Specialization Handbook for Students Pursuing Biology, Grades 9-Adult; Chemistry, Grades 9-Adult; or General Science, Grades 5-Adult

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Dr. Dwayne Wright, Assistant Professor, Education; Chair, Department of Education; Coordinator of Master of Arts in Curriculum and Instruction

ADJUNCT FACULTY

The Teacher Education Program relies on capable and committed part-time faculty members to supplement the work of the full-time faculty. Adjunct faculty have been made aware of the teacher education program's philosophy and theme and its implications for teaching and supervision. This is to ensure that our program objectives are consistently addressed in all phases of the teacher education experience at Shepherd University
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Introduction

Students seeking admission, retention, and certification in the Teacher Education Program at Shepherd University must assume personal responsibility for knowing and fulfilling all the requirements upon which their successful participation is dependent. These requirements include adherence to University-wide policies and procedures as well as those specific to the three components of Teacher Education: 1) General Studies, 2) Professional Education, and 3) the Specialty Studies.

The secondary education major seeking a specialization in one or more of the natural science fields must expect immersion in curricula which demand commitment to personal and professional development of the highest caliber. The Shepherd University Teacher Education Program is designed to ensure that the student who successfully completes it possesses the knowledge bases, skills, and attitudes requisite for thoughtfully and effectively confronting the tasks of and problems inherent in teaching.

This guide is to acquaint the prospective middle school or high school science teacher with the objectives and requirements of the Teacher Education Program with an emphasis on the science education specializations (Biology, Grades 9-Adult; Chemistry, Grades 9-Adult; and General Science, Grades 5-Adult). It will provide information about procedural matters related to entering, progressing through, and completing a program. Information is also included to assist the student in planning a program of study and in maintaining a record of progress.

No claim is made for the completeness of this information and this resource is not intended to be a substitute for the Shepherd University Catalog; indeed, the first recommendation offered here is that the student carefully study his/her copy of the Shepherd University Catalog. One should also carefully study the Supplement, if the catalog has one.
Definitions of Some of the Terms Used in This Handbook

General Terms

**Teacher Education Program (TEP)** - The field of study that prepares a student to teach.

**Secondary Education** - Usually considered being teaching and learning as it occurs in grades 5-12.

Program Components and Grade Point Average Designations

**Specialization, Teaching Specialization, Specialty (Studies), or Teaching Field** - The primarily content courses required in the Biology, Grades 9-Adult program; or the Chemistry, Grades 9-Adult program; or the General Sciences, Grades 5-Adult program as listed in the Shepherd University Catalog or its supplement and this handbook.

**Professional Studies** - Courses beginning with the EDUC prefix required for certification and referred to as the Secondary Education Core in the Shepherd University Catalog or its supplement, and this handbook.

**Core Curriculum** - The core of courses required by Shepherd University for any baccalaureate degree and referred to as the Core Curriculum Program in the Shepherd University Catalog or its supplement, and this handbook.

**Educational Studies** - The combined specialization and professional education courses.

**Overall** - All of the courses taken for credit toward graduation. This includes Professional Studies, Core Curriculum, Speciality Courses and Electives.

Organizational Units and Positions

**Professional Education Unit (PEU)** - A body composed of the Director of Teacher Education / Department of Education Chair, all Department of Education faculty, all Specialization Coordinators, and all faculty (both full time and part time) who teach required courses specifically designed for the Teacher Education Program.

**Professional Education Unit Council** - The policy-making body in the PEU, consisting of the Director of Teacher Education/Department of Education Chair; all Department of Education faculty, all Specialization Coordinators, and two student representatives.

**Natural Sciences Teaching Specializations Coordinator** - The person appointed by the Dean of the School of Natural Sciences and Mathematics to advise students majoring in secondary education with teaching one or more specializations in the natural sciences.

**Director of Teacher Education** - The chief administrator of the TEP. One of the members of the PEU and PEUC.

**School of Natural Sciences and Mathematics** - One of the four academic schools of the University. The School that has the Biology, Grades 9-Adult; Chemistry, Grades 9-Adult; and General Science, Grades 5-Adult teaching specializations.

**Department of Education** - The academic department within the School of Education and Professional Studies responsible for specializations in Elementary Education and Early Childhood Education, and for teaching most of the Professional Education (EDUC) courses.

Selection and Retention Status Category Terms

**Full Status**
Defining Condition:

In compliance with all requirements; including a minimum GPA of 2.75 in Professional Studies and Overall. Students with a natural science specialization must also have a minimum GPA of 2.75 in the natural science specialization. Students with more than one natural science specialization must have a minimum GPA of 2.75 in each specialization.

Provisional Status

Defining Conditions:

• Juncture 1 Review: student is currently “in progress” in course(s) required to meet eligibility requirements
• Juncture 2 Review: student is in Full status and is currently “in progress” in course(s) deemed by the Specialization as eligibility requirement(s) for Juncture Review

Restriction:

• Provisional Status resulting from “in progress” condition: If final grade is satisfactory, Full Status is automatically conferred.

Non-Admit Status

Defining Condition:

• The student is eligible for Juncture 1 Review and has applied for review, but has failed to pass Juncture 1 Review.

Restriction:

• The student may not enroll in further TEP courses until the Non-Admit Status is removed.

Probationary Status

Defining Conditions:

• Student has been in Full Status but GPA requirements in Professional Studies and/or overall have not been met in the preceding semester.
• Science education student has been in Full Status but GPA requirement in the natural science specialization has not been met in the preceding semester.
• It is possible to raise deficient GPA within one semester.

Restrictions:

• Student must enroll in courses specified by advisor to allow deficiencies to be addressed.
• At the completion of the probationary semester (the one following the semester during which an adequate GPA was not maintained), the student must initiate an advisor review of his/her status if the deficiency has been successfully addressed. Unless the Probationary Status is removed at the end of the semester, the student may not enroll in Professional Education courses.

Removed Status

Defining Condition:

Student has been admitted but subsequently has failed to meet retention requirements that are deemed not correctable. Deficiencies which are not correctable are as follows:

• The minimum GPA requirement in any one or more components (Professional Studies, Specialization, Overall) has not been met for two consecutive semesters.
• The student has been convicted of a felony or some crime related to moral character or has falsified the statement denying conviction.
• The student has met eligibility requirements for Juncture 2 or 3 but has not passed review.

Restriction: Student may not enroll in Professional Education courses.

Philosophy and Theme of Teacher Preparation at Shepherd University
The teacher education program faculty at Shepherd University believe that in order to be effective in today's school, a teacher must be knowledgeable, possess a professional disposition, and conduct teaching/learning experiences which ensure the development of all children's ability to be critical participants in and a productive member of a democratic society. The education program at Shepherd University is based on the following philosophical position:

The Teacher Education Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one's own life and the shaping of the social, cultural, political and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose, then, is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students. The schooling context is very complex and characterized by a significant degree of ambiguity. This ambiguous complexity of the teaching context precludes a formulaic approach to teaching. So, the emphasis is on the prospective teacher developing a philosophy and a set of principles that guide practice and the reflective process of problem solving. The teacher must be able to function in this complex and ambiguous context in a reflective manner: identifying problems, framing them, considering alternative solutions and choosing and implementing courses of action. The criteria for the assessment of effective teaching must include not only curricular and pedagogical concerns but also the ethical dimensions of teaching/learning. Schooling is not done to students, it is done with students.

Consistent reflection on the nature and practice of education is a hallmark of a critically thinking teacher. Consequently, the chosen theme of the teacher education program at Shepherd University is TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS). We have established a framework for the development of reflective dispositions. In order to effectively respond to the range of concerns found in today's classrooms, a teacher needs to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection. The effective teacher examines her/his Action and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every child. This action is subject to Interpretation. Here the teacher explicates and justifies the assumptions and predispositions that underlie her/his teaching/learning activity. During the process of Critical Reflection the teacher assesses the adequacy of the educational goals towards which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activity.

Beginning Teachers: Program Goals and Student Outcomes
Based on discussions of desired outcomes, research of the relevant literature, and dialogue among practitioners, we agree that to be effective in a multicultural global society, a beginning teacher should possess the willingness and capacity to:

1. ascertain and articulate personal professionally-held philosophical and theoretical viewpoints about schooling, teaching and learning.

2. commit to continuous reflective self-examination for the purpose of personal/professional development.

3. function as a change agent who can influence and improve the education of all P-12 students.

4. undertake the professional responsibility for the development of the critical mindedness, problem-solving skills, self-motivation, cooperative social interaction, and a commitment to excellence.

5. develop an understanding of the social and psychological conditions of learning including cultural and linguistic differences, exceptionalities and developmental characteristics of P-12 students.

6. develop, articulate and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of P-12 students consonant with the nature of a pluralistic social and democratic society.

7. develop learning experiences that promote acquisition of the knowledge, skills, and dispositions all P-12 students need to function productively and to become critical participants in a democratic, pluralistic social and economic world.

8. access current research findings regarding schooling and teaching/learning and use these findings in educational programs.

9. develop a critical understanding of the central concepts, tools of inquiry and structures of representation and their inter-disciplinary connections in pedagogical content knowledge that are central to the disciplines he/she teaches, including the uses of educational multimedia technology.

10. foster relationships among school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support P-12 students’ learning and well-being.

11. develop a coherent, integrated view of the world of theory and practice.

12. consistently reflect on a knowledge base, dispositional orientations, and performance characteristics.

Characterization of and Goals of the Science Education Programs of Shepherd University
Because the teaching profession is quite demanding, the teacher preparation programs in the natural sciences at Shepherd University are quite rigorous and admission to the University does not confer admission to the teacher education program or permission to pursue a science education course of study. Admission to the teacher education program and permission to pursue a science education specialization, privilege to continue such (retention), and admission to student teaching are achieved only by satisfactory progression through a set of courses, exams, co-curricular assignments, and faculty evaluations. Progress is monitored via a four-step screening process, the Juncture Review system that is described later in this manual.

The person not already holding a degree who wishes to become certified to teach biology, chemistry, or general science (including Coordinated and Thematic Science) at the middle school level (generally considered to be grades 5 through 8) or at the high school level (generally considered to be grades 9-12) should pursue a Bachelor of Arts degree with a major in Secondary Education with a teaching specialization (teaching field) in Biology, Chemistry or General Science. (It is possible to concurrently pursue more than one science specialization, but it may require more than eight semesters of study to finish.)

**Components of the Programs**

While pursuing this degree the student will complete a program consisting of general studies courses, courses in the natural sciences and mathematics, and courses in professional education.

**The Specialization**

A group of courses in the natural sciences and mathematics constitutes a Science Specialization or Teaching Field. These courses provide the student with opportunities to appropriate and synthesize knowledge about the natural world through empirical and reflective means, and promote the development of those cognitive skills and affective traits that are essential to scientific enterprise. These courses also provide the student numerous opportunities to observe and study first-hand and secondarily the dynamics of science, technology and society.

It is the goal of the faculty who teach these courses, and work with students in a variety of settings to, whenever possible, create model learning environments where students are encouraged to be willful participants in and contributors to their learning experiences. Most of the professors who teach these courses are reflective problem solvers in their areas of expertise and in their teaching. They are dedicated to providing all students with modern, technology enriched, constructivist experiences that promote the building of critical thinking skills, a concern for ethics in the practice and teaching of science, and the acquisition of content knowledge bases that the student can actually use in a variety of ways.

The School of Natural Sciences and Mathematics is the academic unit responsible for developing and offering the teaching specializations in Biology, Chemistry, and General Science. However, because these teaching specializations are sought within the Professional Secondary Education framework, and successful completion of a specialization can lead to West Virginia Certification the Professional Education Unit Council (PEUC) of the University also shares administrative authority for these programs.

**Professional Education**

The education courses constitute the Professional Education component of the program. Professional Education is that portion of the program that prepares the student to effectively perform the many roles associated with being a teacher. Sometimes referred to as professional education, it includes pedagogical, theoretical, and field experiences.
The professional education faculty view teaching as problem solving and learning as constructive. Professional education courses involve the student in the active appropriation and construction of knowledge; knowledge that facilitates problem solving in ethically sensitive ways. When knowledge is really appropriated, the problematic enterprises of becoming a teacher and being a teacher can be transformed from kaleidoscopes of problems and solutions to more regular and predictable patterns of problems and solutions, wherein cycles of reflection and action follow one upon another.

Core Curriculum

Core Curriculum is a block of courses required for all baccalaureate degrees awarded by Shepherd University, except the Regents B.A. degree. These courses are designed to provide the student with a liberal arts foundation, and assist the student in obtaining and/or developing those attributes that will allow him/her to appropriate and synthesize knowledge, establish a system of values, and effectively engage in reflective problem solving.

Goals of the Science Education Programs

- In recognition of the need to provide prospective science teachers a program of study wherein science content courses, pedagogy courses, and clinical experiences are connected and integrated, the Secondary Science Education Program adopts, and endorses the theme, objectives, and program goals and learner outcomes of the Shepherd University Teacher Education Program.

- In recognition of the critical importance of science content, and the validity of the constructivist approach to learning it, the Secondary Science Education Program shall provide prospective secondary school science teachers coursework and other experiences that

1. involve them in actively investigating natural phenomena and allow them to construct conceptual schemes that are consistent with currently accepted scientific understanding;

2. address issues, events, problems, and topics of current significance in science that are of importance and interest to the community at large;

3. introduce them to and involve them in the use of research literature, media, and technological resources that expand their science knowledge base and their ability to access further information;

4. build on the their current science knowledge base, skills, and attitudes;

5. incorporate ongoing reflection on the process and outcomes of the scientific enterprise; and

6. encourage and support collaborative work in and out of the science classroom and laboratory.

In acknowledgment of the necessity to integrate the knowledge base in science with the knowledge bases in pedagogy, learning, and student development, the secondary science education program shall provide prospective secondary school science teachers coursework and other experiences that

1. promote the integration of all pertinent aspects of science and science education;

2. occur in a variety of places (e.g., science labs, computer labs, field sites of various sorts, and schools) that are appropriate environments for effective science teaching/learning because they provide real situations where professors and teacher candidates can inquire, investigate, and expand their knowledge and skills;

3. use inquiry, reflection, interpretation of research, and guided practice to build understanding and skill in science teaching.

- In recognition of how essential lifelong learning is, the Secondary Science Education Program shall provide prospective secondary school science teachers coursework and other experiences that

1. provide regular, frequent opportunities for individual and collegial examination and reflection on
teaching/learning practices;

2. provide systematic opportunities for the teacher candidates to receive feedback about:
   - their preparation to teach in their discipline,
   - choices they make in respect to portfolio and resource unit inclusions,
   - course choices, co-curricular choices, etc.,
   - the various interactions they have with students prior to teaching,
   - their teaching, and to use that feedback in a commitment to excellence;

3. support the sharing of teacher/learner experiences through participation in seminars and other such forums;

4. provide access to and opportunities for teacher candidates to use current research and experiential knowledge in formal and informal ways; and

5. foster a familiarity with current research in the science specialty and in education, especially in the areas of pedagogy and curriculum.

   • In recognition of Shepherd University’s mission as a state supported university to educate teachers who can function effectively within the public schools of the State of West Virginia, the instructional goals and objectives of the current West Virginia Science Curriculum Framework, which are:

1. to develop an understanding of the nature of science

2. to cultivate scientific attitudes and values, to develop an understanding of the limits of science, and to evaluate scientific advances and technological applications as they impact science

3. to develop thinking skills and processes for investigating the world, solving problems, and making decisions

4. to acquire skills for learning through concrete manipulations of the tools and materials of science

5. to demonstrate the interconnectedness of the fields of science by emphasizing the themes of systems, change, and models throughout the curriculum, and establishing connections with other discipline areas and daily life experiences,

shall be made known to prospective science teachers, and the Secondary Science Education Program shall provide prospective secondary school science teachers coursework and other experiences that

1. allow them to plan and develop activities that guide and facilitate student learning of science content by actively involving them in the processes of discovery and inquiry, and encourage curiosity, chance-taking, and hypothesis formation inside and outside of the classroom/laboratory;

2. give them opportunities to select science content and adapt and design learning activities to meet the interests, understanding, abilities, experience, and special needs of their students, and immerse them in activities that will allow them to more fully appreciate the fact that scientific concepts can be described mathematically, and that computers can greatly facilitate this essential task;

3. provide them opportunities to select and develop teaching and assessment strategies that support the development of student understanding and nurture a community of science learners by promoting individual and cooperative problem solving;

4. allow them to select and develop teaching strategies which will give their students accurate understanding of the nature of science (its open-endedness, its limitations, its goals, etc.), and help them develop positive attitudes toward the scientific enterprise;

5. provide them opportunities to select and develop teaching and assessment strategies that promote the development of an understanding of the mien history has on current science, and encourages students to recognize, appreciate, and use conceptual themes that are common to all of the natural sciences;
6. provide them opportunities and reasons to develop critical thinking skills and engage in reflective problem-solving as science students and as science teacher candidates;

7. inculcate in teacher candidates a genuine concern for safety in all science teaching environments (field, laboratory, etc.);

8. encourage them to critically examine and evaluate and to select and develop instructional activities that will get their students to critically examine and evaluate scientific and technological products, and consider how these products may impact society.

First-year teachers will not be effective unless they have previously conducted serious inquiry into life in the classroom. Only when that inquiry is completed and a tentative philosophy of education is formed should the traditional tasks confronting the first-year teacher be undertaken.

The Role of the Natural Sciences Teaching Specializations Coordinator (NSTSC)
All Secondary Education Majors with specializations in the natural sciences are advised by the NSTSC. This person will work closely with the prospective teacher from this moment on in his/her pursuit of the Natural Science Specialization. The Coordinator will help the student map out his/her program of studies, assist the student in choosing a second teaching specialization (if needed or desired), offer guidance as needed, identify upcoming obstacles that must be overcome, and assist in evaluating the student as he/she seeks admission into and progresses through the program.

The Teacher Education Program (TEP) at Shepherd University attempts to accommodate students of four matriculation statuses: 1) students enrolling at Shepherd University as first semester freshmen; 2) transfer students not holding a baccalaureate degree; 3) students with baccalaureate degrees seeking West Virginia certification; and 4) students with baccalaureate degrees seeking certification in some state other than West Virginia.

A person who is seeking admission to Shepherd University for the first time can demonstrate his/her intentions to major in Secondary Education with a Specialization in Biology, Chemistry, or General Science by indicating this on his/her application for admission to the University. However, remember that admission to the University does not confer admission to the TEP.

If one is currently enrolled at Shepherd, but wishes to change his/her major to Secondary Education with a specialization in Biology, Chemistry or General Science, he/she should make an appointment to meet with the NSTSC. (The NSTSC is currently Dr. Ruth Conley, whose office is Room 214 in Byrd Science Center.)

After meeting with the Coordinator, if one should desire to make the change, he/she will need to go to the Registrar to obtain a Change of Major/Change of Academic Advisor Form to be completed.

The NSTSC will take steps to insure that the student meets with him at least two times during each academic semester to discuss progress and diagnose problems that may have developed. The NSTSC will also serve as a resource person to assist the student in developing a knowledge base and skills in science and science education. The advisor will assist the student in selecting schools for field and clinical experiences.

The NSTSC will maintain a student file in which registration forms, grade reports, exam scores, and other pieces of pertinent information will be placed. The advisor, should the student request him to do so, and if the student will waive his/her right to access, will provide letters of recommendation which shall, as accurately as possible, voice his objective evaluation of the advisee as a student and as a potential science teacher.

A reminder: Although the NSTSC, acting as the academic advisor, will make a sincere effort to advise the student, the final responsibility for admission into, progress through, and completion of program rests with the student.

Any applicant for admission to Shepherd University who has attended another institution of collegiate rank will be classified as a transfer student, whether or not credit was earned. The University does not, under any condition, disregard college or university courses taken or credits earned elsewhere. Transfer students must report previous and current enrollments at all other colleges and universities and have official transcripts sent to Shepherd University. Persons planning to major in Secondary Education with a Natural Science Specialization must submit transcripts to the Registrar’s Office and to the NSTSC. The Registrar’s office will initiate a process to determine which courses being transferred will be accepted as substitutes for required courses in the General Studies, Natural Science Specialization, and Professional Studies curricula. The NSTSC in consultation with the Dean of the School of Natural Sciences and Mathematics will evaluate the transcript and approve course substitutions.

Pertinent Curriculum Policies
General Policies and Procedures
• The Shepherd University faculty are responsible for the Core Curriculum. The PEU and Director of Teacher Education communicate the curricular and pedagogical needs of Teacher Education Programs to the Faculty through the Curriculum and Instruction Committee and the Faculty Senate,

• Within the parameters of reasonable flexibility, the student and the NSTSC will design a General Studies Curriculum to meet the student’s needs.

• The Shepherd University catalog states:

A student will have a seven-year period to complete requirements under the Catalog in effect at the time of entrance. Students may elect to graduate under a later catalog than the one under which they entered; however, students are not allowed to split catalogs.

If more than seven (7) years have elapsed between completion of any Education Studies (Professional and Specialty Studies) course(s) and the completion of the Teacher Education Program, a student must have the ‘expired’ course(s) assessed by the appropriate university faculty and/or Department Chair to determine whether the course satisfies current knowledge standards. If it is determined that the course does not meet current knowledge standards, the student must retake the current course of the same name or take an equivalent course.

• State mandated changes, if they occur, override requirements in both the Catalog and Specialization Handbook on an implementation schedule determined by the State.

• Once a student has been admitted to Shepherd University, transfer coursework approved by the Registrar which the student wishes to be applied to meeting Specialty Studies must be approved by the NSTSC or his/her designee. Transfer coursework approved by the Registrar that the student wishes to be applied to meeting Professional Education requirements must be approved by the Chair of the Department of Education or his/her designee. It is the student’s responsibility to provide sufficient information regarding the courses under consideration to permit an informed judgment based on the content and thematic requirements of the Teacher Education Program.

• All students seeking Elementary or Secondary certification must have a minimum of 45 credit hours at or above the junior (300) level.

• The last six hours of coursework toward a degree from Shepherd University must be completed at Shepherd University.

• Advisors will not permit advisees to enroll in courses for which prerequisites are not met. It is the student’s responsibility to establish a documented case justifying an exception.

• Each specialization and endorsement area determines the courses which must be satisfactorily completed prior to student teaching. Students pursuing one or more natural science specializations must complete all required courses (including required electives) in the specialization(s) before student teaching.

• All required Professional Education courses except Student Teaching and its associated seminar and the Senior Capstone course (Elementary only) must be completed prior to student teaching.

• For students who fail Secondary Student Teaching, the grades earned in Secondary Student Teaching and its associated seminar will be used in calculating the GPA in Professional Studies necessary to enroll in Secondary Student Teaching and its associated seminar each successive time.

• Specialization Coordinators (the NSTSC in respect to students pursuing Natural Science specializations), will work with the Coordinator of Practicum Services to facilitate field experience and student teaching placements.
• Students in consultation with the Specialization Coordinator (the NSTSC in respect to students pursuing a Natural Science Specialization), may make placement preferences known to the Coordinator of Practicum Services. Final decisions for placement rest with the Coordinator of Practicum Services.

• Specialization and Endorsement areas may identify critical courses and experiences which require more rigorous levels of performance than the minimums established by the PEU Council.

The Curricula

Curriculum for a Biology Teaching Field Grades 9-Adult
Specific core curriculum requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 207</td>
<td>General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 207L</td>
<td>General Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 209</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 209L</td>
<td>General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus with Applications</td>
<td>4</td>
</tr>
</tbody>
</table>

Total hours required, 48 hours

Required Courses:

A. Interdisciplinary core, 23 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 208</td>
<td>Plants as Organisms</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 209</td>
<td>Animals as Organisms</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 301</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201L</td>
<td>College Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>College Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 202L</td>
<td>College Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 314</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Biology 9-Adult Specialization, 25 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 225</td>
<td>Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 226</td>
<td>Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 344</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 394</td>
<td>Principles of Biological Research</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>General Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTES:
Note Concerning Math Requirement: The prerequisite for MATH 205 is mathematical competence equivalent to the successful completion of MATH 108 or MATH 154.

Other Requirements: Although one may declare secondary education with a specialization in Biology 9-Adult as a major upon admission to the University, to be officially admitted to the Shepherd University teacher education program and pursue this teaching field, the candidate must meet the following criteria as well as those criteria that apply to all teaching specializations:

1. The candidate must have completed BIOL 208 – Plants as Organisms, BIOL 209 – Animals As Organisms, CHEM 207 and CHEM 207L General Chemistry I with Lab I and CHEM 209 and CHEM 209L – General Chemistry with Lab II, or their equivalent with a grade of C or better in each course.

2. The candidate must have completed a minimum of 24 semester hours of academic work at Shepherd University with an overall GPA of at least 2.75 and a GPA of at least 2.75 in this specialization.

See professional education course listings under Education: Professional Studies Core for Secondary Education. Special Methods of Teaching Sciences is EDUC 423 that must be taken with either EDUC 370 or EDUC 443. Candidates must also take EDUC 380 with EDUC 443. Retention in and completion of this program requires the candidate to meet retention, admission to student teaching and
Certification standards set by the Professional Education Unit Council. All of the standards for this program can be found in this Specialization Handbook.

Curriculum for a Chemistry Teaching Field Grades 9-Adult

Specific core curriculum requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 207</td>
<td>General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 207L</td>
<td>General Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 209</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 209L</td>
<td>General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 314</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

The Chemistry, Grades 9-Adult Core

Total Hours Required, 49 Hours

A. Interdisciplinary core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 208</td>
<td>Plants as Organisms</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 209</td>
<td>Animals as Organisms</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 301</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201L</td>
<td>College Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>College Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 202L</td>
<td>College Physics II Laboratory</td>
<td>1</td>
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</tbody>
</table>

B. Chemistry, 9-12 specialization, 29 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 315</td>
<td>Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 315L</td>
<td>Organic Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 316</td>
<td>Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 316L</td>
<td>Organic Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 321</td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 321L</td>
<td>Analytical Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 327</td>
<td>Solution Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 327L</td>
<td>Solution Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 329</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM xxx</td>
<td>Elective in Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Calculus w/Applications</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Electives must be upper division CHEM courses. Electives must be approved by the NSTSC. Strongly recommended courses are CHEM 301, Inorganic Chemistry; CHEM 322 and 322L, Instrumental Analysis; and CHEM 325 Computers in Science.

Other Requirements: Although one may declare secondary education with a specialization in chemistry 9-Adult as a major upon admission to the University, to be officially admitted to the Shepherd University teacher education program and pursue this teaching field, the candidate must meet the following criteria as well as those criteria that apply to all teaching specializations:

1. The candidate must have completed BIOL 208 – Plants as Organisms, BIOL 209 – Animals As Organisms, CHEM 207 and CHEM 207L General Chemistry I with Lab I and CHEM 209 and CHEM 209L – General Chemistry with Lab II, or their equivalent with a grade of C or better in each course.
2. The candidate must have completed a minimum of 24 semester hours of academic work at Shepherd University with an overall GPA of at least 2.75 and a GPA of at least 2.75 in this specialization.

See professional education course listings under Education: Professional Studies Core for Secondary Education. Special Methods of Teaching Sciences is EDUC 423 that must be taken with either EDUC 370 or EDUC 443. Candidates must also take EDUC 380 with EDUC 443. Retention in and completion of this program requires the candidate to meet retention, admission to student teaching and certification standards set by the Professional Education Unit Council. All of the standards for this program can be found in this Specialization Handbook.

Curriculum for a General Science Teaching Field Grades 5-Adult

Specific core curriculum requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 208 Plants as Organisms</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 209 Animals as Organisms</td>
<td>4</td>
</tr>
<tr>
<td>MATH 314 Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Required courses, 47 hours

The General Science, Grades 5-Adult Core

A. Interdisciplinary core, 20 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 207 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 209 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 209 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 209 General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>GSCI 301 Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201 College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201L College Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 202 College Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 202L College Physics II Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

B. General Science, 5-12 specialization, 27 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 225 Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 226 Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>GSCI 302 General Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 303 Meteorology</td>
<td>4</td>
</tr>
<tr>
<td>Elective in Science</td>
<td>9</td>
</tr>
<tr>
<td>MATH 205 Calculus w/Applications</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Electives must be upper division BIOL, CHEM and GSCI courses. Electives must be distributed between the aforementioned disciplines. Electives must be approved by the NSTSC. Strongly recommended courses are BIOL 301, Microbiology; BIOL 344, Genetics and Evolution; BIOL 394, Principles of Biological Research; CHEM 315/316, Organic Chemistry; CHEM 315L/316L, Organic Chemistry Lab; CHEM 325, Computers in Science; and GSCI 306, Introduction to Oceanography.

Common Note: Prerequisite for MATH 205 and MATH 314 is mathematical competence equivalent to completion of MATH 108, Pre-calculus or MATH 154, Finite Mathematics.
Other Requirements: Although one may declare secondary education with a specialization in chemistry 9-Adult as a major upon admission to the University, to be officially admitted to the Shepherd University teacher education program and pursue this teaching field, the candidate must meet the following criteria as well as those criteria that apply to all teaching specializations:

1. The candidate must have completed BIOL 208 – Plants as Organisms, BIOL 209 – Animals As Organisms, CHEM 207 and CHEM 207L General Chemistry I with Lab I and CHEM 209 and CHEM 209L – General Chemistry with Lab II, or their equivalent with a grade of C or better in each course.
2. The candidate must have completed a minimum of 24 semester hours of academic work at Shepherd University with an overall GPA of at least 2.75 and a GPA of at least 2.75 in this specialization.

See professional education course listings under Education: Professional Studies Core for Secondary Education. Special Methods of Teaching Sciences is EDUC 423 that must be taken with either EDUC 370 or EDUC 443. Candidates must also take EDUC 380 with EDUC 443. Retention in and completion of this program requires the candidate to meet retention, admission to student teaching and certification standards set by the Professional Education Unit Council. All of the standards for this program can be found in this Specialization Handbook.

### CORE CURRICULUM (Minimum of 42 hours)

<table>
<thead>
<tr>
<th>TIER ONE (21 Hours)</th>
<th>TIER TWO (21 Hours)</th>
<th>TIER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITTEN ENGLISH</strong> (6-7 Hours)</td>
<td><strong>HUMANITIES</strong> (TOTAL: 6 Hours)</td>
<td><strong>EDUC 400</strong> (WM)</td>
</tr>
<tr>
<td>IF ACT (ENGLISH) BELOW 18 OR SAT (VERBAL) BELOW 450 TAKE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ ENGL 100A Basic Writing I (2) C or better AND</td>
<td>_____ COMM 202 Speech (HM) (3) <em>(Required)</em> (C or better)</td>
<td></td>
</tr>
<tr>
<td>_____ ENGL 100B Basic Writing II (2) C or better</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>_____ HIST 100, 101, 102 or 103 (not same as Tier One)</td>
<td><strong>EDUC 400</strong> (Capstone)</td>
</tr>
<tr>
<td>_____ ENGL 101 Written Composition (3) C or better</td>
<td>_____ PHIL 208 or</td>
<td></td>
</tr>
<tr>
<td>AND one of the following: ENGL 103 Preferred for Elem Ed</td>
<td>_____ FREN 101,102,203or204,</td>
<td></td>
</tr>
<tr>
<td>_____ ENGL 102 Writing for Arts/Humanities (3) C or better</td>
<td>_____ GERM 101,102,203or204</td>
<td></td>
</tr>
<tr>
<td>_____ ENGL 104 Sci. and Technical Writing (3) C or better</td>
<td>_____ SPAN 101,102,203or204</td>
<td></td>
</tr>
<tr>
<td><strong>MATH 314</strong></td>
<td><strong>ARTS</strong> (3 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>MATH 101A Fundamentals of Math I (2) and</strong></td>
<td>_____ ART 103 Introduction to the Visual Arts (3)</td>
<td></td>
</tr>
<tr>
<td><strong>MATH 101B Fundamentals of Math II (2)</strong></td>
<td>_____ ENGL 215 The Art of Literature (3)</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENTS REQUIRED TO TAKE:</strong></td>
<td><strong>MUSC 103 (Music Theory 1 (3)</strong></td>
<td></td>
</tr>
<tr>
<td>_____ MAT 314 Statistics (MA) (3) Required</td>
<td><strong>MUSC 111 Introduction to Music (3)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HISTORY</strong> (3 Hours) Select one of the following:</td>
<td><strong>MUSC 312 World Music (3)</strong></td>
<td></td>
</tr>
<tr>
<td>_____ HIST 100 Hist of Civ: Asian Traditions (3)</td>
<td><strong>THEA 204 Introduction to Theater (3)</strong></td>
<td></td>
</tr>
<tr>
<td>_____ HIST 101 Hist of Civ: Ancient/Medieval Worlds (3)</td>
<td><strong>SOCIAL SCIENCES</strong> (9 hours)</td>
<td></td>
</tr>
<tr>
<td>_____ HIST 102 Hist of Civ: Change and Global/Early Modern (3)</td>
<td>_____ EDUC 200 Foundations of American Education (3)</td>
<td></td>
</tr>
<tr>
<td>_____ HIST 103 Hist of Civ: Modern World (3)</td>
<td><em>(Required)</em> (C or better) (Counts toward major)</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCES</strong> (8 Hours)</td>
<td><strong>EDUC 360 Survey of Exceptional Children (3) <em>(Required)</em></strong> (C or better) (Counts toward major)</td>
<td><strong>PSCI 101 Amer Fed Government (3) or ECON 123/205</strong></td>
</tr>
<tr>
<td>_____ BIOL 208 Plants as Organisms (4) (LS) <em>(Required)</em></td>
<td><strong>MUST HAVE A CK:</strong> PSCI 100, PSYC 101 or SOCI 203</td>
<td><strong>WELLNESS</strong> (3 hours)</td>
</tr>
<tr>
<td>_____ BIOL 209 Animals as Organisms (4) (LS) <em>(Required)</em></td>
<td></td>
<td>_____ GSPE 210 Fitness for Life (WE) (3)</td>
</tr>
<tr>
<td><strong>EDUC 150 First-Year Experience (1)</strong></td>
<td><strong>FIRST-YEAR EXPERIENCE (Counts toward major)</strong></td>
<td>Up to 8 credits within the CC can be used toward the major. EDUC 150, 200 and 360 = 7 hours. Total CC for EE = <strong>35 credits</strong></td>
</tr>
</tbody>
</table>

**The Professional Studies in Secondary Education Curriculum**
<table>
<thead>
<tr>
<th>Dept. No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 150</td>
<td>Seminar in Education</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>Soc. &amp; Pysch. Conditions of Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 360</td>
<td>Survey of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 370</td>
<td>Creating Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Tech. in 21st Century Teach.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400</td>
<td>Inclusion in the Regular Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Special Methods in Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 443</td>
<td>Reading in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 456</td>
<td>Student Teaching, Grades 5-12, or</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 457</td>
<td>Student Teaching, Grades 9-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Hours of Professional Studies</td>
<td>37</td>
</tr>
</tbody>
</table>

Note: Any student with a specialization in General Science must take EDUC 456. Students with a single specialization in biology or chemistry take EDUC 457.

**Summation of Curricula for Biology, Chemistry and General Science**

**SOME IMPLICATIONS OF THE ABOVE:**

A person who wishes to pursue a major in Secondary Education with one or more natural science specializations should work with the NSTSC to map out a strategy to follow in taking the above courses.

One should be able to complete these programs with eight semesters of study if one has the prerequisite skills and knowledge base to allow ordinary progression through the program, and carries 16 - 18 semester hours per semester.

The total hours in 300 and above level courses required in any one of these three programs exceeds the minimum of 45 upper division hours required for graduation.
The Co-Curricular Requirements

Portfolio Requirement

The Teacher Education Program (TEP) at Shepherd University includes the development of a professional teaching portfolio as an integral part of students’ experiences. The portfolio supports the TEP’s emphasis on Teacher as Reflective Problem Solver.

For the student desiring to become a science teacher, portfolio development is expected to begin informally when the student first enrolls at Shepherd and declares himself / herself to be majoring in Secondary Science Education. During this informal phase, the student is expected to retain any evidence he/she considers to be potential inclusions in the portfolio.

When the student enrolls in EDUC 150, Seminar in Education, he/she will be formally introduced to the portfolio concept and begin its formal development. From that point forward, it will be an ongoing process.

Portfolio Plan

(The following derives from the Department of Education’s Portfolio Plan, with additions relevant to students majoring in Secondary Science Education.)

Professional teaching portfolios are organized collections of evidence from the students’ educational, preservice, and personal experiences. This evidence is used for students to review their work and make changes, to show what they have accomplished and how they can improve their work, and to serve as a tool which will allow them to market themselves effectively.

The actual portfolio can be an expandable envelope or a three-ring binder, and it should represent and reflect the individual student’s personality and work. Students are expected to be creative, yet professional, in developing their portfolios.

The Teacher Education Program at Shepherd University includes portfolio development as an integral part of students’ experiences. This supports the emphasis on Teacher As Reflective Problem Solver since students’ portfolios are developed throughout the entire period of their coursework at Shepherd University. The following lists the professional education courses and the portfolio component of each course.

**EDUC 150, Seminar in Education** - Here the students are introduced to the concept of portfolios and begin to create their own. They gather and include evidence of past experiences that are suitable. Student teachers from upper education courses share their portfolios with the students in EDUC 150.

At this juncture, science education students are expected to write and place in the portfolio a 1 or 2 page essay that describes the student’s previous experiences in the natural sciences, and explains why the student desires to become a science teacher.

**EDUC 200, Foundations of American Education** - The students continue to build their portfolios. They include class assignments, such as papers regarding their philosophy of education. Before this course is completed, science education students are expected to include copies of two or more articles dealing with current philosophies in the U.S. about how science should be taught in grades 5-12.

**EDUC 320, Social and Psychological Conditions of Education** - Students continue to add to portfolios. They include class assignments and examples from their field experiences. By the end of EDUC 320, the science education student is expected to place a written commentary about the developmental principles that form a major part of the foundation for the state of West Virginia mandate that hands-on activities be emphasized in middle school and high school science courses.

**EDUC 360, Survey of Exceptional Children** - Students continue to add to their portfolios. Science education majors should focus on the unique challenges of implementing laboratory exercises with the specified populations about which you will learn.
EDUC 370, Creating Learning Environments - With this course, students begin their immersion in field experiences in their areas of specialization. Students should include examples of units and/or modules they have developed and taught, pictures of displays they have created, philosophy of education papers, and research papers pertaining to educational practices. During this course the science education major should develop and include in the portfolio a statement of his/her current instructional theory (current philosophy on how science should be taught) that reflects a concern for providing productive learning experiences for all students, along with examples of resources (research papers, pertinent parts of publications by state agencies, and learned societies, etc.) that contribute to its development and give it some degree of validity. The student should also include written unit plans and/or lesson plans that the student has developed and taught, including laboratory activities, that the student believes are consistent with his/her instructional theory.

EDUC 423, Special Methods of Teaching Science and EDUC 443, Reading in Content Areas

These two courses more fully immerse the student in field experiences in his/her area of specialization.

During these courses the Science Education Major is expected to carefully examine and evaluate his/her instructional theory, and revise it, if necessary. Here, as in EDUC 370, examples of resources that contribute to the development of the instructional theory and give it some degree of validity are to be included.

Written unit plans, lesson plans, and evaluative instruments that the student has developed and used, and believes to be consistent with his/her instructional theory are to be included. Examples of lesson plans that reflect the student’s knowledge of and experience in using a variety of teaching techniques must be included. Evidence of concern about classroom/lab safety must be included. Biology and general science teachers must include evidence of concern about the ethical and humane treatment of animals in the study of science. Chemistry candidates must include information about the legal and safe disposal of chemical wastes. Evidence of participation in one or more off-campus professional conferences and/or workshops is to be included. One or more case studies of exceptional students must also be included.

EDUC 400, Inclusion in the Regular Classroom and EDUC 45X, Student Teaching - The students continue to add to their portfolios. At this point they should have several pieces of evidence from their teaching experiences such as teaching units or modules; photos of learning centers, bulletin boards; students engaged in different learning activities, including laboratory activities etc.; and letters of recommendation, etc. By the end of these courses, a portfolio should contain a video tape showing the student teacher’s teaching performances.

Here, as previous courses, the science education major is expected to carefully examine and evaluate his / her instructional theory, and revise it, if necessary. Also, as before, resources that contribute to the development of the instructional theory and give it some degree of validity are to be included. Written unit plans (modules), lesson plans, and other evidence of professional work are to be included.

Throughout the aforementioned courses, students should add items, such as those listed below, to their portfolios.

- résumé
- state certification documents
- letters of recommendation
- official transcripts
- Praxis results
- PPST results
- records of juncture reviews
- evidence of involvement in co- and extracurricular activities
- student teaching evaluations
- documentation of computer competence
- evidence of field experience work
- teaching units (modules)
- original lesson plans
- original exams
- case studies
- required essays & commentaries
- required articles
- evidence of involvement in co- and extracurricular activities

According to Policy and Procedures of the Shepherd University Teacher Education Program (TEP), students must have made satisfactory progress in portfolio development to obtain admission to the TEP at Juncture Review 1, and to be eligible for student teaching at Review Juncture 2. Portfolios are to be assessed by students’ advisors on a periodic basis using the Portfolio Assessment Form, a facsimile of which appears below.
Portfolio Assessment Form

Student Name ____________________________________________

Review Juncture 1 Date:____________________________
Satisfactory Progress__________ -OR- Needs Improvement__________

Review Juncture 2 Date:____________________________
Satisfactory Progress__________ -OR- Needs Improvement__________

Review Juncture 3 Date:____________________________
Satisfactory Progress__________ -OR- Needs Improvement__________

Comments:

If portfolio needs improvement, student must present portfolio with this form (with comments) until satisfactory progress is achieved. Satisfactory progress must be made before the student can be considered for each Review Juncture.

Advisor Signature_________________________ Date________________

Resource Unit Requirement

Description of the Resource Unit

Science Education programs at Shepherd University require the development of a Resource Unit (RU) as part of the students’ preparation to teach. Although the RU supports the TEP’s emphasis on Teacher as Reflective Problem Solver, it is distinctly different from the professional teaching portfolio.

The professional teaching portfolio is an organized collection of evidence from the student’s educational, preservice, and personal experiences. It is a synthesis that the student thinks will convey information about his/her knowledge base, skills, and creativity to the viewer so that viewer can develop a more complete and accurate perception of the student as a potential biology, chemistry, or general science teacher.

The RU is a collection of items that might prove to be of value for the planning and teaching of lessons during student teaching and the first couple of years of in-service teaching, and helps to introduce and familiarize the student with the West Virginia Science Curriculum Framework’s Instruction Goals
and Objectives for Coordinated and Thematic Science, Grades 5-10, Advanced Biology, Chemistry, and/or Environmental Earth Science.

For the student desiring to become a science teacher, RU development is expected to begin informally when the student first enrolls at Shepherd and declares himself / herself to be majoring in Secondary Education with a Natural Science Specialization. During this informal phase, the student is expected to familiarize him/herself with the RU requirement as spelled out here, and begin collecting and saving resource materials. By the time the student enrolls in EDUC 150, Seminar in Education, he/she will be formally introduced to RU requirement by the Natural Sciences Teaching Specializations Coordinator (NSTSC). Formal development begins at that point and continues until the student graduates. RU development is an ongoing process, and the NSTSC will examine the RU at least once each semester, offer constructive criticism and suggestions, and rate its progress as satisfactory or unsatisfactory. The ratings will be placed in the student’s file in the NSTSC’s office. The student’s progress in RU development will be an evaluation criterion in Juncture Reviews 1, 2, and 3.

**Materials That Should Be Placed in the Resource Unit:** copies of laboratory exercises and other hands-on activities (printed and/or on disks), descriptions of and directions for demonstrations (printed and/or on disks), pictures, newspaper articles, brochures, video tapes, audio tapes, items taken from the Internet (printed and/or on disks), journal articles, correspondence with scientists and other experts, listings of URLs and email addresses, a bibliography of personal library books to be used in teaching, etc.

For persons who plan to teach in West Virginia, the materials should be those that will support efforts to meet the West Virginia Science Curriculum Framework’s Instruction Goals and Objectives in his/her teaching.

The RU should contain materials related to:

1. the nature of science - materials that describe and illustrate the limits of science; demonstrate science as a process that allows one to answer questions about natural phenomena, and the importance of logic, critical thinking, and creativity in science; reflect the evolving nature of scientific thoughts and models

2. scientific attitudes/habits of mind - materials that can be used to cultivate scientific attitudes, promote ethical practices, motivate students to apply and use science knowledge bases in their personal decision making, and encourage its use in societal decision making

3. scientific processes/thinking skills - materials that can be used in the classroom/laboratory to promote the development of those cognitive skills, psychomotor skills, and affective behaviors that will allow students to actively investigate the natural world, solve problems in a variety of ways, including through the concrete manipulation of the tools and materials of science, and work cooperatively, as well as individually, in solving problems

4. the history of science - materials that somehow show that significant accomplishments in one scientific discipline affect research and understandings in other disciplines; that scientific investigations must often wait until technology make them possible; that the knowledge base of science is a product of the work of males and females, persons of different racial and ethnic groups, persons of different cultures, persons with various handicaps, etc.

5. subject matter content - materials that will be useful in developing lessons that will allow the learner to conceptualize subject matter content in terms of systems, changes, and models

6. the interrelatedness of science, technology, and society - materials that can be used to lead learners to understand the difference between science and technology and observe the application of
scientific principles in technology; science as a part of society; the use and limitations of science and technology in solving many, but not all, of the problems of society

7. educational, career, and employment opportunities in science and technology; describe the preparation necessary for admission into a scientific profession and/or employment in some area of science or technology

**Minimum Grade of “C” Requirements**

Students majoring in secondary education seeking one or more teaching specializations in the natural sciences must have a minimum grade of “C” in all Professional Studies Courses, ENGL 101, ENGL 102/103/104, and COMM 202.

- IMPORTANT NOTE: In respect to ENGL 101, ENGL 102/3/4, and COMM 202, no grade less than “C” is allowed.

**Minimum Grade Point Average Requirements**

1. All students seeking certification in education through Shepherd University are required to obtain the following Minimum Grade Point Averages:
   - Educational Studies 2.75
   - Overall 2.75

(Also see Policy Regarding Teacher Education GPA Requirements, Appendix 1 of this handbook.)

2. The School of Natural Sciences and Mathematics requires science education students to have minimum grade point averages of 2.75 in each of their natural science specializations.

It is the policy of the PEUC that the Professional Studies and the Overall GPA will not be waived. It is the policy of the School of Natural Sciences and Mathematics that the Specialization GPA will not be waived. Extenuating circumstances will be considered by the appropriate body upon the receipt of a written request by the student. In those cases deemed to merit consideration, the regulations on the following page will apply.

- **Core Curriculum:**
  - The Core Curriculum program allows for some flexibility in the selection of courses. The student may be allowed to take additional courses, in the areas where flexibility occur, to raise the GPA. In effect, the new course selected will substitute for the course previously taken in calculating GPA.
  - Courses will be selected jointly by the student and the Department of Education.

- **Specialty Studies (or Specialization):**
  - With the approval of a majority of the appropriate faculty in the School of Natural Sciences and Mathematics (determined by the NSTSC), additional courses in the teaching field may be used to raise the GPA in the specialization.
  - Courses will be selected by the NSTSC.

- **Professional Studies:**
  - With the approval of the Department of Education, additional courses in professional education may be assigned to raise the GPA.
  - Courses will be selected by the Department of Education.
• Overall: – With the approval of the Department of Education and a majority of the appropriate faculty of the School of Natural Sciences and Mathematics (determined by the NSTSC), additional courses may be used to raise the overall GPA.
  – Courses will be selected jointly by the Department of Education and the NSTSC.

**Computer Competency Requirement**

Demonstration of computer competence is a requirement for Review Juncture 1. Specifications for Computer Competence and a facsimile of the Computer Competence form can be found in Appendix 3 of this manual.
Standardized Tests Requirements

Standardized tests must be passed in order to be admitted to the TEP and to obtain state certification.

PPST

In order to be admitted to the TEP, the student must pass all three parts of the State mandated Pre-professional Studies Test (PPST). The PPST is a test of basic knowledge, and it can be repeated.

PRAXIS TESTING

Individuals who complete a teacher education program approved by the West Virginia Board of Education and leading to West Virginia licensure must meet the testing requirements of that program unless exempted by current Board policy. The testing requirements include: Praxis I: PPST and Praxis II: Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching (PLT) tests.

PRAXIS REGISTRATION BULLETINS ARE AVAILABLE IN THE HALLWAY OUTSIDE KNUTTI 104. TESTS AT A GLANCE (TAAG) information is available at www.ets.org/praxis. Visit on-line to review and download TAAG. You can also purchase a Praxis study guide at a bookstore or through Amazon.com.

When you complete your registration form, you must include Shepherd University and the West Virginia Department of Education as score recipients. If you take the test(s) in West Virginia, the WV Department of Education automatically receives your score report.

The Pre-Professional Skills Test (PPST) [called Praxis I] may be waived provided the candidate: a) holds a master’s degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005.

If you believe you may be waived from the PPST, please see Mrs. Peg Swisher in Knutti 103C for email her at pswisher@shepherd.edu.

SEE THE BULLETIN BOARD OUTSIDE KNUTTI 104 FOR A SAMPLE REGISTRATION FORM AND CODES.

PRAXIS I

PPST

TEST/TEST CODE WEST VIRGINA REQUIRED SCORES

PPST Reading (0710) 174
PPST Writing (0720) 172
PPST Mathematics (0730) 172

Computer Based Tests

You may only take each Praxis computer-delivered test once every 30 consecutive days, not including the day of your test. If you wish to retest, you must select a test date that is more than 30 days after your previous test date. (Note: if you take the combined PPST test, the Elementary Education: Multiple Subjects Test, or the Middle School Multiple Subjects Test, you cannot take an individual PPST test or Multiple Subjects subtest until after the 30-day period.) This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.
Praxis Exams

Prior to applying for certification, applicants for the original WV Professional Teaching Certificate must take and pass Praxis II Tests. See Appendix 4 of this manual for information about these exams.

**Praxis II**

**PROFESSIONAL EDUCATION**

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Test Name</th>
<th>Grade Levels</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0624)</td>
<td>Principles of Learning and Teaching, Grades 7-12</td>
<td></td>
<td>157</td>
</tr>
</tbody>
</table>

A candidate completing a West Virginia approved program for the initial teaching license is required to pass a WVBE-adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.

**CONTENT SPECIALIZATION TESTS**

<table>
<thead>
<tr>
<th>SPECIALIZATION AREA</th>
<th>REQUIRED TESTS</th>
<th>PASSING SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>0235 Biology: Content Knowledge</td>
<td>152</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>0245 Chemistry: Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>GENERAL SCIENCE</td>
<td>0231 Biology: Content Knowledge, Part 1</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>0481 Physical Science: Content Knowledge</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>0432 General Science: Content Knowledge, Part 2</td>
<td>149</td>
</tr>
</tbody>
</table>

A candidate may substitute 1) Test No. 0235 (Biology: Content Knowledge) taken for biology certification for Test No. 0231 and/or 2) Test No. 0245 (Chemistry: Content Knowledge) or Test No. 0265 (Physics: Content Knowledge) for Test No. 0481.
**Student Practicum Profile Requirement**

At the completion of your practicums, including Student Teaching, you are required to have had at least two distinct experiences coded E, M, or EM, with at least one of those being coded E or M. The student is referred to the Practicum Manual for an explanation of the coding system and how schools are coded.

**RESTRICTIONS ON PRACTICUM PLACEMENT**

In order to avoid unnecessary problems, the student teacher may not student teach in a high school from which he/she has graduated or attended, a school in which the student has family members on staff or in attendance, or a school in which the student is employed.
Juncture Review Requirements
For Students Who Enter Shepherd University As Students Beginning the First Semester of University Work

Admission - Review Juncture 1

- Student obtains application for admission from the Department of Education (a facsimile of this form is found in Appendix 6 of this manual), completes the form, and returns it to the Department of Education Office, 108 Knutti. To be eligible for admission to the TEP the student must:
  - have made satisfactory progress in portfolio development per advisor review.
  - have demonstrated prerequisite computer skills
  - officially have the NSTSC as his/her academic advisor, and have met with him/her at least three times for advisement.
  - if adding an additional teaching field, officially have a faculty member of the Department of Education (if seeking admission into Elementary Education Program) or Specialization Coordinator of Secondary Specialization Field (if seeking admission into Secondary Specialization Field) or Coordinator's designee as his/her academic advisor.
  - have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American Education, and EDUC 320 Social and Psychological Conditions of Learning with grades of “C” or better in each.
  - have passed all sections of the PPST or have on file in the office of the NSTSC and the Department of Education, Knutti 108, official proof of exemption.
  - have earned an overall GPA of 2.75 on at least 24 semester hours of degree credits taken at Shepherd University.
  - have completed ENGL 101, ENGL 102/103/104, and COMM 202 (or their equivalents) with no grade lower than “C”
  - have no grade lower than “C” in any Professional Studies and Specialization course.
  - have submitted a dated and signed statement to the NSTSC attesting that he/she has not been convicted of any felony or any crime related to moral character as established by West Virginia Code. Any student who has been convicted of a felony or any crime of moral character (i.e., sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the TEP. Falsification of this information will result in removal from the TEP.
  - if at any point in the TEP a teacher education student is convicted of such a crime, s/he will be removed from the TEP.
  - have made satisfactory progress in resource unit development per advisor review.
  - have completed Plants as Organisms, BIOL 208; Animals as Organisms, BIOL 209; General Chemistry I, CHEM 207; General Chemistry Lab I, CHEM 207L; General Chemistry II, CHEM 209; and General Chemistry Lab II, CHEM 209L with grades of “C” or better in each.

NOTE: The TEP does not discriminate against students with disabilities as long as these conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

- Upon receipt of the application form, the Certification Analyst in the Department of Education Office will review it, and forward it to the NSTSC.

- The NSTSC ascertains whether eligibility requirements have been met.

- Once the NSTSC has determined eligibility requirements have been met, the NSTSC solicits qualitative evaluations of the student from faculty members in the School of Natural Sciences and Mathematics with whom the student has studied. A facsimile of the form used is located in Appendix 7 of this handbook.
  If eligibility requirements have not been met, the NSTSC will inform the student of his/her deficiency and recommend steps to take to overcome it.
• After qualitative evaluations are collected from School faculty (the candidate must receive evaluations from at least two natural science faculty members in order for the NSTSC to make a decision), they along with qualitative evaluations provided by Department of Education faculty with whom the student has studied (See Appendix 11) will be analyzed. If the qualitative evaluation is favorable, the NSTSC:
  – certifies eligibility requirements have been met;
  – informs the Director of Teacher Education of Review Juncture 1 decision (full status, provisional status, or non-admit status);
  – documents Juncture 1 decision along with a summation of the qualitative evaluations in the advisee’s file.

• The Director of Teacher Education
  – informs the PEUC of the Review Juncture 1 decision of the NSTSC. The PEUC has the authority upon the request of two or more of its members within two weeks of date of notification to review the decision.
  – informs the student of his/her Review Juncture 1 status. (See Definitions section of this hand-book.)

• If admission is Provisional Status, it is the responsibility of the candidate, if he/she continues to desire admission, to successfully address the reasons for the Provisional Status and reapply for admission.

• If admission is denied, the student is assigned to Non-Admit Status. If the student wishes to challenge the Non-Admit Status, established procedures must be followed.

Admission to Student Teaching - Review Juncture 2

• To be eligible for review for admission to student teaching the student must:
  – have passed the Retention Review - Juncture 1.
  – have Full Status in TEP.
  – be making satisfactory progress in portfolio development.
  – have completed the following courses with a minimum grade of “C” in each: PHYS 201/201L, College Physics I and Lab; PHYS 202/202L, College Physics II and Lab; and GSCI 301, Physical Geology, MATH 314, Statistics, and be completing the final courses in the Biology, Chemistry, or General Science Core.
  – have completed (or have in progress) EDUC 423, Special Methods of Teaching Science and EDUC 443, Reading in Content Areas with grades of “C” or better.
  – have minimum GPAs of 2.75 in Educational Studies, Specialization, and Overall.
  – have no grade lower than “C” in any Professional Education or Specialty course (including electives).
  – consulted with the NSTSC at least three times since passing the Juncture 1 review.
  – be making satisfactory progress in resource unit development.
  – continue free of conviction for felony or any charge involving moral character.

• Once eligibility requirements for student teaching have been met, the student, no later than the end of the second week of the semester prior to the anticipated student teaching semester, formally declares his/her intent to student teach the next semester by filing a Juncture 2, Application For Admission To Student Teaching. (See Appendix 8.)

• Once the NSTSC has officially determined that the eligibility requirements have been met, the NSTSC:

32
– places a certification of eligibility for Review Juncture 2 in the student’s file.
– solicits qualitative evaluations of the student from the faculty members in the School of Natural Sciences and Mathematics with whom the student has studied (see Appendix 9) and examines the qualitative evaluations provided by Department of Education faculty with whom the student has studied (see Appendix 11).
– carefully studies input from the aforementioned faculty and the qualitative evaluations provided by the student’s professors in the professional education courses he/she has taken, and makes a decision whether or not the student should be allowed to student teach.
– informs the Director of Teacher Education of the Juncture 2 decision.
– documents the Juncture 2 decision in the student’s file.

- The Director of Teacher Education
  – informs the PEUC of the decision of the NSTSC.
  – informs the student of his/her Juncture 2 status.

- If admission to student teaching is approved, the student must attend the Pre-Student Teaching Meeting held approximately the 4th week of the semester prior to the Student Teaching semester.

- If admission to student teaching is denied, the student is removed from the TEP. If the student wishes to eliminate the Removed Status, he/she may initiate an appeal following established procedures.

Certification - Review Juncture 3

- Before applying for state certification, the student must review the following eligibility requirements.
  To be eligible for certification the student must have:
  – completed all coursework applied toward the degree, including a minimum of 45 upper division hours.
  – Full Status in TEP.
  – minimum GPAs of 2.75 in the Specialization, Educational Studies, and Overall.
  – no grade lower than “C” in courses in the Specialization (including required electives) and Professional Education (including electives).
  – passed all of the State mandated tests for WV certification. (A facsimile of the WV Application for Certification is in Appendix 10.
  – obtained from, completed and submitted to the NSTSC a Program Evaluation.
  – submitted required forms and fees for certification.

- To recommend the student for certification, the Director of Teacher Education:
  – documents completion of review criteria.
  – attests the following: To the best of my knowledge the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator; and is not the subject of any criminal conviction or currently pending charged felonies or misdemeanors which would show a lack of moral character.
**Transfer Students**

Only policies and procedures which differ from those which apply to students entering Shepherd University as students beginning first semester of university work will be indicated.

1. Transferred Credit will be evaluated for use in the TEP based on the premise that the integrity and coherence of the TEP must be maintained for all students.

   • Upon review of transferred Specialty courses, the NSTSC is authorized to require additional coursework/experiences or course substitutions if he/she judges the transferred courses deficient in addressing the content, theme, and/or goals and objectives of the Specialization and/or the TEP. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.

   • Upon review of transferred Professional Education courses, the Chair of the DOE, in consultation with the appropriate member(s) of the DOE faculty, is authorized to require additional coursework/experiences if he/she judges the transferred courses deficient in addressing the TEP theme, and/or goals and objectives. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.

2. To be eligible for Review Juncture 1, the transfer student must have completed a minimum of 9 semester hours specified by the NSTSC, and have a GPA of at least 2.75 on all hours completed at Shepherd University and an overall GPA of 2.75.

**Students With Earned Degrees Seeking WV Certification**

Only policies and procedures which differ from those which apply to students entering Shepherd University as students beginning first semester of university work will be indicated. NOTE: The student must meet the requirements of the WV-Approved Specialization(s) for which certification is sought.

1. To be eligible for Juncture 1 review, the student must have completed nine (9) credit hours of course work at Shepherd University and meet all other requirements before applying to Juncture 1 Review
Models of Four-Year Programs

On the next several pages are models of four year programs in Biology, Grades 9-Adult, Chemistry, Grades 9-Adult, and General Science, Grades 5-Adult. These are model programs for a non-transfer student who is enrolling at Shepherd University for the first time during the first semester of a regular academic year. This model is a suggestion only. It is quite likely that a student will need to modify it. However, it should provide the student some idea of what semester loads will be like and when particular actions should be taken.

Prior to the beginning of the first semester of the first year of studies, usually during a registration period, the student should meet with the NSTSC to develop a schedule of classes for the first semester.

Again, within the parameters of flexibility permitted by the General Studies Program, the student will follow a General Studies Curriculum designed to meet his/her individual needs.
## Biology, Grades 9-Adult Program

### FIRST YEAR – First Semester

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Tier</th>
<th>First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Course No.</td>
<td></td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>EDUC 150</td>
<td>Tier One</td>
<td>FYEX: Seminar in Education</td>
<td>1</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>ENGL 101: Written English I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 208</td>
<td></td>
<td>Plants as Organisms</td>
<td>4</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>CHEM 207: General Chemistry I (Req) (LS)</td>
<td>3</td>
</tr>
<tr>
<td>Core Curr</td>
<td></td>
<td>CHEM 207L: General Chemistry Lab I (Req.)</td>
<td>1</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>MATH 205: (MA) (Required)</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td><strong>16 Hrs.</strong></td>
</tr>
</tbody>
</table>

1. The student must make sure the NSTSC is appointed his/her academic advisor.

2. The student must meet with the NSTSC before the end of the semester, bringing with him to that meeting official proof of ACT/SAT scores, and any other pertinent records.

3. Unless exempted, the student should obtain and submit an application, accompanied by the required fee, for taking the PPST through ETS.org.

4. The student begins collecting materials for the Resource Unit and begins developing his/her Portfolio.

5. The student should confer at least three times with the NSTSC: early in the semester to develop a program of studies to be followed over an agreed upon period of matriculation, during the distribution of mid-term grades, and during registration for the spring semester.

### FIRST YEAR – Second Semester

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Tier</th>
<th>First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course No.</td>
<td></td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td>COMM 200 Fund of Speech –HM- (Req.)</td>
<td>3</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>ENGL 102 or 104: Written English II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 209</td>
<td></td>
<td>Animals as Organisms</td>
<td>4</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One (LS)</td>
<td>CHEM 209: General Chemistry II (Req.)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 209L: General Chemistry Lab II (Req.)</td>
<td>1</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td><strong>14 Hrs.</strong></td>
</tr>
</tbody>
</table>

2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

3. The student must continue building his/her Resource Unit and Portfolio.

4. Unless exempted or already accomplished, the student should obtain and submit an application, accompanied by the required fee, for taking the PPST.
5. Unless exempt, the student should take (and pass) the PPST, and make sure a record of his scores is in his file in the office of the NSTSC.

6. The student must demonstrate computer competency to the satisfaction of NSTSC.

SECOND YEAR – First Semester

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Tier</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr Tier Two</td>
<td>EDUC 200: Found. of Educ. (SO-MD)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core Curr Tier Two</td>
<td>Choose (HM-GL or MD) w/advisor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Cell Biology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIOL 225</td>
<td>Human Anatomy and Physiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core Curr Tier One</td>
<td>History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16 Hrs.</td>
<td></td>
</tr>
</tbody>
</table>

1. The student should attend a meeting for science education students, which is usually scheduled for the first week of September.

2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

3. Toward the end of the semester, the student should review the eligibility requirement for Review Juncture 1: Admission to the TEP.

4. The student needs to make contacts with area science teachers and volunteer to help students in classroom, laboratory, field-trip, science fair, tutoring, etc. situations.

5. The student may want to join the West Virginia Science Teachers Association, and attend its fall conference which usually occurs in the fall.

6. The student should consider joining the WV Academy of Science.

7. The student must continue building his/her Resource Unit and Portfolio.

SECOND YEAR – Second Semester

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Tier</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 320 Tier Two</td>
<td>Social &amp; Psych Conditions of Learning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Core Curr Tier Two</td>
<td>Choose (AR) w/Advisor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 226</td>
<td>Human Anatomy and Physiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core Curr Tier Two</td>
<td>Choose (SO-CK) w/Advisor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 314</td>
<td>Statistics</td>
<td>3</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>16 Hrs.</td>
<td></td>
</tr>
</tbody>
</table>

1. The student should attend a meeting for science education students, which is usually scheduled for the first week of February.
2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

3. The student must continue building his/her Resource Unit and Portfolio.

4. If eligible, the student should apply for Review Juncture 1: Admission to the TEP.

5. The student should be serving as a volunteer assistant to an area science teacher, or serving as tutor in the Shepherd University Study Center.

6. The student may want to join the West Virginia Academy of Science, and attend its annual meeting which is always held in the spring.

### THIRD YEAR – First Semester

<table>
<thead>
<tr>
<th>Subject/ Course No.</th>
<th>Tier</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td>EDUC 360: Sur of Except. (SO-MD)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302</td>
<td></td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>GSCI 301</td>
<td></td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td></td>
<td>College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201L</td>
<td></td>
<td>College Physics I Laboratory</td>
<td>1</td>
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</table>

Total 15 Hrs.

### THIRD YEAR – Second Semester

<table>
<thead>
<tr>
<th>Subject/Course No.</th>
<th>Tier</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 370</td>
<td></td>
<td>Creating Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 394</td>
<td></td>
<td>Principles of Biological Research</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 344</td>
<td></td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td></td>
<td>College Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 202L</td>
<td></td>
<td>College Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td>GSPE 210: Fitness for Life (WE)</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 17 Hrs.
1. The student should attend a meeting for science education students, which is usually scheduled for the first week of February.

2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

3. The student must continue building his/her Resource Unit and Portfolio.

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5. The student should apply for, take, and pass the state mandated exams for certification in his/her specialization.

FOURTH YEAR – First Semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 443</td>
<td>Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Technology in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Special Methods Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 16 Hrs.

1. The student should attend a meeting for science education students, which is usually scheduled for the first week of September.

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3. If eligible, the student should apply for Review Juncture 2: Admission to Student Teaching.

4. If not already accomplished, the student should apply for, take, and pass the state mandated exams for certification in his/her specialization.

5. Student should apply for graduation.

FOURTH YEAR – Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 400</td>
<td>Inclusion in Regular Class.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 457</td>
<td>Student Teaching, Grades 9-12</td>
<td>9</td>
</tr>
</tbody>
</table>

Total 12

Undergo Juncture 3 Review. To be eligible for certification, the student must have:
• completed all coursework applied toward the degree;
• Full Status in TEP;
• minimum GPAs of 2.75 in the Specialization, Educational Studies, and Overall;
• no grade lower than a "C" in courses in Specialization (including electives) and Professional Education (including electives);
• consulted with the NSTSC at least four times since passing the Review Juncture 2;
• passed the state mandated exams for certification in biology;
• obtained from, completed and submitted to the NSTSC a Program Evaluation;
• submitted required forms and fees for certification.
• have been recommended for certification by the Director of Teacher Education.
### FIRST YEAR – First Semester

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Tier</th>
<th>Subject/Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>EDUC 150: Seminar in Education (FYEX)</td>
<td>1</td>
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</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>ENGL 101: Written English I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 208</td>
<td></td>
<td>Plants as Organisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>CHEM 207: General Chemistry I (Req) (LS)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>CHEM 207L: General Chemistry Lab I (Req.)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>MATH 205: Calc with Apps (MA) (Req)</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>16 Hrs.</strong></td>
</tr>
</tbody>
</table>

1. The student must make sure the NSTSC is appointed his/her academic advisor.

2. The student must meet with the NSTSC before Labor Day, bringing with him to that meeting official proof of ACT/SAT scores, and any other pertinent records.

3. Unless exempted, the student should obtain and submit an application, accompanied by the required fee, for taking the PPST.

4. The student begins collecting materials for the Resource Unit and begins developing his/her Portfolio.

5. The student should confer at least three times with the NSTSC: early in the semester to develop a program of studies to be followed over an agreed upon period of matriculation, during the distribution of mid-term grades, and during registration for the spring semester.

### FIRST YEAR – Second Semester

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Tier</th>
<th>Subject/Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td>COMM 202: (HM-GL or MD) - (Req)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>ENGL 102 or 104: Written English II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 209</td>
<td></td>
<td>Animals as Organisms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>CHEM 209: General Chemistry II (Req) (LS)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>CHEM 209L: General Chemistry Lab II (Req)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>HISTORY</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>17 Hrs.</strong></td>
</tr>
</tbody>
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2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

3. The student must continue building his/her Resource Unit and Portfolio.

4. Unless exempted or already accomplished, the student should obtain and submit an application, accompanied by the required fee, for taking the PPST.
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6. The student must demonstrate computer competency to the satisfaction of NSTSC.

<table>
<thead>
<tr>
<th>SECOND YEAR – First Semester</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Tier</td>
</tr>
<tr>
<td>Subject/ Course No.</td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>CHEM 315</td>
<td>Tier Two</td>
</tr>
<tr>
<td>CHEM 315L</td>
<td>Tier Two</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
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4. Toward the end of the semester, the student should review the eligibility requirement for Review Juncture 1: Admission to the TEP.

5. The student needs to make contacts with area science teachers and volunteer to help students in classroom, laboratory, field-trip, science fair, tutoring, etc. situations.

6. The student may want to join the West Virginia Science Teachers Association, and attend its fall conference which usually occurs in the fall.

7. The student should consider joining the WV Academy of Science.

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<table>
<thead>
<tr>
<th>SECOND YEAR – Second Semester</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>Tier</td>
</tr>
<tr>
<td>Subject/ Course No.</td>
<td></td>
</tr>
<tr>
<td>EDUC 320</td>
<td>Tier Two</td>
</tr>
<tr>
<td>CHEM 316</td>
<td>Title</td>
</tr>
<tr>
<td>CHEM 316L</td>
<td>Title</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>MATH 314</td>
<td>Title</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
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THIRD YEAR – First Semester

<table>
<thead>
<tr>
<th>Subject/ Course No.</th>
<th>Tier</th>
<th>Third Year Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 329</td>
<td></td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 321</td>
<td></td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 321L</td>
<td></td>
<td>Analytical Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 201</td>
<td></td>
<td>College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201L</td>
<td></td>
<td>College Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>14 Hrs.</strong></td>
</tr>
</tbody>
</table>

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5. The student may wish to join the National Science Teachers Association.

6. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

7. Toward the end of the semester, the student should check with the NSTSC to make sure everything is in order for the Review Juncture 2.

THIRD YEAR – Second Semester
<table>
<thead>
<tr>
<th>Subject/Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 370</td>
<td>Creating Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 327</td>
<td>Solution Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 327L</td>
<td>Solution Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>College Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 202L</td>
<td>College Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Biochemistry II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 15 Hrs.

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**FOURTH YEAR – First Semester**

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<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 443</td>
<td>Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Technology in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Special Methods Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>Upper Division Level CHEM w/advisor</td>
<td>3</td>
</tr>
<tr>
<td>GSCI 301</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total** 16 Hrs.

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3. If eligible, the student should apply for Review Juncture 2: Admission to Student Teaching.

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5. Student should apply for graduation.

**FOURTH YEAR – Second Semester**
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 400</td>
<td>Inclusion in Regular Class.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 457</td>
<td>Student Teaching, Grades 9-12</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Undergo Juncture 3 Review. To be eligible for certification, the student must have:

- completed all coursework applied toward the degree;

- Full Status in TEP;

- minimum GPAs of 2.75 in the Specialization, Educational Studies, and Overall;

- no grade lower than a “C” in courses in Specialization (including electives) and Professional Education (including electives);

- consulted with the NSTSC at least four times since passing the Review Juncture 2;

- passed the state mandated exams for certification in biology;

- obtained from, completed and submitted to the NSTSC a Program Evaluation;

- submitted required forms and fees for certification.

- have been recommended for certification by the Director of Teacher Education.
# General Science, Grades 5-Adult Program

**FIRST YEAR – First Semester**

<table>
<thead>
<tr>
<th>Subject/Course No.</th>
<th>Tier</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td><strong>EDUC 150</strong>: Semin Education (FYEX)</td>
<td>1</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td><strong>ENGL 101</strong>: Written English I</td>
<td>3</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One (LS)</td>
<td><strong>BIOL 208</strong>: Plants as Organisms (Req.)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 207</td>
<td>Tier One</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 207L</td>
<td>Tier One</td>
<td>General Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>Core Curr</td>
<td></td>
<td><strong>GSPE 210</strong>: Fitness for Life (WE)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 15 Hrs.

1. The student must make sure the NSTSC is appointed his/her academic advisor.

2. The student must meet with the NSTSC before Labor Day, bringing with him to that meeting official proof of ACT/SAT scores, and any other pertinent records.

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**FIRST YEAR – Second Semester**

<table>
<thead>
<tr>
<th>Subject/ Course No.</th>
<th>Tier</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td><strong>COMM 202</strong>: (HM-GL or MD)(Req)</td>
<td>3</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td><strong>ENGL 102 or 104</strong>: Written English II</td>
<td>3</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One (LS)</td>
<td><strong>BIOL 209</strong>: Animals as Organisms (Req.)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 209</td>
<td>Tier One</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 209L</td>
<td></td>
<td>General Chemistry Lab II</td>
<td>1</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td><strong>History</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

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6. The student must demonstrate computer competency to the satisfaction of NSTSC.

**SECOND YEAR – First Semester**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course No.</td>
<td>Tier</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>BIOL 225</td>
<td></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
</tr>
</tbody>
</table>

**Total** | 15 Hrs.

1. The student should attend a meeting for science education students, which is usually scheduled for the first week of September.

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<tr>
<th>Spring Semester</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course No.</td>
<td>Tier</td>
</tr>
<tr>
<td>EDUC 320</td>
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<td>BIOL 226</td>
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<td>GSCI 301</td>
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<tr>
<td>Core Curr</td>
<td>Tier Two</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

**Total** | 18 Hrs.

1. The student should attend a meeting for science education students, which is usually scheduled for the first week of September.

2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.
3. The student must continue building his/her Resource Unit and Portfolio.

4. If eligible, the student should apply for Review Juncture 1: Admission to the TEP.

5. The student should be serving as a volunteer assistant to an area science teacher, or serving as tutor in the Shepherd University Study Center.

6. The student may want to join the West Virginia Academy of Science, and attend its annual meeting which is always held in the spring.

THIRD YEAR – First Semester

<table>
<thead>
<tr>
<th>Subject/ Course No.</th>
<th>Tier</th>
<th>Third Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td>EDUC 360: Sur of Except. (SO-MD)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 205</td>
<td></td>
<td>Calculus with Applications</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td></td>
<td>College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201L</td>
<td></td>
<td>College Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>Choose upper</td>
<td>division BIO/CHEM/GEN SCI</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>15 Hrs.</td>
</tr>
</tbody>
</table>

. The student should attend a meeting for science education students, which is usually scheduled for the first week of September.

2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

3. The student must continue building his/her Resource Unit and Portfolio.

4. The student should be serving as a volunteer assistant to an area science teacher, or serving as tutor in the Shepherd University Study Center.

5. The student may wish to join the National Science Teachers Association.

6. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

7. Toward the end of the semester, the student should check with the NSTSC to make sure everything is in order for the Review Juncture 2.

THIRD YEAR – Second Semester

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Third Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/ Course No.</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>EDUC 370</td>
<td>Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>GSCI 302</td>
<td>General Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>College Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 202L</td>
<td>College Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>GSCI 303</td>
<td>Meteorology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Every other year in odd years</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>15 Hrs.</td>
</tr>
</tbody>
</table>
1. The student should attend a meeting for science education students which is usually scheduled for the first week of February.

2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

3. The student must continue building his/her Resource Unit and Portfolio.

4. The student should be serving as a volunteer assistant to an area science teacher, or serving as tutor in the Shepherd University Study Center.

5. The student should apply for, take, and pass the state mandated exams for certification in his/her specialization.

**FOURTH YEAR – First Semester**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 443</td>
<td>Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Technology in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>Special Methods Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>GSCI 301</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total** 13 Hrs.

1. The student should attend a meeting for science education students, which is usually scheduled for the first week of September.

2. The student should confer at least three times with the NSTSC: early in the semester, during the distribution of mid-term grades, and during early registration.

3. If eligible, the student should apply for Review Juncture 2: Admission to Student Teaching.

4. If not already accomplished, the student should apply for, take, and pass the state mandated exams for certification in his/her specialization.

5. Student should apply for graduation.

**FOURTH YEAR – Second Semester**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 400</td>
<td>Inclusion in Regular Class.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 456</td>
<td>Student Teaching, Grades 5-12</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total 12**

Undergo Juncture 3 Review. To be eligible for certification, the student must have:
- completed all coursework applied toward the degree;
- Full Status in TEP;
- minimum GPAs of 2.75 in the Specialization, Educational Studies, and Overall;
• no grade lower than a “C” in courses in Specialization (including electives) and Professional Education (including electives);

• consulted with the NSTSC at least four times since passing the Review Juncture 2;

• passed the state mandated exams for certification in biology;

• obtained from, completed and submitted to the NSTSC a Program Evaluation;

• submitted required forms and fees for certification.

• have been recommended for certification by the Director of Teacher Education.
Appendices

Appendix 1. Policies and Procedures for Admission and Retention in the Teacher Education Program

TEACHER EDUCATION GPA POLICY: Requirements and Definitions

Students seeking certification in education through Shepherd University are required to obtain the following Grade Point Averages:

Educational Studies 2.75 (includes Professional Studies and Specialty Studies courses)
Overall 2.75

It is the policy of the Professional Education Unit that these GPA's will not be waived. Extenuating circumstances will be considered by the appropriate departments upon the receipt of a written request by a student. In those cases deemed to merit further consideration, the following regulations will apply:

1. Core Curriculum
   a. The Core Curriculum program allows for some flexibility in the selection of courses. The student may be allowed to take additional courses, in the areas where flexibility occurs, to raise the GPA. In effect, the new course selected will substitute for the course previously taken in calculating GPA.

   b. Courses will be selected jointly by the student and the Department of Education.

2. Specialty Studies
   a. With the approval of the department involved, additional courses in the teaching field may be assigned to raise a GPA.

   b. Courses will be selected by the Specialization Coordinator.

3. Professional Studies:
   a. With the approval of the Department of Education, additional courses in professional education may be assigned to raise a GPA.

   b. Courses will be selected by the Department of Education.

4. Overall:
   a. With the approval of the Department of Education and the appropriate teaching field department(s), additional courses may be assigned to raise a GPA.

   b. Courses will be selected jointly by the Department of Education and the appropriate teaching field Specialization Coordinator.

GPA Requirements and Definitions:
Specialty Studies: Primarily content courses required for certification in different fields of study, e.g., Multi-Subjects K-6, Social Studies 5-Adult

Professional Studies: Courses beginning with EDUC prefix required for certification in different fields of study.

Educational Studies: Combination of Specialization and Professional Education courses required for certification in the various fields of study. We require a 2.75 GPA in Professional Studies.

General Studies: Credit hours required by Shepherd University for a degree.

Overall: All courses taken for credit toward graduation, including Educational Studies, General Studies, and Electives. We require a 2.75 Overall GPA.
SELECTION, RETENTION, COMPLETION, AND CERTIFICATION

A. Students who have entered Shepherd as a student beginning first semester of University work
(The eligibility criteria for each review Juncture are minimums established by the Professional
Education Unit. Refer to Specialization Handbooks for your area for additional criteria.)

1. Admission to Program: Juncture 1 Review

a. Student obtains application form for admission from the Department of Education,
completes the form, and returns it to the Department of Education Office, 108 Knutti. To
be eligible for admission to the Teacher Education Program (TEP) the student must:

i. have made satisfactory progress in portfolio development per advisor review;

ii. have demonstrated prerequisite computer skills;

iii. have as an official academic advisor a faculty member in the Department of Education
(DOE) if seeking admission to the Elementary TEP or, if seeking admission to
Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her
designee;

iv. if adding an additional teaching field, have as an official academic advisor a faculty member
in the Department of Education (DOE) if seeking admission to the Elementary Education
Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of
the Specialization field or his/her designee;

v. have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American
Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least
“C”;

vi. have passed all sections of the PPST or provide official proof of exemption;

vii. have earned an overall GPA of 2.75 on at least 24 degree credits taken at Shepherd;

viii. have completed ENGL 101, ENGL 102, 103 or 104, and COMM 202 with a grade of at least
C”;

ix. have no grade lower than a “C” in any Professional Studies or Specialty Studies courses;

x. student submits a signed statement attesting that s/he has not been convicted of a felony or
crime related to moral character as established by West Virginia Code. A student who has been
convicted of a felony or crime related to moral character (i.e. sexual abuse, physical abuse, child
abuse, etc.) will be denied admission to the TEP. Falsification of this information will result in
removal from the TEP. If at any point in the TEP a teacher education student is convicted of such
a crime, s/he will be removed from the program;

xi. have met specific requirements in the Specialization/Endorsement Handbook for the
area into which one wishes to be admitted.
b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.¹

c. Once eligibility requirements have been met, the Specialization Coordinator

i. certifies eligibility requirements have been met;

ii. reviews advising file, including qualitative evaluation;

iii. solicits information from department(s) and/or program review panel for review;

iv. informs the Director of Teacher Education of Juncture 1 decisions;

v. documents Juncture 1 decision in the candidate's advising file.

d. The Director of Teacher Education

i. informs PEUC of the Juncture 1 decisions of the Specialization Coordinators;
PEUC has the authority to review any Juncture 1 decisions upon the request of two or more members within two weeks of date of notification;

ii. informs the candidate of the Juncture 1 status.

e. If admission is Provisional Status, it is the responsibility of the candidate, if s/he continues to desire admission, to successfully address the reasons for Provisional Status and resubmit application.

f. If admission is denied, the student is assigned to Non-Admit Status. If the student wishes to challenge the Non-Admit Status, established appeal procedures must be followed.

2. Admission to Student Teaching: Juncture 2 Review

a. To be eligible for review for admission to student teaching the student must:

i. have passed Retention Juncture 1 Review;

ii. have Full Status in TEP

iii. have made satisfactory progress in portfolio development;

iv. have the required GPA (set by Specialization area with 2.75 the minimum) in both Educational Studies and Overall;

v. have no grade lower than a "C" in all Education Studies courses;

vi. have met all requirements as specified by the Specialization in Catalog or Specialization Handbook;

vii. continue free of conviction for felony or any charge involving moral character.
b. The Specialization Coordinator/advisor

i. reviews advising file including PRO-05 Qualitative Evaluations;

ii. certifies eligibility to student teach;

iii. solicits information from the Department(s) for review of applicant for student teaching;

iv. informs the Director of Teacher Education of Juncture 2 decisions;

v. documents Juncture 2 decision in the candidate's advising file.

c. The Director of Teacher Education

i. informs the PEU of the Juncture 2 decisions of the Specialization Coordinators;
PEU has the authority to review any Juncture 2 decisions upon the request of two or more members within two weeks of date of notification;

ii. informs the candidate of Juncture 2 status.

d. If admission to student teaching is approved, the student must attend the Pre-Student Teaching Meeting held approximately the 4th week of each semester prior to the Student Teaching Semester.

e. If admission to student teaching is denied, the student is removed from the Teacher Education Program. If the student wishes to challenge the Removed Status, s/he may initiate an appeal following established procedures.

4. Certification: Juncture 3 Review

a. To be eligible for certification review the student must:

i. have completed all coursework applied toward the degree including a minimum of 45 upper division hours

ii. have Full Status in TEP

iii. have a 2.75 GPA in each of the following: Educational Studies and Overall (unless the Specialization requirements are higher.)

iv. have no grade lower than a C in Education Studies or Specialty Studies.

v. have met any additional Specialization requirements.

vi. pass state mandated tests for West Virginia certification.

vii. have submitted required forms and fees for certification.

b. To be recommended for certification the Director of Teacher Education:

i. documents completion of review criteria.
ii. attests the following: “To the best of my knowledge the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator; and is not the subject of any criminal conviction or currently pending charged felonies or misdemeanors which would show a lack of good moral character.”

**B. Transfer Students:** Only policies and procedures which differ from those which apply to students entering Shepherd University as students beginning first semester of University work will be indicated.

1. Transferred Credit will be evaluated for use in the TEP based on the premise that the integrity and coherence of the TEP must be maintained for all students.

   a. Upon review of transferred Specialty courses, the Specialization Coordinator is authorized to require additional coursework/experiences or course substitutions if s/he judges the transferred courses deficient in addressing the content, theme, and/or goals and objectives of the Specialization and the TEP. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.

   b. Upon review of transferred Professional Studies courses, the Chair of the DOE, in consultation with the appropriate members(s) of the DOE faculty, is authorized to require additional coursework/experiences if s/he judges the transferred courses deficient in addressing the TEP theme and/or goals and objectives. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.

2. To be eligible for Juncture 1 review, the transfer student must have completed a minimum of nine (9) hours specified by the Specialization Coordinator or her/his designate; and have a GPA of 2.75 on all hours completed at Shepherd University and an overall GPA of at least 2.75.

**C. Students with degrees seeking WV Certification must complete at least nine (9) credit hours of course work at Shepherd University and meet all other requirements before applying for Juncture 1 Review.**

The TEP does not discriminate against students with disabilities as long as those conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

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2 **PPST exemptions:** The Pre-Professional Skills Test (PPST) [called Praxis I] may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005.

Because registration deadlines occur at least one month prior to test administration and because it takes at least six weeks for ETS to report scores, students should plan carefully to ensure test scores are available when needed. Students are responsible for requesting that test scores be sent to the Shepherd University Department of Education office.
Appendix 2. REQUESTS FOR POLICY & PROCEDURE WAIVER

A. Waiver requests specific to the teaching specialization

1. The student must present a written petition to the appropriate Specialization Coordinator. The petition must explain the nature of and the reasons for the petition.

2. In conjunction with the relevant department, the Specialization Coordinator will make a decision on the petition and inform the student in writing of that decision.

3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within ten (10) academic days of having been informed of the petition action. The following process will then ensue:

The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.

At least four (4) days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The secretary will then duplicate and send to the PEU Council members this and all other relevant documentation for review.

A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.

The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.

The student will leave the room after presenting the appeal and responding to questions. The Director of Teaching Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.

B. Waiver requests pertaining to Professional Studies or General Studies

1. The student must present a written petition to the Chair of the Department of Education. The petition must explain the nature of and the reasons for the petition.

2. In conjunction with the Department of Education faculty, the Chair will make a decision on the petition and inform the student in writing of that decision.
3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within one week of having been informed of the petition action. The following process will then ensue:

a. The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This Panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.

b. At least four days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to members of the PEU Council this and all other relevant documentation for review.

c. A quorum of the PEU Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote, except the Chair who votes in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a Hearing.

d. The student must be present at the appeal to present and support the appeal and respond to questions from the PEU Council membership.

e. The student will leave the room after presenting the appeal and responding to questions. The Director of Teacher Education will inform the student in writing of the decision of the PEU Council. If the student wishes to appeal the PEU Council decision, procedures specified in the University Student Handbook must be followed.
Appendix 3a. Computer Competence Form

**COMPUTER COMPETENCE**

(Include this page and the products in your portfolio in a section of the same name.)

I, ________________________________, have fulfilled the professional education requirement for computer competence by one of the means below:

*I satisfactorily completed this course:*

in ________________________________  (Dept., Number, Title)

(Semester, Year)

*or*

I have the submitted products specified on these pages along with the required signatures to show that I have met the guidelines for computer competence. My signature here stands for my word that I did the work described. ____________________________ (Signature)

(Complete this section if you did not take a computer course.)

**Items That Show My Computer Competence**

(a) Ability to use a word processor to produce two different styles of documents with appropriate formatting.

*I completed this item on __________________________ (date.)*

(b) Ability to organize given information into a database or to create a spreadsheet to calculate numerical data.

*I completed this item on __________________________ (date.)*

(c) Ability to use e-mail to send communications about coursework.

*I completed this item on __________________________ (date.)*

One of the items (d) to (f):

(d) Ability to use a web browser (Netscape, Internet Explorer, etc.) to retrieve a lesson plan relevant to my teaching specialization from an Internet source.

*I completed this item on __________________________ (date.)*

(e) Ability to find a reference relevant to some assignment on the Internet.

*I completed this item on __________________________ (date.)*

(f) Ability to find Internet sources about issues of critical concern to educators today.

*I completed this item on __________________________ (date.)*
Appendix 3b. Specifications for Computer Competence

Specifications for Computer Competence

Evidence of computer competence will come from the inclusion of the items below in a portfolio section labeled "Computer Competence."

(a) Ability to use a word processor to produce two different styles of documents with appropriate formatting:

Any assignment to produce a paper, to create a lesson plan, to write a letter to a parent, or to create a newsletter, etc.

(b) Ability to organize given information into a database or ability to create a spreadsheet to provide automatic re-calculations of numerical data:

- Submit two pages showing your database of 10 entries with at least three fields. The pages must show identical entries but they must be sorted in different ways; you choose. An inventory of teaching materials, a bibliography, a plan of the tasks and costs of a school trip are examples of possible topics.

- Produce a printed copy of a spreadsheet showing formulas and another copy showing results of the formulas. A spreadsheet of your own teacher education program requirements, grades, and categorical GPA's would be a good product; other projects might be the budget for a student organization, a template for keeping track of expenses and profits of a class store or junior achievement project, planning for a school trip, and so on. (Note that if no computations are involved, a database it he best format.)

(c) Ability to use e-mail to send communications about coursework:

- Send a message with your name, teaching specialization, semester you entered Shepherd University, and your user name to your advisor or to one of the faculty members in the Department of Education who is on e-mail. (Your advisor can help you identify such a person.) Upon getting a reply, send another message containing not more than five sentences about a provocative idea about teaching that you learned about since you came to Shepherd and what it means to you. If your reply if accepted, it will be mailed back to you. Print your message and include it in your portfolio.

Complete at least one of the following items:

(d) Ability to use a web browser (Netscape, Internet Explorer, etc.) to retrieve a lesson plan relevant to your teaching specialization from an Internet source:

- Ask ERIC or any other Internet source may be used. Record the source of the plan.

(e) Ability to find a reference relevant to some assignment on the Internet:

- The document must be cited as a reference in some assignment; the Uniform Resource Locator (URL) will be expected as well as the title, author, and other attributions. The professor giving the assignment may require further evidence.

(f) Ability to find Internet sources about issues of critical concern to educators today:

- Choose a sub-topic of multiculturalism, inclusion, or reflective problem solving.
• Find 10 references (Internet sites) that would be relevant to your teaching or students.
• For each Internet site, include the Uniform Resource Locator (URL) where it is located and one or two sentences telling what it contains.

FACULTY-ASSIGNED WORK MAY BE USED TO FULFILL THESE REQUIREMENTS
Appendix 4. Praxis Requirements

PRAXIS TESTING

Individuals who complete a teacher education program approved by the West Virginia Board of Education and leading to West Virginia licensure must meet the testing requirements of that program unless exempted by current Board policy. The testing requirements include: Praxis I: PPST and Praxis II: Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching (PLT) tests.

PRAXIS REGISTRATION BULLETINS ARE AVAILABLE IN THE HALLWAY OUTSIDE KNUTTI 104. TESTS AT A GLANCE (TAAG) information is available at www.ets.org/praxis. Visit on-line to review and download TAAG. You can also purchase a Praxis study guide at a bookstore or through Amazon.com.

When you complete your registration form, you must include Shepherd University and the West Virginia Department of Education as score recipients. If you take the test(s) in West Virginia, the WV Department of Education automatically receives your score report.

The Pre-Professional Skills Test (PPST) [called Praxis I] may be waived provided the candidate: a) holds a master’s degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or an re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005.

If you believe you may be waived from the PPST, please see Mrs. Peg Swisher in Knutti 103C for email her at pswisher@shepherd.edu.

SEE THE BULLETIN BOARD OUTSIDE KNUTTI 104 FOR A SAMPLE REGISTRATION FORM AND CODES.

<table>
<thead>
<tr>
<th>PRAXIS I PPST</th>
<th>WEST VIRGINA REQUIRED SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST/TEST CODE</td>
<td>PPST Reading (0710) 174</td>
</tr>
<tr>
<td></td>
<td>PPST Writing (0720) 172</td>
</tr>
<tr>
<td></td>
<td>PPST Mathematics (0730) 172</td>
</tr>
</tbody>
</table>

Computer Based Tests
You may only take each Praxis computer-delivered test once every 30 consecutive days, not including the day of your test. If you wish to retest, you must select a test date that is more than 30 days after your previous test date. (Note: if you take the combined PPST test, the Elementary Education: Multiple Subjects Test, or the Middle School Multiple Subjects Test, you cannot take an individual PPST test or Multiple Subjects subtest until after the 30-day period.) This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.

Praxis Exams

Prior to applying for certification, applicants for the original WV Professional Teaching Certificate must take and pass Praxis II Tests. See Appendix 4 of this manual for information about these exams.
A candidate completing a West Virginia approved program for the initial teaching license is required to pass a WVBE-adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.

CONTENT SPECIALIZATION TESTS

<table>
<thead>
<tr>
<th>SPECIALIZATION AREA</th>
<th>REQUIRED TESTS</th>
<th>PASSING SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>0235 Biology: Content Knowledge</td>
<td>152</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>0245 Chemistry: Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>GENERAL SCIENCE</td>
<td>0231 Biology: Content Knowledge, Part 1</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>0481 Physical Science: Content Knowledge</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>0432 General Science: Content Knowledge, Part 2</td>
<td>149</td>
</tr>
</tbody>
</table>

A candidate may substitute 1) Test No. 0235 (Biology: Content Knowledge) taken for biology certification for Test No. 0231 and/or 2) Test No. 0245 (Chemistry: Content Knowledge) or Test No. 0265 (Physics: Content Knowledge) for Test No. 0481.
Appendix 5. Portfolio Timeline

**By the time of Juncture 1:**

- A résumé
- PPST results or copy of exemption
- A copy of the "moral character" statement that you filed with the NSTSC
- Documentation of computer competence via "Computer Competence Form"
- Complete set of grade reports
- A 1 or 2 page essay that describes the student’s previous experiences in the natural sciences, and explains why the student desires to become a science teacher.
- Copies of two or more articles dealing with current philosophies in the U.S. about how science should be taught in grades 5-12.
- By the end of EDUC 320: A written commentary about the developmental principles that form a major part of the foundation for the state of West Virginia mandate that hands-on activities be emphasized in middle school and high school science courses.

**By the time of Juncture 2 - All of the above, plus**

- Continual addition of original exams, original lesson plans, case studies, required essays & commentaries, required articles, records of juncture reviews, student teaching evaluations, evidence of involvement in co- and extracurricular activities, official transcripts, required articles, Praxis results (as appropriate), state certification documents (as appropriate)
- Ongoing evidence of field experience work over time and examples of field work, e.g. Written unit plans (modules), lesson plans, pictures of learning activities in progress,
- Evidence of the use of various teaching technologies, e.g. resources obtained off the WWW, audiovisual preps, etc. These should not be from the same source.
- During EDUC 370: a statement of his/her current instructional theory (current philosophy on how science should be taught) that reflects a concern for providing productive learning experiences for all students, along with examples of resources (research papers, pertinent parts of publications by state agencies, and learned societies, etc.) that contribute to its development and give it some degree of validity. The student should also include written unit plans and/or lesson plans that the student has developed and taught, including laboratory activities, that the student believes are consistent with his/her instructional theory. Also include copies of two or more publications that have contributed to the development of your instructional theory.
- During EDUC 423: A re-statement of your instructional theory. Written unit plans, lesson plans, and evaluative instruments that the student has developed and used, and believes to be consistent with his/her instructional theory are to be included. Examples of lesson plans that reflect the student’s knowledge of and experience in using a variety of teaching techniques must be included. Evidence of concern about classroom/laboratory safety must be included. Biology and general science teachers must include evidence of concern about the ethical and humane treatment of animals in the study of science. Chemistry candidates must include information about the legal and safe disposal of chemical wastes. Evidence of participation in one or more off-campus professional conferences and/or workshops is to be included. One or more case studies of exceptional students must also be included. Also include two more copies of two or more publications that have contributed to the re-stated development of your instructional theory.
Appendix 6. **JUNCTURE 1: APPLICATION TO THE TEACHER EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Name (Print)</th>
<th>Shepherd ID number:</th>
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<tbody>
<tr>
<td>Permanent address:</td>
<td>School address:</td>
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<tr>
<td>Permanent phone:</td>
<td>School phone:</td>
</tr>
<tr>
<td>Advisor's name</td>
<td>Year of catalog you entered Shepherd</td>
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<tr>
<td>If transfer student, entered Shepherd: Semester/year from (Institution)</td>
<td></td>
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</tbody>
</table>

### TEACHING SPECIALIZATION

- **Elementary Education**
  - **Education**
  - Multi-Subjects K-6
  - Early Education
    - Pre K-K
  - **Adult only**
    - 5-9 Programs
      - General Mathematics through Algebra 5-9
      - Social Studies Education 5-9
  - Elementary through Secondary Education
    - Art Education Pre K-Adult
    - Music Education Pre K-Adult
    - Physical Education Pre K-Adult

- **Middle School Education through Secondary**
  - English Education 5-Adult
  - Family & Consumer Sciences Educ. 5-Adult
  - General Science Education 5-Adult
  - Health Educ. 5-Adult (add to P.E. Pre K-
  - Mathematics Education 5-Adult
  - Social Studies Education 5-Adult
  - Spanish Education 5-Adult

- **Secondary Education**
  - Biology Education 9-Adult
  - Chemistry Education 9-Adult

---

1. Has your portfolio received a “Satisfactory” review from your advisor at the Juncture 1 level? Yes
2. Have you passed all three parts of the PPST or provided proof of exemption? Yes
3. Is your overall GPA 2.75 or above? (must have completed a minimum of 24 hours) Yes
   Transfer students:
   - Is your Shepherd GPA 2.75 or above? (must have completed a minimum of 9 hours at Shepherd;) Yes
   - AND is your overall GPA 2.75 or above? Yes
4. Have you demonstrated computer competency to your advisor? Yes
   Or list the computer course in which you are currently enrolled, and check “In Progress.”
5. Have you made a grade of “C” or better in:
   - EDUC 150 Seminar in Educ
   - EDUC 200 Foundations of Educ
   - EDUC 320 Soc. & Psych. Cond
   - ENGL 101 Written English
   - ENGL 102 Written English
   - COMM 102 Fund./Speech
   - If you are currently enrolled in EDUC 320, check “In Progress.”
6. Are each of your Specialty, Professional Education and/or Middle School course grades “C” or above, or list those currently in progress?
7. Have you ever been convicted of or are you currently under indictment for a felony? Yes

---

**Student Signature**

**Date**

**Applicants with course(s) “In progress” and meeting all other requirements will be assigned “Provisional Status.” Upon satisfactory completion of course(s), applicant will be reassigned and notified of change to “Full Status.”

STUDENT: COMPLETE SIDE 1, RETURN FORM TO 108 KNUTTI

---

**TO BE COMPLETED BY CERTIFICATION ANALYST:**
PPST test scores:

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<tr>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
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<tbody>
<tr>
<td>Required scores</td>
<td>Reading 174/321</td>
<td>Writing 172/318</td>
</tr>
</tbody>
</table>

PPST exemption requires a Master's degree, or:

- ACT Score ___________ Month/year ___________ SAT Score ___________ Month/year ___________


- Overall GPA on minimum of 24 credit hours
- Transfer student's Shepherd University GPA on minimum of 9 credits taken at Shepherd
- Transfer student's overall GPA
- Students with degree, seeking certification only: Shepherd University GPA on minimum of 9 credit hours taken at Shepherd

Certification Analyst Signature/Date

TO BE COMPLETED BY ADVISOR:

- Portfolio review at Juncture 1 level ___________ (date) Satisfactory☑ Unsatisfactory☒
- Computer skills met/demonstrated, or course in progress In progress☑ Yes☒ No☒
- Have all eligibility requirements been met, including general requirements In progress☑ Yes☑ No☒ and those unique to your Specialization? If not, what is lacking?
- Do the qualitative evaluations indicate this student belongs in Teacher Education? Yes☑ No☒ Unsure☒

Advisor recommendation for Juncture 1 is:

- Full Status
- Provisional Status
- Non-Admit Status

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Departmental Review ___________ (Specialization Coord. takes application to respective department.)

Specialization Coordinator recommendation for Juncture 1 is:

- Full Status
- Provisional Status
- Non-Admit Status

Specialization Coordinator Signature/Date

TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 1 is:

- Full Status
- Provisional Status
- Non-Admit Status

Information distributed to PEU(C) on ___________

Director of Teacher Education Signature/Date
Appendix 7. Juncture 1 Review

PLEASE RETURN THIS FORM TO NSTSC BY 3:00 P.M. ON ________________

Date:_________________________

To: Professors Bell, Conley, Lidgerding, Simpson, Wing, Plautz, Parks DiLella, Volker, Warburton, Li, Park-Gehrke, Snyder, Best, Vila, Mathews, Groff

From: NSTSC

Re: Assessment of Student Seeking Admission to the Teacher Education Program.

Mr./Ms.________________________, a student at Shepherd for the past two years, is seeking a bachelor’s degree in Secondary Education with a __________________________ Specialization. Therefore, she is seeking admission to the Teacher Education Program (TEP). To be admitted to the TEP, she must undergo this Juncture Review.

After checking her/his records it appears to me that s/he qualifies for this review. S/he currently carries an overall GPA of ______ with ______ hours completed. (Minimum requirement = 2.75). His/her current GPA in this specialization is ________ (Minimum requirement = 2.75). His/her current GPA in Educational Studies is ________ (Minimum requirement = 2.75).

S/he has earned grades of C or better in all courses for which a minimum grade of C is required.

The personal qualities listed below are relevant human dimensions to consider in rendering professional judgment about this student's worthiness as a teacher education candidate. If you have had the student in one or more of your courses, you are in a position to render such professional judgment, and are requested to rate this student in Section A using the following qualitative criteria. You may comment on the candidate in Section B. In Section C, please indicate whether you think this candidate should be admitted to the Teacher Education Program.

Has this person been a student in one or more of your courses?

Yes (Please complete, sign, and return this form.)

No (Please sign and return this form.)

Section A. Qualitative Criteria: Definition/Elaboration

1. Personal Integrity: as indicated by actions that do not bring his/her character into question, e.g., representing only his/her work as his/her own work, being truthful about failures to meet deadlines, and being truthful in explaining reasons for and executing registration and add/drop actions.

2. Seriousness of Intent: as indicated by diligence in coursework, he/she regularly meeting deadlines with work that meets expected standards, and he/she demonstrating those qualities that contribute to success when an academic challenge is greater than usual.

3. Interpersonal Skills: as indicated by exhibiting interpersonal skills required for being a teacher, e.g., he/she shows willingness and ability to hear and listen to spoken and unspoken messages, his/her acceptance by others and his/her acceptance of persons that are different from him/her, exhibiting a genuine interest in others, and possessing the qualities of patience and good humor.

4. Acceptance of Responsibility: as indicated by willingness to initiate tasks at appropriate times; willingness to extract maximum benefits from classroom, laboratory, and field experiences; regular attendance and participation in class and/or lab; openness to constructive criticism.
5. Appropriate Role Model: as indicated by appropriate personal hygiene, appropriate language, appropriate work ethic, appropriate enthusiasm for the subject matter and methods of the specialization area.

6. Intellectual Curiosity: as indicated by a desire to learn, his/her inquisitiveness, a willingness and ability to ask meaningful questions.

7. Communication Skills: as indicated by an ability to speak and write with clarity and receive verbal and non-verbal communications via various avenues including current technological means.

8. Quantitative Skills: as indicated by appropriate mathematics and computer competencies.

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<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Cannot Judge</th>
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<td>1. Personal Integrity</td>
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<td>2. Seriousness of Intent</td>
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<td>5. Appropriate Role Model</td>
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<td>8. Quantitative Skills</td>
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Section B. Comments About The Candidate

Section C. Do you think this student should be permitted to student teach?

Yes ____ No ____ Not Sure ____

Please elaborate.

Date: ____________________
Appendix 8. Juncture 2 Application for Admission to Student Teaching

Name (Print) ___________________________ Shepherd ID number ___________________________

Last   Firs   MI

(Last 9 digits from Rambler Card)

Permanent address: ___________________________ School address: ___________________________

_________________________ Zip ___________________________  ___________________________ Zip

Permanent phone: ___________________________ School phone: ___________________________

Advisor's name: ___________________________

---

TEACHING SPECIALIZATIONS: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

**Elementary Education**
- Multi-Subjects K-6

**Middle School Education through Secondary Education**
- English Education 5-Adult
- Family & Consumer Science Educ. 5-
- General Science Education 5-Adult
- Health Educ. 5-Adult (add to P.E. Pre
- Mathematics Education 5-Adult
- Social Studies Education 5-Adult
- Spanish Education 5 – Adult
- Biology Education 9-Adult
- Chemistry Education 9-Adult

**Elementary through Secondary Education**
- Art Education Pre K-Adult
- Music Education Pre K-Adult
- Physical Education Pre K-Adult

---

**TO BE COMPLETED BY STUDENT:**

1. Do you currently hold “Full Status” in the Teacher Education Program? Yes ☐
2. Has your portfolio received “Satisfactory” review from your advisor at the Juncture 2 level? Yes ☐
3. Do you have the required 2.75 minimum GPA in:
   - Educational Studies GPA (includes Specialty Studies & Professional Studies courses) Yes ☐
   - Overall GPA (includes all college & university work) Yes ☐
4. Do you have minimum grades of “C” in all Specialty, Professional Education, and Endorsement courses, or list courses in progress In Progress ☐
5. Have you met all Specialization requirements? Yes ☐
6. Have you ever been convicted of, or are you currently under indictment for, a felony? Yes ☐ No ☐

Student Signature ___________________________ Date ___________________________

Applicants with course(s) “In Progress” will be assigned “Provisional Status.” Upon successful completion of the course(s) applicants will be reassigned and notified of the change to “Full Status.”

STUDENT: COMPLETE SIDE 1 ONLY--RETURN FORM TO 108 KNUTTI

---

**TO BE COMPLETED BY CERTIFICATION ANALYST:**
### TO BE COMPLETED BY ADVISOR:

- Portfolio review at Juncture 2 level: (date)  
  - Satisfactory [ ] Unsatisfactory [ ]
- Professional Education courses/hours specified in Specialization Handbook completed:  
  - Yes [ ] No [ ] In progress [ ]
- Qualitative Evaluations support retention:  
  - Yes [ ] No [ ] In progress [ ]
- All Specialization requirements have been met:  
  - Yes [ ] No [ ] In progress [ ]

Advisor recommendation is for Juncture 2 Retention is:

- Full Status Admission to Student Teaching [ ]
- Provisional Status [ ]
- Denied admission to Student Teaching [ ]

Advisor Signature/Date

### TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Specialization Coordinator Juncture 2 Retention recommendation is:

- Student should remain at Full Status [ ]
- Provisional Status [ ]
- Student should be removed from Teacher Education Program [ ]

Specialization Coordinator Signature/Date

### TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 2 retention is:

- Student should remain at Full Status [ ]
- Provisional Status [ ]
- Student should be removed from Teacher Education Program [ ]

Information distributed to PEU(C) on [ ]

Director of Teacher Education Signature/Date
Appendix 9. Juncture 2 Review

PLEASE RETURN THIS FORM TO NSTSC BY 3:00 P.M. ON ________________________

Date: ____________________________

To: Professors Bell, Conley, Lidgerding, Simpson, Wing, Plautz, Parks, DiLella, Volker, Warburton, Li. Park-Gehrke, Snyder, Best, Vila, Mathews, Groff

From: NSTSC

Re: Assessment of Student Seeking Admission to the Teacher Education Program.

Mr./Ms.________________________, a student at Shepherd for the past two years, is seeking a bachelor's degree in Secondary Education with a ___________________________ Specialization. Therefore, she is seeking admission to the Teacher Education Program (TEP). To be admitted to the TEP. She must undergo this Juncture Review.

After checking her/his records it appears to me that s/he qualifies for this review. S/he currently carries an overall GPA of ________ with ________ hours completed. (Minimum requirement = 2.50). His/her current GPA in this specialization is ________ (Minimum requirement = 2.50). His/her current GPA in Educational Studies is ________ (Minimum requirement = 2.50). S/he has earned grades of C or better in all courses for which a minimum grade of C is required.

The personal qualities listed below are relevant human dimensions to consider in rendering professional judgment about this student's worthiness as a teacher education candidate. If you have had the student in one or more of your courses, you are in a position to render such professional judgment, and are requested to rate this student in Section A using the following qualitative criteria. You may comment on the candidate in Section B. In Section C, please indicate whether you think this candidate should be admitted to the Teacher Education Program.

Has this person been a student in one or more of your courses?

_______ Yes (Please complete, sign, and return this form.)

_______ No (Please sign and return this form.)

Section A. Qualitative Criteria: Definition/Elaboration

1. Personal Integrity: as indicated by actions that do not bring his/her character into question, e.g. representing only his/her work as his/her own work, being truthful about failures to meet deadlines, and being truthful in explaining reasons for and executing registration and add/drop actions.

2. Seriousness of Intent: as indicated by diligence in coursework, he/she regularly meeting deadlines with work that meets expected standards, and he/she demonstrating those qualities that contribute to success when an academic challenge is greater than usual.

3. Interpersonal Skills: as indicated by exhibiting interpersonal skills required for being a teacher, e.g. he/she shows willingness and ability to hear and listen to spoken and unspoken messages, his/her acceptance by others and his/her acceptance of persons that are different from him/her, exhibiting a genuine interest in others, and possessing the qualities of patience and good humor.
4. Acceptance of Responsibility: as indicated by willingness to initiate tasks at appropriate times; willingness to extract maximum benefits from classroom, laboratory, and field experiences; regular attendance and participation in class and/or lab; openness to constructive criticism.

5. Appropriate Role Model: as indicated by appropriate personal hygiene, appropriate language, appropriate work ethic, appropriate enthusiasm for the subject matter and methods of the specialization area.

6. Intellectual Curiosity: as indicated by a desire to learn, his/her inquisitiveness, a willingness and ability to ask meaningful questions.

7. Communication Skills: as indicated by an ability to speak and write with clarity and receive verbal and non-verbal communications via various avenues including current technological means.

8. Quantitative Skills: as indicated by appropriate mathematics and computer competencies.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Cannot Judge</th>
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<td>1. Personal Integrity</td>
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<td>8. Quantitative Skills</td>
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</table>

Section B. Comments About The Candidate

Section C. Do you think this student should be permitted to student teach?

Yes _____ No _____ Not Sure _____

Please elaborate.

Date: __________________

Signature of Faculty Member: ____________________________________________
Appendix 10. Juncture 3 Application for West Virginia Teaching Certificate

WILL BE PROVIDED DURING THE SEMESTER A CANDIDATE IS ENROLLED IN STUDENT TEACHING
Appendix 11. Instructor’s Qualitative Evaluation of Teacher Education Student

Student's Name __________________________ Student's Advisor __________________________

Course (prefix, number, section) __________________________

Semester: 0 Fall 0 Spring 0 Summer 20________

Instructor and Evaluator __________________________

Course Instructor: Have each EDUCATION MAJOR in your class fill out the top section, sign the back, and return to you for completion.

The personal qualities listed in section "A" below are relevant human dimensions to consider in rendering professional judgement about a student's worthiness as a teacher education candidate. After a student has completed a course with you, you are in a position to render such professional judgement. Please consider each teacher education student in light of these qualitative criteria (defined on the back) and rate the student carefully.

Section "B" below summarizes your subjective perception of the student, write comments in the space provided. Return the evaluation to the Department of Education office. A copy will be sent to the student's advisor for filing by the last day of the grading period being considered.

A. Qualitative Criteria

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Cannot Judge</th>
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<tbody>
<tr>
<td>1. Personal integrity</td>
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<td>2. Seriousness of intent</td>
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<td>3. Willingness to commit to professional development</td>
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<td>4. Capacity for professional development</td>
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<td>5. Interpersonal skills</td>
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<td>6. Acceptance of responsibility</td>
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<td>7. Appropriate role model</td>
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<td>8. Intellectual curiosity</td>
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<td>9. Communications skills</td>
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</table>

B. Do you believe this student belongs in teacher education? 0 Yes 0 No 0 Not Sure

Comments:

PRO-05

Definition of Qualitative Review Criteria

1. Personal integrity:
   Represents only own work as own work, is truthful about absences, late work, accepts consequences of own behavior, etc.
2. **Seriousness of intent:**
   Diligent in course work, moving through program requirements, shows respect for teaching, profession, etc.

3. **Willingness to commit to professional development:**
   Integrates new knowledge into growing professional perspective, examines preconceptions about teaching, behavior indicates willingness to seek out and experience growth possibilities, etc.

4. **Capacity for professional development:**
   Demonstrates ability to grow and change, to absorb, integrate and use knowledge, tolerance for ambiguity, etc.

5. **Interpersonal skills:**
   Hears and listens to spoken and unspoken messages, accepted by peers, shows genuine interest in other people, etc.

6. **Acceptance of responsibility:**
   Regular in attendance, punctual with assignments, open to constructive criticism, extracts maximum benefit from TEP experiences, etc.

7. **Appropriate role model:**
   Evidences appropriate personal hygiene, appropriate language, willingness to take risks (e.g., of making learning mistakes), etc.

8. **Intellectual curiosity:**
   Desires to learn, know, willing to ask questions, etc.

9. **Communication skills:** Able to produce language of clarity and receive verbal and non-verbal communication.

**Students:** Please read the following statement and sign:
I understand two copies of this completed evaluation will be sent to my advisor, and the original placed in my file in the Department of Education office.
I can receive my copy of the completed evaluation from my advisor, and may see my advisor or the evaluating instructor if I have any questions.

______________________________
(Student signature/date)
JUNCTURE 1 REQUIREMENTS

YOU MAY APPLY FOR JUNCTURE 1 WHILE ENROLLED IN EDUC 320, EDUC 306 or EDUC 307

JUNCTURE APPLICATIONS WILL BE DUE ON THE 5TH WEDNESDAY OF EACH SEMESTER.

THE FOLLOWING MUST BE COMPLETED BEFORE SUBMITTING YOUR JUNCTURE APPLICATION:

ALL STUDENTS MUST HAVE AN OVERALL GPA OF 2.5 OR HIGHER BEFORE ENROLLING IN EDUC 320 SOCIAL AND PSYCHOLOGICAL CONDITIONS OF LEARNING.

PORTFOLIO REVIEW
You must have received a “Satisfactory” portfolio review from your advisor. You must see your advisor for directions for completing your portfolio. Have your completed portfolio ready to turn in to your advisor at the beginning of the semester (either while enrolled in EDUC 320 or if you have completed EDUC 320 with a C or better).

PRAXIS I (PPST)
You must have successfully passed all three parts of the PPST (Reading, Writing and Mathematics).
Visit www.ets.or/praxis for information on registration, test preparation, scores and more

PRAXIS REGISTRATION BULLETINS ARE AVAILABLE IN THE HALLWAY OUTSIDE KNUTTI 104. TESTS AT A GLANCE (TAAG) information is available at www.ets.org/praxis. Visit online to review and download TAAG. You can also purchase a Praxis study guide at a bookstore or through Amazon.com.

The Pre-Professional Skills Test (PPST) [called Praxis I] may be waived provided the candidate: a) holds a master’s degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005. If you believe you have met the requirements and may be waived from the PPST, please see Mrs. Peg Swisher in Knutti 103C or email her at pswisher@shepherd.edu.

GPA REQUIREMENT
For students entering Fall 2011 and after, your overall GPA must be a 2.75 or above on 24 hours taken at Shepherd University to be eligible for Juncture 1.
Transfer students entering Fall 2011 and after: Shepherd GPA must be a 2.75 or above (completed a minimum of 9 hours at Shepherd) and your overall GPA must be a 2.75 or above

COMPUTER COMPETENCY
Must have demonstrated computer competency to your advisor or have completed a computer course. You can be enrolled in CIS 102 when you submit your Juncture
application. The Computer Competency Form may be picked up in Knutti 108. The completed Computer Competency Form is to be put into your portfolio.

**MUST HAVE COMPLETED THE FOLLOWING COURSES WITH A “C” OR BETTER:**
EDUC 150 Seminar in Education  
EDUC 200 Foundations of Education  
ENGL 101 Written English  
ENGL 102 OR 103 or 104 Written English  
COMM 202 Fundamentals of Speech

**EDUC 320 Social and Psychological Conditions of Learning**  
You may apply for Juncture I while you are enrolled in EDUC 320 or have completed EDUC 320 with a C or better.

Transfer students enrolled in EDUC 306 or EDUC 307 may apply for Juncture 1 while enrolled in either of those courses.

**SPECIALTY COURSES (courses in your Specialization Area)**  
All courses must be completed with a C or above in your specialization area. You may apply for Juncture 1 while enrolled in a course you are repeating.

**PROFESSIONAL EDUCATION COURSES**  
All EDUC prefix courses must be completed with a C or above. You may apply for Juncture 1 while enrolled in a course you are repeating.

**SECONDARY STUDENTS (PREK-ADULT, 5-ADULT, 9-ADULT) WHO ENTERED FALL 2011 MUST HAVE COMPLETED AT LEAST 50% OF HIS/HER SPECIALITY COURSES PRIOR TO EDUC 370 OR SATISFY THE 50% COMPLETION REQUIREMENT WHILE ENROLLED IN EDUC 370.**