

Teacher Preparation Program

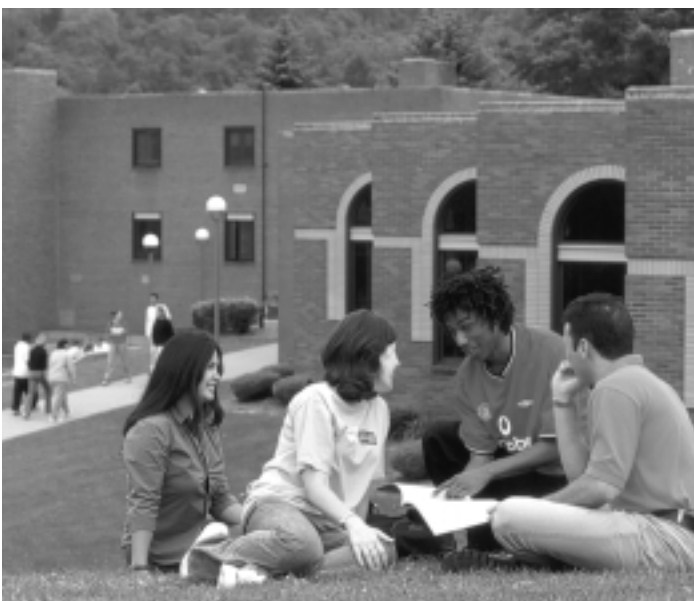
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The Teacher Preparation Program (TPP) holds status as a Candidate Member in Good Standing of the national accrediting body of the Teacher Education Accreditation Council. TPP is designed for students who wish to pursue certification leading to licensure in the areas of: K-6 Multi-Subjects (K-6), 5-A Content Specialization (5-A) and/or an add-on endorsement for Multicategorical Special Education (SLD, BD, MI) or learning disabilities. Early and extensive lab experiences in local schools complement content-rich university coursework. The Wheeling Jesuit University majors leading to licensure and the corresponding teaching fields are:

Major/Licensure Field(s)

Biology/Biology (9-Adult) and General Science (5-Adult)
Chemistry/Chemistry (9-Adult) and General Science (5-Adult)
English/Language Arts (5-Adult)
French/French (Pre K-Adult) (5-Adult)
History/Social Studies (5-Adult)
Liberal Studies/ Multi-Subjects (K-6)
Mathematics/Mathematics (5-Adult)
Political Science/Social Studies (5-Adult)
Romance Languages/French and Spanish (5-Adult) (K-Adult)
Spanish/Spanish (5-Adult) (Pre-Adult)
Physics/Physics (9-Adult) and General Science (5-Adult)

Theology majors are welcome to complete the Teacher Preparation Program, however, no state licensure is available for theology majors.



The Specific Learning Disabilities (SLD) and multicategorical special education (SLD, BD, MI) endorsement are not stand-alone programs but are earned in conjunction with one of the licenses listed above. Students completing K-6 Multi-Subjects programs may earn a K-Adult multicategorical or SLD endorsement while 5-Adult Content Specialization licensees may add a 5-Adult multicategorical or SLD endorsement. The addition of the multicategorical or SLD endorsement requires careful course scheduling during the student's four year program and may result in additional hours beyond the typical load.

All secondary students complete a full major in addition to the Teacher Preparation Program. All TPP students should seek scheduling advice from the TPP faculty early in their programs. TPP students should maintain 16-18 credit hours per semester beginning with the freshman year.

Knowledge, skills, behaviors, attitudes and values expected of prospective professional educators who are graduates of Wheeling Jesuit University include:

- commitment to students and their learning
- depth of knowledge in content and how to teach content subjects to students
- a repertoire of skills for responsibly managing and monitoring student learning
- an ability to think systematically and reflectively about their practice and learn from experience
- a willingness to become a contributing member of a learning community as a professional educator

Teacher Preparation Program students complete coursework in three areas: the core curriculum, the major, and the professional education component. The core curriculum and requirements for each major are listed in other sections of this catalog. Students should note that PSY 110 fulfills both core and professional education requirements.* Some secondary licensure programs may necessitate additional content courses that are not currently requirements of the major. Students may receive specific course lists from the TPP Director.

Students considering Teacher Preparation should attend a program orientation in the freshman year and enroll in TPP 231 during the fall semester of the sophomore year. Formal application to the program is made in the second semester of the sophomore year during enrollment in TPP 232. Applicants must possess and subsequently maintain a minimum GPA of 2.5 overall. Additional program requirements include a 2.5 minimum GPA in the major, a "B"-level mastery of all TPP and psychology courses and successful completion of required PRAXIS testing. A detailed outline of specific requirements is available in the Teacher Preparation Program Handbook.

Most TPP courses include a lab experience in local schools as an integral component. When scheduling classes, students should consider this requirement and allocate an appropriate block of time.

* All LSEE and secondary TPP students must pass the Pre-Professional Skills Test with West Virginia minimums to be permitted to register for TPP 471 Student Teaching Seminar and TPP 481 Student Teaching.

Students seeking Special Education certification may follow one of two tracks: Specific Learning Disabilities certification K-12 or Multi-categorical certification K-12. While the coursework is the same for both tracks, lab experiences will be specific to the chosen track with the Multi-categorical certification track having lab experiences in behavior disorders, learning disabilities and mild mental impairments and the Specific Learning Disabilities track having all lab experiences in learning disabilities.

**Teacher Preparation Program,
Professional Education Component:**

FRESHMAN		SOPHOMORE	
PSY 110	Either	TPP 231 C/L	Fall
		PSY 220	Either
		TPP 232 C/L	Spring
		PSY 216	Fall or
		PSY 214	Fall

Note: PSY 216 is required for 5-12 programs and PSY 214 is required for K-6 Multi-Subjects.

JUNIOR		SENIOR	
TPP 334 C/L		Fall TPP 476	Either
TPP 333 C/L		Either TPP 475	Either
		TPP 481	Either

Note: During the student teaching experience, students will enroll in TPP 475 and TPP 481. Additional courses, participation in athletics and employment are strongly discouraged during this semester.

Specific Learning Disabilities and Multicategorical Special Education

In addition to courses in K-6 Multi-Subjects or 5-Adult Content Specialization:

JUNIOR		SENIOR	
TPP 320		Spring TPP 423	Fall
PSY 315		Spring TPP	

TPP 316 (required for 5-Adult; recommended for K-Adult)
TPP 322 C/L and TPP 324 C/L are required for 5-Adult.



Course Descriptions

MOL 3-- Integrated Curriculum Development & Methods: Elementary and Secondary Foreign Language (3 cr.)

Study of foreign language curriculum incorporating specific methods to prepare students to teach elementary and secondary foreign languages.

PSY 110 General Psychology (3 cr.)

A survey of contemporary psychology, including the topics of conditioning and learning, sensation and perception, psychophysiology, motivation and emotion, memory and cognition, development, social behavior, psychological testing, personality, psychopathology and psychotherapy.

PSY 214 Child Psychology (3 cr. /fall only)

A study of the physiological, intellectual, social and emotional factors in child development. Prerequisite: PSY 110. Required for K-6 Multi-Subjects licensure.

PSY 216 Adolescent Psychology (3 cr. /fall only)

A study of basic research and theories concerning development in the adolescent years. Prerequisite: PSY 110. Required for 5-12 Content Specialization licensure.

PSY 220 Educational Psychology (3 cr.)

A study of the cognitive and affective dimensions of student behavior with an emphasis on the theoretical conceptions of learning which underlie education methods. Prerequisite: PSY 110.

TPP 210 Educational Technology (2 cr.)

Experiences in teaching in technology, with technology and through technology by incorporating hands-on work with computers and associated peripherals, the internet, the WWW and content software. Strategies for effective integration of technology, and the security and ethical issues associated with technology are included.

TPP 223 Integrated Curriculum Development & Methods: Physical Education, Health and Safety (2 cr. / spring only)

Hands-on examination of physical and emotional fitness, contemporary health issues and the integration of physical education, health and safety in multi-subject K-6 classrooms.

TPP 231C / TPP 231L Professional Education I: Schools and Communities (1 cr. each / fall only)

Introduction to teaching as a profession with a focus on professional organizations, school grade configurations, types of schools, history of education and various philosophies of education with a format of classroom discussions and weekly group field experiences.

TPP 232C Professional Education II: Classroom and Teacher Roles (2 cr. / spring only)

Study of teaching focusing on classroom pedagogical and management strategies, development of objectives and lesson plans and discussion and observation of the various roles of a teacher. Prerequisite: sophomore standing. Corequisite: TPP 232L.

TPP 232L Professional Education II: Classroom and Teacher Roles (1 cr. / spring only)

Observation and teaching experience under the guidance of the master teacher and university supervisor. Focus on planning, pacing, strategies. Corequisite: TPP 232C.

TPP 310 Integrated Curriculum Development & Methods: Secondary English/Language Arts (3 cr.)

Study of English/language arts curriculum incorporating specific methods to prepare students to teach secondary English/language arts.

TPP 311 Integrated Curriculum Development & Methods: Secondary Mathematics/Science (3 cr.)

Study of mathematics/science curriculum incorporating specific methods to prepare students to teach secondary mathematics/science.

TPP 312 Integrated Curriculum Development & Methods: Secondary Social Studies (3 cr.)

Study of social studies curriculum incorporating specific methods to prepare students to teach secondary social studies.

TPP 316 Grammar (2 cr.)

Advanced study of grammar content and instructional strategies. Required of all 5-12 SLD endorsements and English license applicants. Strongly recommended for all K-6 Multi-Subjects applicants. Prerequisite: LIT 120

TPP 320 The Special Education Process (2 cr./Spring only)

Study of the history of special education incorporating significant legislation, litigation and trends. Important practices including the referral process, functional behavior assessments, transition plans, 504 plans, IEPs and the continuum of services will be discussed.

TPP 322C Teaching Reading in the Elementary School (3 cr. / fall only)

Theories and strategies of the teaching of reading grounded in field experiences with emphasis on techniques for thematic teaching of reading/language arts. Includes the assessment and instruction process through construction, administration and interpretation of authentic reading and written language assessments. Diagnostic and corrective reading techniques integrated into the instructional process. Corequisite: TPP 322L.

TPP 322L Excursions in Literacy: Teaching Reading in the Elementary School (1 cr. / fall only)

Observation and teaching experience under the guidance of the master teacher and university supervisor. Focus on teaching practice in reading and language arts. Corequisite: TPP 322C.

TPP 323 Integrated Curriculum Development & Methods: Art through Children's Literature (2 cr. /spring only)

Integrated, theoretical and hands-on experience designed to prepare a student to work in a multi-subject K-6 classroom. Application of visual art by drawing examples from and parallels to children's literature and the theories of each. Projects integrate visual arts into all content areas. Field experience is part of the junior year full-day placements. Prerequisite: junior standing.

TPP 324C Teaching Mathematics in the Elementary School (3 cr. / fall only)

Theories and strategies of the teaching of mathematics grounded in field experiences with emphasis on techniques for thematic teaching of integrated math and science. Includes the diagnostic and corrective assessment and instruction process and error analysis. Corequisite: TPP 324L.

TPP 324L Integrated Curriculum Development and Methods: Mathematics and Science (1 cr. / fall only)

Observation and teaching experience under the guidance of the master teacher and university supervisor. Focus on teaching practice in mathematics and science. Corequisite: TPP 324C.

TPP 325 Diagnosis and Correction: Mathematics (2 cr.)

Advanced strategies to support teaching to foster K-6 students' mastery of mathematical concepts and skills through multiple representations of concepts, remediation to correct misconceptions or gaps in knowledge and error analysis. Field experience is through the WJU Intervention Lab. Prerequisite: TPP 324.

TPP 327 Integrated Curriculum Development and Methods: Music for Elementary Teachers (2 cr. /fall only)

Integrated, hands-on study of music and theory with parallels to the arts through a diverse selection of cultures designed to prepare the student to work in a multi-subject K-6 classroom. Field experience is part of the junior year full-day placements. Prerequisite: junior standing.

TPP 333C Exceptionalities and Diversity (2 cr.)

Overview of the characteristics and needs of exceptional and diverse learners and the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology and collaboration. This is a service learning course. Corequisite: TPP 333L.

TPP 333L Exceptionalities and Diversity Lab (1 cr.)

Observation, data collection and teaching experience under the direction of the master teacher and university supervisor in both inclusive and special education classrooms. Corequisite: TPP 333C.

TPP 334C The Practice of Teaching (2 cr. /fall only)

Study of theories and practical applications to develop student mastery of a variety of teaching skills. Technology integration into the content areas, advanced curriculum planning issues, and classroom management strategies are addressed. Prerequisite: TPP 232. Corequisite: TPP 334L.

TPP 334L The Practice of Teaching (1 cr. /fall only)

Observation and teaching experience under the guidance of the master teacher and university supervisor. One lesson taught must include technology and one must be videotaped. Corequisite: TPP 334C.

TPP 341 Integrated Curriculum Development & Methods: Language Arts and Social Studies (3 cr. / spring only)

Study of language arts and social studies curriculum incorporating specific methods to prepare students to integrate language arts into K-6 content areas. Field experience is part of the junior year full-day placements. Prerequisite: TPP 322.

TPP 375 Special Projects (1-3 crs.)

Development of a student-selected and instructor-approved project directly related to the teaching process, which may incorporate field and university activities. Elective. Prerequisite: TPP 231.

TPP 422C Special Education: Assessment & Methods I (2 cr./fall only)

Intensive study of assessment and instructional methods targeting behavior, reading and spelling. Content will focus upon those strategies that facilitate the use of the clinical teaching model with students with mild handicaps. Corequisite: TPP 422L.

TPP 422L Special Education: Assessment & Methods I Lab (1 cr./fall only)

Lab experience in a special education classroom for a minimum of 30 hours is required. Focus will be on the development, implementation and monitoring of behavior interventions and reading and spelling strategies. Corequisite: TPP 422C.

TPP 423C Special Education: Assessment & Methods II (2 cr./fall only)

Continued study of assessment and instruction of students with mild disabilities/learning disabilities. Content will focus on written language, mathematics, social skills, functional behavior assessments, life skills curriculum and general content strategies. Corequisite: TPP 423L.

TPP 423L Special Education: Assessment & Methods II Lab (1 cr./fall only)

Lab experience in a special education classroom for a minimum of 30 hours is required. Focus will be on the development, implementation and monitoring of strategies for increasing written language, mathematics and social skills as well as the evaluation of a variety of life skills curricula. Corequisite: TPP 423C.

TPP 473 Elementary Internship (2 cr.)

Capstone activity where the students work with elementary-aged children in a community-based setting, develop action research projects, prepare and present a summary of research-related activities and results.

TPP 475 Student Teaching Seminar (1 cr.)

Further development of knowledge and skills vital to successful teaching, examination of contemporary issues in education and development of professional portfolio. Taken in conjunction with student teaching. Corequisite: TPP 481.

TPP 476 Evaluation (2 cr.)

Continuation of the development of the knowledge and skills needed to assess various aspects of teaching and achievement by all learners, the appropriate role of reflection and self-evaluation, the examination of research on assessment and current reform movements as well as classroom, program, individual, formative, summative, traditional and alternative assessment models. Prerequisite: senior standing.

TPP 481 Student Teaching (11 cr.)

A full semester (14 weeks) teaching experience in specific and assigned classes in the licensure content and programmatic area(s) under the direct supervision of a master teacher selected by University faculty. Prerequisite: Major department and TPP approvals.

Note: Wheeling Jesuit University's Teacher Preparation Program functions under approval provided by the West Virginia Department of Education. Course descriptions, credit hours or requirements may be revised based upon state requirements.

Accelerated Certification for Teaching (ACT) Program

ACT is an online certificate program designed for individuals who hold a bachelor's degree and seek to qualify for state teacher certification. ACT provides an alternative pathway into teaching for individuals who have not completed a teacher preparation curriculum but who have considerable life experiences, career achievements, and academic backgrounds that are relevant for teaching in grades 5 through 12. Wheeling Jesuit University's teacher preparation program is designed to meet the "highly qualified" requirements of the federal No Child Left Behind Act. The teacher preparation course content is nationally accredited and in good standing with the Teacher Education Accreditation Council (TEAC) and the West Virginia Department of Education.

The online ACT program is aimed at individual qualification for a West Virginia Teaching Certificate with reciprocity to other states. Through reciprocity agreements between the states, a West Virginia teaching certificate may be converted to the equivalent teaching certificate in another state. If your state of interest is not West Virginia you can learn more by visiting our web site www.online.wju.edu/ACT or speaking with an ACT Counselor.

ACT provides an accelerated path to teacher certification for both those transitioning into a second career as well as those who already serve in the classroom as temporary, emergency, or substitute teachers who need to earn a formal teaching credential. The online ACT program offers you the flexibility to remain in your present career or your classroom while you prepare to fully enter the teaching profession. In the final semester, full time participation will be required as you fulfill the student teaching requirement. Those who are currently in the classroom can use part of their experiences towards this important part of the certification process.

A Practical Timeline to Certification

A personalized Academic Action Plan (AAP) will be devised just for you. Your plan will be based on an analysis of your college/university transcript(s), the Praxis I basic skills assessment and the national Praxis II competency evaluation for your chosen teaching subject/concentration.

Typically, the online ACT program can be completed in as little as 18 months, including student teaching! Completion may take longer for participants who need additional course work in their chosen teaching subject/concentration.

ACT allows you to complete only the requirements you need...not an entire additional bachelor's degree.



Program Features

The ACT program delivers two courses of educator training per semester for 5 terms over an 18 month period. This includes student teaching.

- Each course is content rich and related to 5th -12th grade learning needs.
- Minimal direct, face-to-face campus visits are required allowing you the flexibility to remain living and working in your home town community.
- You will be supported during your student teaching with training by a mentor and through the online community of professionals learning to be educators, just like yourself.

Secondary, 5th -12th grade, Certification Areas (Concentrations) Available

- Biology
- Chemistry
- English
- French
- General Science
- Mathematics
- Physics
- Social Science/History
- Social Science/Political Science
- Spanish
- Add-On Endorsements

Please note that we do not offer preparation for special education or elementary education on-line at this time.

Admission Requirements

- Must hold a Bachelor's Degree from an accredited college or university preferably with a concentration in one of the secondary certification areas available in the ACT program.
- GPA 3.0 in transferred in coursework including concentration
- Qualifying Scores on the Praxis I and II

Please note that in order to be hired in any state school system employees must pass a criminal background check. This is included in the West Virginia Teacher's Certification process.

Tuition and Fees

An up-to-date and complete tuition and fees sheet for the ACT program is available online or from an ACT Counselor. This certificate program is offered for less than half the traditional full-time tuition rate at Wheeling Jesuit University.

Candidates will be asked to write a separate check for their criminal background check which is covered in their teacher license application fee as they conclude their student teaching.



Is Financial Aid Available for the program?

There is financial aid for those who are enrolled in at least 6 credit hours, have filed the FAFSA (www.fafsa.ed.gov), and have not reached their aggregate loan limits for the Federal Stafford Loans. Those who do not qualify for federal aid can apply for a variety of educational loans through private lenders. For more information on loans available, you may call (800) 873-7665 to be transferred to the WJU Financial Aid Office.

As a Service Opportunity College, Wheeling Jesuit University welcomes adult students from the military who are making use of military aid or Montgomery G.I. Bill and other benefits to cover their education costs.

If you are an enlisted military servicemember or a veteran you may be eligible for educational benefits. Additional resources can be found on our web site www.online.wju.edu/ACT or by speaking with an ACT Counselor.

What is my Next Step?

Contact the Department of Conferences and Continuing Education at (800) 873-7665 or (304) 243-2002, or email cace@wju.edu to receive an ACT application for an initial transcript analysis.

Wheeling Jesuit University
Adult and Continuing Education
316 Washington Avenue
Wheeling, WV 26003

Fax: (304) 2443-4441 (temporary copies only)
Email: cace@wju.edu
www.online.wju.edu/ACT

ACT Program Sequence

Spring

Orientation to the Online Environment – non-credit, onsite program

TPP 232 Classroom and Teacher Roles -3 credits

PSY 220 Educational Psychology -3 credits

Summer

Methods of Teaching- (and one of below) – 2 credits

• TPP 310 Secondary English/Language Arts – 1 credit

• TPP 311 Secondary Mathematics/Science – 1 credit

• TPP 312 Secondary Social Sciences – 1 credit

Methods of Teaching is a total of 3 credits with lab work designed specifically for each concentration. The full description of this course was not available at the time of printing this publication. Methods of Teaching requires a face-to-face component, two days on campus, for lab work in concentration area.

TPP 334 The Practice of Teaching -3 credits

Fall

TPP 333 Exceptions and Diversity -3 credits

PSY 216 Adolescent Psychology - 3 credits

Spring

TPP 476 Evaluation -2 credits

TPP 475 Student Teaching Seminar 1 credit

TPP 481 Student Teaching (3-11 credit hours)

Course Descriptions

PSY 216 Adolescent Psychology (3 credits)

A study of basic research and theories concerning development in the adolescent years. Prerequisite: PSY 110. Required for 5-12 Content Specialization licensure.

PSY 220 Educational Psychology (3 credits)

A study of the cognitive and affective dimensions of student behavior with an emphasis on the theoretical conceptions of learning which underlie education methods.

TPP 232C Professional Education II: Classroom and Teacher Roles (2 credits)

Study of teaching focusing on classroom pedagogical and management strategies, development of objectives and lesson plans and discussion and observation of the various roles of a teacher. Prerequisite: Sophomore standing. Corequisite: TPP 232L.

TPP 232L Professional Education II: Classroom and Teacher Roles (1 credits)

Observation and teaching experience under the guidance of the master teacher and university professor. Focus on planning, pacing, strategies. Corequisite: TPP 232C

TPP 310 Integrated Curriculum Development & Methods: Secondary English/Language Arts (3 credits)

Study of English/language arts curriculum incorporating specific methods to prepare students to teach secondary English/language arts. The full description of this course was not available at the time of printing this publication.

TPP 311 Integrated Curriculum Development & Methods: Secondary Mathematics/Science (3 credits)

Study of Mathematics/science curriculum incorporating specific methods to prepare students to teach secondary mathematics/science. The full description of this course was not available at the time of printing this publication.

TPP 312 Integrated Curriculum Development & Methods: Secondary Social Studies (3 credits)

Study of social studies curriculum incorporating specific methods to prepare students to teach secondary social studies. The full description of this course was not available at the time of printing this publication.

TPP 333C Exceptionalities and Diversity (2 credits)

Overview of the characteristics and needs of exceptional and diverse learners and the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology and collaboration. This is a service learning course. Corequisite: TPP 333L

TPP 333L Exceptionalities and Diversity Lab (1 credit)

Observation, data collection and teaching experience under the direction of the master teacher and university supervisor in both inclusive and special education classrooms. Corequisite: TPP 333C



TPP 334C The Practice of Teaching (2 credits)

Study of theories and practical applications to develop student mastery of a variety of teaching skills. Technology integration into the content areas, advanced curriculum planning issues, and classroom management strategies are addressed. Prerequisite: TPP 232. Corequisite: TPP 334L

TPP 334L The Practice of Teaching (1 credit)

Observation and teaching experience under the guidance of the master teacher and university supervisor. One lesson taught must include technology and one must be videotaped. Corequisite: TPP 334C

TPP 475 Student Teaching Seminar (1 credit)

Further development of knowledge and skills vital to successful teaching, examination of contemporary issues in education and development of professional portfolio. Taken in conjunction with student teaching. Corequisite: TPP 481

TPP 476 Evaluation (2 credits)

Continuation of the development of the knowledge and skills needed to assess various aspects of teaching and achievement by all learners, the appropriate role of reflection and self-evaluation, the examination of research on assessment and current reform movements as well as classroom, program, individual, formative, summative, traditional and alternative assessment models. Prerequisite: senior standing.

TPP 481 Student Teaching (3 to 11 credits)

A full semester (14 weeks) teaching experience in specific and assigned classes in the licensure content and programmatic area(s) under the direct supervision of a master teacher selected by University faculty. Prerequisite: Major department and TPP approvals.

Note: Wheeling Jesuit University's Teacher Preparation Program functions under approval provided by the West Virginia Department of Education. Course descriptions, credit hours and prerequisites, may be revised based on state requirements.