

UNIVERSITY OF THE VIRGIN ISLANDS



Undergraduate Handbook School of Education University of the Virgin Islands

Revised
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Greetings from the School of Education

Dear Student:

We are pleased to see that you have selected the School of Education as the place from which to earn your University of the Virgin Islands degree.

Consequently, we want to extend to you our best wishes for continued success as you prepare yourself to join the ranks of professional educators dedicated to assist in improving the quality of life in your community.

The School of Education Faculty
Dr. Linda Thomas, Interim Dean

St. Thomas

Dr. Linda Thomas, Interim Dean
Dr. Suzy Harney
Dr. Erik Heikkila
Dr. Rita Howard
Marisel Melendez, Admin. Asst.

St. Croix

Dr. Dennis Griffith
Dr. Beulah Lateef
Dr. Nancy Morgan
Prof. Bruce Wray
Renise Johnson, Admin. Asst.

Introduction

The purpose of this guide is to provide undergraduate teaching candidates with an overview of the program's policies, procedures and guidelines. It does not answer every question that may arise, but it is believed that a careful reading will provide answers to many questions that present themselves during the course of preparation for becoming a teacher. This guide does not supersede the University Catalog but should be read in conjunction with it.

It is part of the School of Education's mission to produce highly qualified teachers who are competent both academically and professionally and who are genuinely interested in making a contribution to the education of young people in the U.S. Virgin Islands and the Eastern Caribbean.

Successful completion of the unit's program requirements makes a prospective teacher eligible for appropriate certification to teach in the United States Virgin Islands public schools. Certification, however, is a function of the Virgin Islands Board of Education.

The School of Education

The School of Education is one of three academic units of the university. It is staffed by a Dean and a number of specialists in various areas of education. The School of Education is responsible for providing a sound program of professional education consisting of such fundamental areas as the foundation of education, educational psychology, curriculum development, classroom management, special education, tests and measurements, instructional design and technology, methods courses in math and science, and student teaching.

The School of Education works closely with other academic units, such as the College of Liberal Arts and Social Science, and the College of Science and Math that assist in the training of teachers. These units provide broad background knowledge in the liberal arts, regarded as vital to the preparation of any teacher for working in today's world.

Academic Advising

A student intending to major in elementary education or early childhood inclusive education is assigned to a faculty member of the unit upon admission to the university. This assignment is for advisement only and does not constitute admission to the program. A student desirous of pursuing secondary preparation is assigned an advisor as well; however, such a student is expected to seek advice from the division of his secondary emphasis, as well.

To assist students in planning their programs of study, current paradigms are made available to them in the School of Education. Students pursuing secondary preparation are also provided with paradigms in the unit from which the major is being sought.

Admission to the Programs

Students desirous of pursuing the elementary education major, the early childhood inclusive education major or the secondary preparation must make formal application for admission to the School of Education at the end of the freshman year following completion of the general education requirements in Communication, English, Speech, Mathematics, and Science. Transfer students of junior or senior level may apply immediately after admission to the University is granted, provided the pre-requisites are met. Appropriate forms can be obtained from the division's secretary.

Admission to both the elementary and secondary programs begins with Education 250. Admission to the inclusive early childhood education program begins with Education 216. In order to be eligible for admission to a program, a student must meet the following criteria:

1. Completion of general education requirements in English (COM 119, COM 120, ENG 120, ENG 201); Science (SCI 100, and 200); Mathematics (MAT 140 **or** 143, and one of the following MAT 142, 232 or 235).
2. A cumulative GPA of 2.33
3. A passing score on the CLE, EPE, and PRAXIS I Examinations

4. A pre-admission interview

NOTE: A minimum grade of a “C” must be earned in each of the above courses.

A student will receive written notice of his/her status from the Dean of the unit. A student who has been denied admission to the division will be informed in writing of the deficiencies. The student is requested to inform the Dean through his/her academic advisor when deficiencies have been removed and reapply for admission to the School of Education. Students are required to demonstrate high standards of work as become professionals in this field.

Important Reminders

EDU 221 and EDU 230 are prerequisites for EDU 250. EDU 214 and EDU 215 are prerequisites for EDU 216.

To take EDU 250, all Science, Math, Speech, and English courses that are the general education requirements that are required for admission to the School of Education must be completed with grades of no less than a “C”, and the student must be formally admitted to the Division.

Students in elementary education and secondary education preparation must have taken and passed, with a grade of no less than a “C”, EDU 250 before registering for EDU 257, EDU 353, EDU 354, EDU 360, and EDU 450. However, EDU 250 can be taken concurrently with EDU 350, and EDU 351.

It is the responsibility of students to make sure that they have met the prerequisites. Students will not be allowed to register for classes for which the prerequisites have not been met.

All students are required to seek advisement from their assigned academic advisor before registering for courses. At that time the student will be provided with paradigms.

Please read the catalog and especially the pages that refer to Education.

Special Requirements

Elementary Education majors, in addition to the University’s general education requirements, are expected to select one of several areas in the liberal arts from which to take a minimum of eighteen credits. At least six of these credits must be at the 300-level or above. Courses satisfying the general education requirements may be included in the total of eighteen credits. The areas from which selection may be made are:

- English
- Mathematics
- Science
- Social Science
- Spanish

The liberal arts component is intended to provide more rigorous study beyond the general education requirements in one of the subjects which a graduate will be expected to teach, thus providing a strong background in liberal arts and general studies.

Because the eighteen-credit liberal arts component is a part of the required program it will be necessary for a student to maintain the same average grades (C or better) for graduation as in the professional component.

Professional Requirements

The professional component for the elementary education program consists of 39 credits as follows:

Edu. 221	Foundations of Education	3 credits
Edu. 230	Educational Psychology	3 credits
Edu. 250	Curriculum Development	3 credits
Edu. 257	Math and the Elementary Teacher	5 credits
Edu. 302	Introduction to Special Education	3 credits
Edu. 350	Instructional Design & Technology	2 credits
Edu. 351	Classroom Management	2 credits
Edu. 353	Language Arts I – Reading	3 credits
Edu. 354	Language Arts II	4 credits
Edu. 450	Measurements and Evaluation	2 credits
Edu/ 452	Student Teaching/ Elementary	9 credits

Students should be aware that Psy. 120: General Psychology is a prerequisite to Edu. 230: Educational Psychology. It can be used toward satisfying the general education requirement in Social Sciences. Edu. 221 and 230 may be taken prior to being admitted into the unit and may be taken concurrently during the student’s sophomore year.

Inclusive Early Childhood Education

The professional component for the inclusive early childhood education program consists of the following courses:

Edu. 214	Family and Community Relations	3 credits
Edu. 215	Guiding Children’s Early Behavior	3 credits
Edu. 216	Inclusive Early Childhood Curricula	3 credits
Edu. 217	Ethical and Legal Issues in IECE	3 credits
Edu. 219	Promoting Language and Literacy in IECE	3 credits
Edu. 221	Foundations of Education	3 credits
Edu. 250	Curriculum and Instruction	3 credits
Edu. 302	Introduction to Exceptional Education	3 credits
Edu. 304	Teaching Reading and Literacy in IECE	3 credits
Edu. 305	Teaching Mathematics in IECE	3 credits
Edu. 306	Creative Arts and Expression in IECE	3 credits
Edu. 307	Teaching Science in IECE	3 credits
Edu. 308	Integrating and Adapting Curriculum across the Content Areas	3 credits
Edu. 350	Instructional Design and Technology	2 credits
Edu. 403	Assessment for Effective Teaching in IECE	3 credits
Edu. 406	Student Teaching in IECE	6 credits
Edu 407	Seminar in Student Teaching	2 credits

Secondary Preparation

The secondary concentration is normally pursued by students majoring in English, the humanities, mathematics, sciences, social sciences, or Spanish and who wish to teach at the secondary level. Preparation for secondary school teaching requires satisfying a) the general education requirements, b) the requirements of the selected major, and c) the professional requirements of the School of Education.

Students intending to pursue the program in secondary education are advised to begin registering for professional courses as early as the first semester of the sophomore year. The following courses comprise the program for secondary preparation:

Edu. 221	Foundations of Education	3 credits
Edu. 230	Educational Psychology	3 credits
Edu. 250	Curriculum Development	3 credits
Edu. 302	Introduction to Special Education	3 credits
Edu. 350	Educational Design & Technology	2 credits
Edu. 351	Classroom Management	2 credits
Edu. 450	Measurements and Evaluation	2 credits
Edu. 497	Seminar in Secondary Education	2 credits
Edu. 469	Student Teaching/Secondary	6 credits

Students majoring in the secondary concentration are also required to take Psy. 120.

Field-based Experiences

In addition to student teaching, the two courses that provide field-based experience in the elementary education program are Edu 354: **Teaching the Language Arts II** and Edu. 257: **Mathematics and the Elementary Teacher**. In each of these two courses, the practicum consists of spending two hours a week for the duration of a semester working with teachers in a selected elementary school in the areas of Language Arts and Mathematics. These courses are offered during the same semester and students are advised to take them concurrently. The course that provides field-based experience in the inclusive early childhood program are Edu. 304: **Teaching Reading and Literacy in Inclusive Early Childhood Education**.

Student Teaching

The student teaching experience is the capstone of the entire professional program and may not be taken until all other education courses are successfully completed. Students registering for Edu. 452: **Student Teaching in the Elementary School** and Edu. 406-407: **Student Teaching in Inclusive Early Childhood Education** are strongly advised to carry no more than one other course, as student teaching is a highly demanding experience.

Edu. 497: **Seminar in Secondary Teaching** is a co-requisite of Edu. 469: **Student Teaching in the Secondary School**. It is assumed that when a student registers for student teaching, most, if not all, courses in the major will have been completed.

Each student enrolled in Edu. 452 and 469 and Edu. 406-407 will be assigned to a selected cooperating teacher in a school of appropriate level for the

duration of a semester. Elementary and inclusive early childhood education student teachers spend the entire day in practice; students pursuing secondary preparation spend only half of each day. Signing up for student teaching is done in the office of the division's secretary mid-semester preceding the semester of the student teaching

experience. A separate student teaching manual containing regulations for that experience and competencies to be met can be obtained from the Division's electronic bulletin board.

Students are advised to work closely with their academic advisors so that undue delay in registering for courses will be avoided.

APPENDICES

**University of the Virgin Islands
School of Education Application**

PERSONAL INFORMATION

Name: _____
Student ID Number _____
Telephone: (Home) _____ (Work) _____ (Cell) _____
Mailing Address: _____
E-Mail Address: _____

ACADEMIC INFORMATION

Student is to attach transcript(s).

Program to which admission is sought: IECE Elementary Secondary

Current Grade Point Average: _____ Date matriculated at UVI: _____

* Student is to attach a copy of PRAXIS I results received for ETS, EPE results, and CLE results.

Number of Credits: Completed at the University of the Virgin Islands _____
Accepted as transfer credits _____
Being taken now _____

How many times have you taken the PRAXIS exam? _____

Success on PRAXIS: Passed Reading Passed Math Passed Writing

Passed Yes No Passed CLE: Yes No
EPE:

Completed Disposition Survey: Yes No Score: _____

Student Status: Full-time Part-time

Semester wanting admission: Fall Spring Year: _____

Completion of Requirements

ENG 120 MAT 140
 SPE 119 SCI 100

Completed or In Progress

ENG 201 MAT 235
 SPE 120 SCI 200

Applicant Signature: _____ Date: _____

This section is completed by the interviewing faculty member.

I reviewed the above named student's transcript and PRAXIS results report from ETS.

- a. The student has met all admission requirements to be admitted to the Division of Education. Attached is my summary of the interview.
- b. The student has **not met all** admission requirements to be admitted to the Division of Education and was not interviewed. The student must complete the following before **reapplying**.

Faculty's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Division Faculty Directory

St. Thomas Campus

Suzy Harney , Associate Professor of Education, B.A., M.B.A., Ph.D.

Erik Heikkila, Assistant Professor of Physical Education, B.S., M.S.

Rita Howard, Professor of Education, B.A., M.A., Ph.D.

Linda Thomas, Professor of Education, B.A., M.A., Ph.D.

St. Croix Campus

Denis Griffith, Associate Professor of Education, B.A., M.A., Ed. D.

Beulah Lateef, Associate Professor of Education

Nancy Morgan, Visiting Associate Professor of Education, B.S., M.Ed., Ed.D.

Bruce Wray, Assistant Professor of Physical Education, B.S., M.S. Ed.