquiry, and thinking in a critical/reflective manner. The School of Education values diversity and makes adaptations for that diversity. These behaviors, including the professional, ethical, and legal behaviors of teachers, are of the utmost importance for effective teaching.

Teacher candidates spend approximately 700 hours in public school classrooms. These hours are distributed among three clinical experiences and an early childhood field experience or middle school experience. During the final clinical experience, student teaching, candidates spend a full semester of approximately 15 weeks of full-day clinical practice in public school classrooms under the supervision of teachers who are certified in the content area and at the developmental levels for which the candidates are seeking certification.

Teacher candidates who are enrolled in the College of Education and Human Services are predominantly female and Caucasian. Most of them live in West Virginia. For the academic year 2001-02, the College of Education and Human Services awarded 244 certifications to 149 program completers. Of the completers, 146 were Caucasian; 1 was African-American; 1 was Asian; and 1 was Native American. Of the completers, 109 were females; 40 were males; 108 were traditional students; and 41 were non-traditional students. The minority group statistics mirror the low minority population in West Virginia. In the last census only 4% of West Virginia's population was classified as minority population. Recent studies also indicate a lack of strong minority presence in teacher preparation programs.

Marshall University received a 100% pass rate for the 215 elementary and secondary education program completers for the 2000-2001 academic year according to the *Title II Teacher Preparation Higher Education Report Card* data. All candidates completed the program requirements for courses, maintained appropriate grade point averages, successfully completed the Pre-Professional Skills Test (PPST), and demonstrated competence in the Standards for Teacher Certification. These program completers also received passing scores established by the West Virginia Department of Education on the Praxis II content test(s) and the Principles of Learning and Teaching test. To view the entire Title II report, go to [www.marshall.edu/coe/](http://www.marshall.edu/coe/).

## MISSION OF THE SCHOOL OF EDUCATION

### CRITICAL THINKING

#### The Conceptual Framework

The preparation of teachers has been an integral part of the mission of the College of Education and Human Services since 1867, and the College continues to prepare teachers and other professional educators, including counselors, principals, supervisors, superintendents, and athletic trainers. The College also provides continuing education opportunities for professional educators. Advanced educational degrees are offered in a number of fields through the Graduate School of Education and Professional Development, and the College offers the Doctor of Education degree in educational administration and a cooperative doctorate in curriculum and instruction with West Virginia University.

The School of Education, also the Professional Education Unit, provides an array of degrees, staff development sessions, and continuing educational opportunities that involve learners in professional and personal growth through study, practice, and reflection. The Unit provides education and services for a constituency that is diverse in its makeup and needs. To this end, the School of Education seeks to achieve the following mission:

**The mission of the Unit is to prepare  
highly qualified, critically engaged  
education professionals and  
to support the professional development  
of education practitioners  
in order to broaden and deepen their pedagogical skills,  
research skills, and understanding of new research and theory.**

In order to achieve this mission, the School of Education engages in the following activities:

#### **A. Collaboration with Professional Community**

- ◆ Provide opportunities for individuals to meet their initial educational needs and achieve personal growth and understanding.
- ◆ Make available to all education candidates a variety of unique learning experiences.
- ◆ Prepare future educators through academic and professional course work and related experiences in collaboration with the professional community.
- ◆ Participate in the continuing development of practicing educators through appropriate experiences.
- ◆ Value diversity and strive to create opportunities that are sensitive to the needs of all classroom students.

#### **B. Engagement in Outreach Activities**

- ◆ Provide leadership through the development and dissemination of theories, concepts, and practices.
- ◆ Provide opportunities for original research and publications related to specific academic disciplines and professional education.
- ◆ Make available consultation services for education agencies.
- ◆ Provide preservice and inservice training to clientele in the broad-based field of education in school settings.
- ◆ Recognize and address societal and cultural demands on curriculum planning and programming.
- ◆ Cooperate with others to enhance educational opportunities in local and regional communities.

## EDUCATOR AS CRITICAL THINKER

The unit adopted a curriculum which provides for the development of educators capable of viewing themselves as critical thinkers. To accomplish this goal, the curriculum and pedagogical practices encourage students to conceptualize, connect, and demonstrate understanding and meanings of theory, research, knowledge and practice. Students are provided with continuous opportunities to (1) engage in new and varying ways of learning and practice, (2) connect theory and research to practice, and (3) apply knowledge in multiple situations.

Critical Thinking is further encouraged by providing our students with opportunities to process their own thinking abilities. Students experience classroom and field experience situations in order to evaluate and analyze strengths and weaknesses, to rethink, and to improve their own thinking abilities as related to teaching and learning.

No single theory, research perspective, or practice is perceived as the only source of knowledge. Each program identifies and engages students in multiple perspectives. The faculty utilizes Critical Thinking activities and experiences to develop students' perception, interpretation, and judgment of what professional educators say and do.

The outcome of this process is best described by five themes drawn from many researchers in the field of Critical Thinking. Efforts have been made throughout courses and field experiences to elaborate the following Critical Thinking themes, or outcomes.

- ◆ Critical thinking both promotes and depends on the willingness to examine a variety of perspectives on any single issue.
- ◆ Critical thinking promotes independence in thought and action.
- ◆ Critical thinking involves inquiry of various sorts.
- ◆ Critical thinking results in reasoned value judgments.
- ◆ Critical thinking is the process by which individuals relate theory to practice in deliberate ways.

All teacher education candidates at the initial (undergraduate) level must prove competence in the Standards for Teacher Certification, which reflect the conceptual framework of Critical Thinking.

### Standards for Teacher Certification

<b>Standard 1</b> Content Knowledge	The teacher critically examines the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses standards and West Virginia Instructional Goals and Objectives appropriate to the content.
<b>Standard 2</b> Human Development and Learning	The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.
<b>Standard 3</b> Diverse Learners	The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.
<b>Standard 4</b> Instructional Strategies	The teacher examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

<b>Standard 5</b> Learning Environment	The teacher integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement, and self-motivation.
<b>Standard 6</b> Effective Communication	The teacher uses effective verbal, nonverbal, and media communication techniques to cultivate inquiry, collaboration, and supportive interaction in the classroom.
<b>Standard 7</b> Planning	The teacher plans instruction based upon critical understanding of subject matter, students, the community, and curriculum goals and objectives.
<b>Standard 8</b> Assessment	The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.
<b>Standard 9</b> Professional Growth and Reflective Teaching	The teacher is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.
<b>Standard 10</b> School and Community Relations	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### **The Educator as Reflective Practitioner**

A central part of teacher preparation is reflection on practice. The candidate must be able to examine the activities in the classroom and the school community, analyze the effects on student learning, and make adjustments in practice due to the analysis. The educator exhibits a number of characteristics that are inherent in reflection.

The educator is well prepared in subject matter, both in broad and deep knowledge. As a critical thinker, the educator can develop inquiry skills to study educational phenomenon across different social contexts and historical, philosophical, and cultural perspectives.

### **Marshall Creed**

In accordance with The Marshall Creed, a set of values established to reflect the beliefs of Marshall University, the School of Education embraces the core values of John Marshall's character. The School of Education strives to exemplify in our educational programs the values of independence, initiative, achievement, ethical integrity, and commitment to community through association and service. Through the mission of the School of Education, the conceptual framework of Critical Thinking, and the standards that guide preparation for educators; candidates in the School of Education are held to the highest standards for preparation and practice.

Graduates of the initial (undergraduate) education programs in the College of Education and Human Services at Marshall University value commitments to their profession, to the students whose learning and lives they impact, to diversity, to technology, and to the enhancement of strong critical thinking.

## ENTRANCE EXAMINATION: PPST

Many students raise the question as to when is the appropriate time to take the Pre-Professional Skills Test (PPST). It is recommended that you take the PPST no later than the semester in which you take EDF 218 and 270, usually your first semester as a sophomore. You can take the test prior to that time. Some students put the PPST off until they have had a college math course if they feel they have a weakness in mathematics. If you put off taking the test, your admission to teacher education and professional education courses will be delayed. In turn that can delay your student teaching and graduation. **You must pass all sections of the PPST before you are admitted into teacher education.**

PPST or Praxis I is required for all students entering a teacher education field. It is a basic skills test of reading, writing and mathematics. This test is waived for students who have an ACT composite score of 26 on one testing date or SAT composite score of 1125. There is a fee for each subtest. The test can be taken as a pencil and paper test on National Testing Dates. Fees for paper and pencil test are \$35 per subtest and \$40 registration fee for each testing date.

The test can also be taken on the computer at the Marshall University Testing Center in Morrow Library Room G45. You must go to the Testing Center and make an appointment to take one, two or all of the subtests. If you should fail a subtest, you may retake a computerized version of the PPST subtest every 30 days, with a maximum of six times per calendar year. Fees are as follows for the computerized version of the PPST: One Test \$75, Two Tests \$110, Three Tests \$145, Combined Test \$125 (4 hours and 30 minutes).

*Passing Scores for the PPST subtests are:* Reading: 174, Writing: 172, Math: 172

Come to the Office of Student Services in Jenkins 225 and get specific information for either type of test as well as the Registration Bulletin for the paper and pencil test form. Study guides are available online. Remember to indicate on your registration that your scores should be sent to Marshall University. It takes approximately five (5) weeks for the official score verification to reach Marshall from Educational Testing Service. Do not put off taking the PPST too long. Remember, you **will not be admitted** to Teacher Education and will be ineligible to register for some courses until you have passed all three sections of the PPST (see Performance Assessment System below).

# **PERFORMANCE ASSESSMENT SYSTEM: ADMISSION TO TEACHER EDUCATION AND PROGRESS THROUGH THE PROGRAM**

Effective for students admitted to pre-teacher education with the *Marshall University 2001-2003 Undergraduate Catalog* as the catalog of record.

## **Admission to the Program**

### **Admission to the Initial Teacher Education Programs\***

- 2.7 Grade Point Average (GPA) Overall and Marshall University
- Pre-Professional Skills Test (PPST: Reading, Writing, Mathematics)
- 21 ACT composite score
- EDF 218/270
- 24 Marshall credit hours (12 for transfer students)

#### *\*Alternative Admissions Policy*

20 or less ACT composite score and 2.71 or higher GPA will admit student to Teacher Education.  
2.5 to 2.69 GPA and 22 or higher ACT composite score will admit student to Teacher Education.  
(Other program admission requirements must be met.)

## **Progress through the Program**

### **Admission to Methods and Level II Clinical**

- Admitted to Teacher Education
- 2.7 GPA Overall, Marshall, Specialization, Professional Education
- Completion of 12 hours of professional education courses (9 hours for 9-12 majors)

### **Admission to Student Teaching, Level III Clinical**

- 2.7 GPA Overall, Marshall, Specialization, Professional Education
- Completion of professional education courses with the exception of EDF 475
- Completion of at least 90% of specialization courses
- All specialization courses and professional education courses with grade of C or better
- Completion of minimum of 100 hours.

## **Graduation**

- 2.7 GPA Overall, Marshall, Specialization, Professional Education
- All specialization courses and professional education courses with grade of C or better
- All program requirements completed
- Student teaching evaluation
- Portfolio assessment
- Oral capstone assessment

### **Program Completers: Recommendation for Certification**

- Praxis II content test(s)
- Principles of Learning and Teaching test

## **ADMISSION AND RETENTION POLICY**

Undergraduate, post-baccalaureate, or graduate students pursuing initial licensure in Elementary or Secondary Education must be admitted to teacher education before they can take professional education courses or student teaching. The application packet will be given to students in EDF 218 or can be picked up in Jenkins Hall 232. All requirements listed below must be met before turning in the application, and the application should be turned in as soon as possible.

1. Declare major in education program.
2. Complete EDF 218/270.
3. Pass all parts of the Praxis I: Pre-Professional Skills Tests (PPST). Passing scores are set by the state. (The tests should be taken at the first opportunity so there is time to review skills and retake any sections that have not been passed.)
4. 2.7 GPA overall.
5. 2.7 GPA at Marshall University.
6. Completion of 24 hours (Transfer students: 12 hours of courses at Marshall University).
7. 21 ACT Composite (see Alternative Admissions Policy, p.21)

### **Monitoring Acceptance Status**

Once applications are processed and entered on the teacher education database, the student will receive a letter that indicates whether he/she has been accepted in teacher education or if any deficiencies exist.

### **Appeals of Acceptance Status**

Students who have not been fully accepted in teacher education will be “blocked” from registering for professional education courses. During registration and course adjustment periods, students will often want to be “unblocked.” If a student has already applied to teacher education, there are only two avenues for appeal.

1. **Appeal to the Director of Academic Services.**
2. **If denied by the Director of Academic Services, student may appeal to Teacher Education Standards Committee (TESC).**

The Teacher Education Standards Committee meets on the first day of each semester. Students must write a letter of appeal to the Committee and make an appointment to appear before the Committee through the Director of Academic Services.

### **Maintaining Admission Status**

Students who have been admitted into teacher education programs must continue to meet all criteria that were required for admission throughout their course of study. Failure to maintain those criteria could result in probationary status or dismissal from the program.

It is also expected that students in professional education programs will exhibit professional behaviors and apply professional knowledge in their course work and clinical experiences. Students will be expected to:

- Communicate effectively both orally and in writing,
- Apply professional knowledge and skills (content and methodology) to meet their ethical and professional responsibilities in order to enhance student learning,
- During course work and clinical experiences, demonstrate a respect for individual and family diversity,
- Demonstrate the application of critical thinking skills, and
- Meet all standards of professional behavior established at each clinical site.

## **Probationary Status or Unsatisfactory Performance**

### **Initiating the Process**

Any member of the professional education community who questions the competency of a candidate related to any of the criteria for admission or other relevant professional performance standard, as described above, should contact the program coordinator. The program coordinator will request that the Leadership Team for the School of Education review the candidate's overall performance and make one of three decisions.

- Student's performance is satisfactory.
- Student's performance is unsatisfactory; the student should be put on probation and counseled with an appropriate plan for action. The Teacher Education Standards Committee should be notified.
- Student Performance is extremely unsatisfactory; the student should be counseled regarding options for a major other than teacher education. If necessary, the case would be referred to the Teacher Education Standards Committee.
- The student should be informed of each performance review, have the opportunity to meet with the Leadership Team and the Teacher Education Standards Committee, and be informed of the decisions of the committees.

### **Determining Probation**

To place a student on probation, the program coordinator should notify the Leadership Team that he/she is recommending probationary status for the student.

- If the Leadership Team agrees with this recommendation, it should oversee development of a plan of action that identifies the areas of concern, an intervention plan, expectations for satisfactory performance, a monitoring process and timeline including what impact the probationary status would have on student teaching, and specified consequences. The student should receive a copy of the recommended plan.
- The Teacher Education Standards Committee will review the plan and endorse it or ask for more clarification first. The student may request to meet with TESC if he/she objects to any portion of the plan. TESC will then make the decision regarding the plan, and notify all parties. The student will receive a copy of the final plan and will meet with the Associate Dean for Academic Programs and the Program Coordinator (or representative) to review the plan.
- At the end of the time period specified in the action plan, the Leadership Team will either recommend removal or extension of the probationary status or dismissal from teacher education.

### **Determining Extremely Unsatisfactory Performance**

To recommend that a student not continue in teacher education, the program coordinator will submit a written recommendation from the Leadership Team with supporting documentation to the Teacher Education Standards Committee. The student will also receive the information.

- Within 21 days, the Teacher Education Standards Committee will meet to review the recommendation. At that time the Program Coordinator (or representative) and the student will be asked to meet with the committee. Each will have the opportunity to present his/her case with supporting evidence.
- The Teacher Education Standards Committee will then meet in a closed session to make a decision either not to permit the student to continue in teacher education or to place him/her on a continuing probationary status.
- All parties involved will be advised of the results of the review.
- If a student is placed on continuing probation, a timeline for improvement will be developed. If the student does not improve, he/she will not be permitted to continue in teacher education.
- Students who are not successful on continuing probation in the teacher education program will be notified in writing by the chair of the Teacher Education Standards Committee. Reasons for non-continuation of the program will be explained as they relate to standards of professional behavior.

### **Procedures for Appeal**

The decision of the Teacher Education Standards Committee may be appealed to the Executive Dean of the College of Education and Human Services on the grounds of due process.

## ***Been convicted of a felony?***

**Have you ever been convicted of a felony or other crime? If so, you may find that you will not be granted a license to teach (teaching certificate) even after you have completed your entire program.**

**It is your responsibility to determine whether or not you will be eligible for a teaching license. We urge those who have had convictions to contact the West Virginia Department of Education to get advice about their likelihood of being eligible for a license. Contact information is available in Jenkins Hall 232.**

**It is up to you to decide whether or not to continue in the teacher education program.**

## PROGRAM COURSE AREAS

In order to complete the requirements for a bachelor's degree in Elementary or Secondary Education, students must take courses in three different areas: 1) General Studies, 2) Specialization, and 3) Professional Education.

### General Studies

The first area, General Studies requirements, covers subjects in the arts, in composition and literature, in speech, in technology, in social sciences and natural sciences, and in physical education. The purpose of General Studies requirements is to give students a broad perspective of the world and to create a well-educated student. Students are encouraged to make Marshall Plan courses as much a part of the General Studies requirements as possible. A 2.7 grade point average (GPA) overall is required as is a 2.7 GPA in Marshall University courses.

### Specialization Courses

The second area is the Specialization area. Students will take required major courses—often from the other colleges on campus. School of Education faculty will deliver some of the Specialization courses. A 2.7 GPA is required of Specialization courses with grades of C or better.

### Professional Education Courses

The third program area contains the Professional Education courses. These courses discuss pedagogical topics and give students the opportunity to work in public school classrooms. School of Education faculty teaches the Professional Education courses. A 2.7 GPA is required for Professional Education Courses with grades of C.

## CLINICAL EXPERIENCES

All students in the School of Education participate in an increasingly complex series of clinical experiences in the public schools and non-school agencies. These experiences permit them to observe, assist, and teach children and youth in the teaching/learning process. There are three formal clinical experiences as well as other experiences in schools that are attached to specific courses throughout the curriculum. Students who enroll for these experiences must meet the standards of professional appearances and conduct that apply to teachers in schools or agencies.

- **Level I Clinical Experience**, EDF 270, is a co-requisite to Educational Foundations 218, Child and Adolescent Development in Schools. This is a 20-hour public school observation and tutoring experience. The Director of Clinical Experiences determines the nature and location of the EDF 270 experience.
- **Level II Clinical Experience** accompanies the professional education methods courses. CI 470 (Secondary Education), CI 471 (Elementary Education), or CI 472 (music students) is a co-requisite with the student's methods course. This 60-hour experience includes planning and teaching an instructional unit. The Director of Clinical Experience determines the nature and location of the Level II Clinical Experience.
- **Student Teaching**, a full semester of full time teaching in a public school, is the third clinical experience. Students work under the supervision of fully qualified public school teachers in the role of an intern as they complete their qualifications for teacher certification. The Director of Clinical Experiences determines the nature and location of the Student Teaching experience.

## PLANNING YOUR PROGRAM

### The Sophomore Year

- If you have not already done so, you should declare a teaching specialization(s) as soon as possible.
- Make an appointment with your academic advisor to plan your program of study.
- Most of your course work will be in the area of general studies; however, some of your course work will be in your content specializations.
- EDF 218, “Child and Adolescent Development in Schools”, is a study of children’s emotional, social, mental, and physical development.
- EDF 270, “Level I Clinical Experience”, is a twenty (20) clock hour activity in the public schools, coupled with discussion about teacher education.

### Admission to Teacher Education

During the course of enrollment for EDF 218/270, each student will be asked to submit an Application for Admission to Teacher Education. During the semester the application is submitted, the student will be evaluated by the Education Credentials Specialist for admission to Teacher Education and upon successful completion of EDF 218/270 will be notified whether or not he/she has ALL of the requirements and is admitted to Teacher Education. **(NOTE: All admission requirements MUST BE MAINTAINED to be permitted to enroll for additional professional education courses, Level II Clinical Experience methods, student teaching, and graduation.)**

### Requirements for Admission to Teacher Education:

1. Enrollment in the College of Education and Human Services.
2. Twenty-four (24) semester hours completed. Transfer students must complete at least twelve (12) semester hours at Marshall University before admission to Teacher Education.
3. 2.7 GPA at Marshall and Overall.
4. Successful completion of EDF 218/270.
5. Satisfactory completion of ALL THREE PARTS of the West Virginia State Department of Education’s requirement of the Pre-Professional Skills Test (PPST), in the areas of reading, mathematics, and writing before admission to Teacher Education. Check with the Office of Student Services, Jenkins Hall 225, for registration deadlines and registration forms and passing scores. The PPST requirement for certification will be waived by the State Department of Education if your ACT or SAT composite scores meet their requirement.

If your ACT/SAT scores are low in MATH and ENGLISH, you are urged to enroll in refresher courses prior to your first attempt to take the Pre-Professional Skills test (PPST).

### The Junior Year

- EDF 319, Applications of Learning Theory, is a study of the psychological principles which are the foundation for learning and teaching.
- Level II Clinical Experience (CI 470, 471, or 472) is a sixty (60) hour activity in the public schools that accompanies your methods class. During this activity you will practice teaching strategies learned in your methods course.
- **PLAN AHEAD!** Scheduling this year is CRITICAL and YOU MUST work with your academic advisor to avoid errors which could extend your semesters at Marshall University.

## The Senior Year

- You should plan to take the NTE Praxis II and PLT tests. Check with the Education Credentials Specialist for registration information.
- Student teaching is a full day, full semester activity in a public school setting. Applications for student teaching must be made the semester preceding the student teaching semester. Check the application deadline at the Clinical Experience Office, Jenkins Hall 232.
- Certification is dependent upon successful completion of student teaching, portfolio, oral capstone and passage of the NTE Praxis II and PLT tests.
- You should avail yourself of the resources of the Career Services Center. The Career Services Center located at 1681 Fifth Avenue will assist you in organizing your credentials. The Center also has information regarding geographical locations and job opportunities.
- You should plan to participate in the teacher recruitment fair. Recruiters from throughout the nation interview prospective teachers for employment. The “Educator Expo” is held each spring semester.

## EXIT EXAMINATIONS: PRAXIS II CONTENT AND PLT

Students preparing to graduate and to be certified to teach must complete the Praxis II content test(s) and the Principles of Learning and Teaching (PLT) test.

Praxis II is a series of tests that measure your knowledge of the subjects you will teach. The *Praxis Registration Bulletin* describes the Praxis II as a measurement of “your general knowledge of the subjects you will teach. They also measure your general and subject-specific pedagogical skills and knowledge.”

Praxis II series includes: **Subject Assessment/Specialty Area Tests:** You take a specific test(s), with a specific test code number, for your certification area(s), listed by state. You can find the appropriate codes in the *Praxis Registration Bulletin*. A listing of correct codes can also be found posted outside the office of the Education Credentials Specialist in Jenkins Hall 232, or in the Office of Student Services, Jenkins Hall 225.

**Principles of Learning and Teaching (PLT) Tests:** These assessments use a case study approach to measure your general pedagogical knowledge at three grade levels: K-6, 5-9, and 7-12. Some students take these tests during their student teaching semester, some prior to student teaching. It would be wise to have completed your specialization requirements and your methodology courses prior to attempting the Praxis II. You can graduate without the Praxis II series, **but you cannot be certified to teach without completing the tests.**

## NCATE ACCREDITED FOR OVER 50 YEARS, 1954-2006



### **The Relationship**

The history of the College of Education and Human Services (COEHS) is intertwined with the National Council for the Accreditation of Teacher Education (NCATE).

Since 1954, the COEHS has held accreditation for its education programs from NCATE, the major national organization that evaluates and puts a stamp of approval or disapproval on teacher preparation programs throughout the United States.

### **The Organization**

- NCATE believes our nation's children are our most precious resource. They are the nation's future. Teaching children--to recognize letters, to read for the first time, to understand how a tree grows--is one of the most important jobs in America. The nation's future depends, in large part, on how well it is done.
- NCATE helps ensure highly qualified teachers for America's children by establishing high and rigorous standards for teacher education programs, holding accredited institutions accountable for meeting these standards, and by encouraging unaccredited schools to prove the quality of their programs by working for and achieving professional accreditation.
- The most important factor in improving student achievement is teacher knowledge of the subject and the ability to teach it effectively.
- NCATE is a coalition of 33 specialty professional associations of teachers, teacher educators, content specialists, and local and state policy makers. All are committed to quality teaching, and together, the coalition represents over 3 million individuals.

### **The Standards**

NCATE currently has six standards. The standards' topics are Candidate Knowledge, Skills, and Dispositions; Assessment System and Unit Evaluation; Field Experiences and Clinical Practice; Diversity; Faculty Qualifications, Performance, and Development; and Unit Resources and Governance (visit the NCATE site <http://www.ncate.org> ).

**"Through the process of professional accreditation of schools, colleges, and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century.**

# STUDENT ASSISTANCE GUIDE

This guide is provided to assist you in finding and using resources on campus and/or in the community that can help you meet high teacher education standards. Colleges, departments, Student Services, the Community and Technical College, and other campus organizations offer services designed to provide help for students.

- ❖ **Academics**
- ❖ **Returning Students**
- ❖ **Spoken Grammar**
- ❖ **Writing**
- ❖ **Speech and Hearing**
- ❖ **Physical Disabilities**
- ❖ **Learning Disabilities**
- ❖ **Personal Counseling**
- ❖ **African American Students**
- ❖ **International Students**
- ❖ **Legal Aid**

## *Need academic support?*

**Academic Skills Center** (138 CTC – 696-3016) You can get help at the Academic Skills Center in math, reading, spelling, writing, vocabulary, study skills, English as a second language, GRE, SAT, PPST, Michigan Test preparation, and other areas. You can use the resources of the center to build basic academic skills, reinforce class work, prepare for future studies, or refresh existing skills. You work on your own using computers, videos, etc.

**Academic Support Center** ([asc@marshall.edu](mailto:asc@marshall.edu), <http://www.marshall.edu/asc/>) The Academic Support Center, located on the lower level of the Community and Technical College building, brings together four academic support services:

- Advising Center
- Tutoring Services
- Writing Across the Curriculum Tutors
- Writing Center

Through these four units, the Center provides students with free programs and services to help them succeed in college and beyond. The Center offers a supportive atmosphere in which you can obtain individualized tutoring in a variety of subjects as well as help with writing assignments. The staff of the Advising Center also helps students who are Undecided in their major to develop an appropriate schedule at course registration times. The Academic Support Center staff is always available to answer questions, provide materials and generally guide students to academic success. The Center also serves as a clearinghouse of information about the various academic opportunities at Marshall.

**Educational Support Services** (134 Prichard Hall - 696-6622) Educational Support Services helps students improve study skills through both individual and group processes. Workshops are also provided that cover such topics as time management, preparing for exams, note-taking, getting the most from textbooks, and memory techniques.

The **Community and Technical College** (106 CTC - 696-3646) offers classes such as REA 138 which emphasize study skills, organizational skills and test taking skills.

Your **Academic Advisor** can help you plan your curriculum, schedule your classes each semester, and find academic assistance.

## *Are you a returning student?*

The **Returning Students' Program** (143 Prichard Hall - 696-3111) provides services for the unique needs of students returning after a break in their education. This program provides counseling and referral services, information programs for adults interested in returning to school, individual career and academic counseling, and support groups and seminars on success in college.

## *Need help in spoken grammar?*

Standard English grammar is generally used in formal communication in this country and in many other parts of the world. You will need to learn how to communicate with students and the larger society in a formal way. Also, teachers who model the use of Standard English help their students communicate with the larger society as well.

The **Community and Technical College** (106 CTC - 696-3646) offers a course designed to assist students with Standard English grammar usage in oral communication. COM 096 is a self-help course for students who need to improve oral grammar skills.

**International students** can find assistance with English as a second language at the Center for International Programs (OM 212 - 696-6265).

## *Need help with writing?*

The **Writing Clinic** (353 Corbly Hall - 696-6254) offers assistance with student writing. Tutors are available to assist with writing assignment topic ideas, editing, and other writing skills. Computers are available for students to work on writing projects. Call the Clinic for available days and times. Assistance with writing assignments is also available in the Academic Support Center (lower level of the CTC Building).

# *Have a speech/hearing problem?*

The **Speech and Hearing Clinic** in the **Department of Communication Disorders** (SH 101 - 696-3640) provides help with speech and hearing problems. The Center also provides special training for individuals who would like assistance with dialect change. A fee does apply, but a reduced fee is available to Marshall students.

# *Do you have a disability?*

Some college students have special learning, physical, or emotional challenges that may make it difficult to meet teacher education standards. Students with such disabilities should locate and utilize campus and other resources and accommodations that meet their specific needs. Because of the realities of working in a public school classroom, some teacher candidates may find that their abilities match other professions better than they do the teaching profession.

**Self-Disclosure.** It is extremely important that students with disabilities disclose the nature of their disabilities to the Director of Academic Services in the College of Education and Human Services and to the Associate Dean of Student Affairs. Faculty and staff must know what students' needs are in order to make accommodations. Early knowledge of specific student needs is vital in providing for those needs. **Students who fail to self-disclose are not eligible for special assistance and accommodations. It is ultimately the responsibility of the student to make disabilities known and to seek sources of accommodations and assistance.**

The office of **Disabled Student Services** (120 Prichard Hall - 696-2271) assists disabled students with all aspects of campus living through learning programs and activities. Below are descriptions of campus resources and services especially designed to meet the specific needs of disabled students.

- Taped textbook/reader service for the visually impaired and learning disabled.
- Tutoring for most freshmen and sophomore level courses.
- Individualized new-student orientation for disabled students upon request.
- Lecture note-taking assistance for students with hearing impairments or upper-body mobility restrictions.
- Assistance with securing special exam accommodations (extra time; isolated area; a reader, tape recorder or person to record your answers) for students with documented need.
- Special parking accommodations for students with mobility problems.
- Assistance with accessible housing, classrooms, and library facilities for mobility-impaired students.
- Referral service to various university and community agencies for special assistance.
- Liaison Counselor for students under the sponsorship of the **West Virginia Division of Rehabilitation Services** (153 Prichard Hall - 696-2394).

**Campus accessibility:** Marshall's campus is virtually totally accessible to disabled students. Ramps, elevators, automatic doors, bathroom facilities, etc. allow physically disabled students access to most campus facilities.

# *Have a learning disability?*

**H.E.L.P.** (Higher Education Learning Problems), located in Myers Hall, 520 18th Street, (696-6252) is an individualized tutorial program for Marshall students who have, or suspect that they have, Learning Disabilities and/or an Attention Deficit Disorder. Students may receive one-to-one tutoring from a Graduate Assistant in course work. Remediation in reading, spelling, and written language is provided by Master's level Learning Disabilities Specialists. Assistance is also provided in the following areas: study skills, test-taking, organizational and time management skills, and memory skills. Students having difficulty in their classes may

wish to be tested in an attempt to determine what is causing the problem. Professionals do all testing, and a detailed report is given to the student that makes specific recommendations regarding what should be done if a problem is diagnosed. **A charge applies to H.E.L.P. Program services.**

## *Need personal counseling?*

**Student Affairs Counseling Services** (Prichard Hall, South Lobby - 696-3111) provides individual and small group counseling experiences, personal and emotional health seminars, assessment and career exploration and referral services. Support groups are available to help students resolve feelings on a variety of issues. Vocational interest and personality testing is available to assist the student in evaluating his/her characteristics. Students to help resolve educational, personal/social, or vocational questions can use these free services. All information discussed is confidential.

The **Psychology Clinic** (HH 449 - 696-2772), operated by the Department of Psychology, provides consultation and services on a wide range of psychological problems for Marshall students, staff, and the general public. **A variable fee schedule is negotiable.**

## *Other types of assistance*

Special services are provided for African American and International Students. The College of Education and Human Services welcomes students from all ethnic and cultural groups.

**The African American Students' Program** (1W25 Memorial Student Center - 696-6705) addresses specific educational, cultural, and social needs of African-American students.

**The Office of International Student and Scholars Services** (212 Old Main - 696-2379) Offers special assistance to incoming international students and scholars to ease adjustment to a new cultural and educational environment. Services include counseling on academic and personal matters, assistance with English language, housing, employment, responsibilities as non-immigrant students, and immigration requirements and procedures.

International students in teacher education must see the Certification Specialist (232 Jenkins Hall - 696-2857) for assistance with certification requirements, interpreting transcripts, and planning programs. You must be a US citizen to receive teacher certification in West Virginia.

**Students needing assistance with legal matters** should visit the **Legal Aid Center** (2W29A Memorial Student Center - 696-2285). Licensed attorneys help students with grade appeals, judicial board appeals, grievances, mediation, etc. The goal of the Center is to ensure fair and equitable treatment of all students.