

**TITLE II REPORT: TeacherPreparation Programs  
Shepherd University Traditional Program-2015  
Complete Report Card  
AY 2013-14**

Institution Information

Name of Institution: Shepherd University  
Institution/Program Type: Traditional  
Academic Year: 2013-14  
State: West Virginia

Address: PO Box 5000  
Shepherdstown, WV, 25443

Contact Name: Dr. Donna Hanlin  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:  
Award year:

Grantee name:  
 Project name:  
 Grant number:  
 List partner districts/LEAs:  
 List other partners:  
 Project Type:

**Section I.a Program Information**

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education P-Adult	No
Biology Education 9-Adult	No
Chemistry Education 9-Adult	No
Early Education endorsement to Elementary Education	No
Elementary Education B.A.	No
English Education 5-Adult	No
Family and Consumer sciences Education 5-Adult	No
General Science Education 5-Adult	No
Health Education Endorsement to Phys. Ed. 5-Adult	No
Mathematics Teaching Field Grades 5-9	No
Mathematics Teaching Field Grades 5-Adult	No
Music Education P-Adult	No

Physical Education P-Adult	No
Secondary Education, B.A.	No
Social Studies Education 5-9; 5-Adult	No
Spanish Education 5-Adult	No
<b>Total number of teacher preparation programs: 16</b>	

**Section I.b Admissions**

Indicate when students are formally admitted into your initial teacher certification program: Sophomore year MAT: Post BA/BS

Does your initial teacher certification program conditionally admit students? No

Provide a link to your website where additional information about admissions requirements can be found:

[http://catalog.shepherd.edu/preview\\_entity.php?catoid=8&ent\\_oid=168&returnto=958](http://catalog.shepherd.edu/preview_entity.php?catoid=8&ent_oid=168&returnto=958)

Please provide any additional comments about or exceptions to the admissions information provided above:

Initial candidates and MAT candidates need a minimum score on basic skills test PRAXIS I/Case:Core or Minimum ACT or SAT score as waiver of PRAXIS I/Case:Core for admission into the program. In addition, initial candidates and MAT candidates submit portfolios to their advisors for admission and retention in the Teacher Education program. Disposition assessments are conducted at the conclusion of all professional education courses. These assessments contribute to admissions and retention decisions for undergraduate and graduate candidates.

**Section I.b Undergraduate Requirements**

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level? Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other CASE/CORE Praxis	Yes	No

What is the minimum GPA required for admission into the program? 2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14? 3.28

What is the minimum GPA required for completing the program? 2.75

What was the median GPA of individuals completing the program in academic year 2013-14? 3.31

Please provide any additional comments about the information provided above

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level? Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	Yes	No
Other Minimum on GRE or MAT	Yes	No

What is the minimum GPA required for admission into the program? 2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14 ? 3.26

What is the minimum GPA required for completing the program? 2.75

What was the median GPA of individuals completing the program in academic year 2013-14? 3.38

Please provide any additional comments about the information provided above:

The median GPA for post-graduate program completers reflects MAT students' comprehensive GPA, including students' undergraduate and graduate coursework.

### Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	91
Unduplicated number of males enrolled in 2013-14:	23
Unduplicated number of females enrolled in 2013-14:	68
<b>2013-14</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0

<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	89
Two or more races:	0

### **Section I.d Supervised Clinical Experience**

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	12 5
Average number of clock hours required for student teaching	56 0
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	15 9
Number of students in supervised clinical experience during this academic year	28 8

Please provide any additional information about or descriptions of the supervised clinical experiences:

Number of full-time faculty supervising clinical experiences during the academic year includes university faculty. The number of students in supervised clinical experience during the academic year includes an unduplicated count of students in experiences prior to student teaching and student teaching.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	48
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	



Teacher Education - Social Science	
Teacher Education - Social Studies	8
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

**Section I.e Teachers Prepared by Academic Major**

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

<b>Academic Major</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	48
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	43
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	

Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

**Section I.f Program Completers**

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 91

2012-13: 89

2011-12: 73

**Section II Annual Goals – Mathematics**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional

development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))  
Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2013-14**

Did your program prepare teachers in mathematics in 2013-14? Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14? 3

Did your program meet the goal for prospective teachers set in mathematics in 2013-14? Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

**Academic year 2014-15**

Is your program preparing teachers in mathematics in 2014-15? Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15? 3

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Will your program prepare teachers in mathematics in 2015-16? Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16? 5

Provide any additional comments, exceptions and explanations below:

## **Section II Annual Goals – Science**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))  
Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

### **Academic year 2013-14**

Did your program prepare teachers in science in 2013-14? Yes

How many prospective teachers did your program plan to add in science in 2013-14? 2

Did your program meet the goal for prospective teachers set in science in 2013-14? Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

### **Academic year 2014-15**

Is your program preparing teachers in science in 2014-15? Yes

How many prospective teachers did your program plan to add in science in 2014-15? 2

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Will your program prepare teachers in science in 2015-16? Yes

How many prospective teachers does your program plan to add in science in 2015-16? 2

Provide any additional comments, exceptions and explanations below:

**Section II Annual Goals - Special Education**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))  
Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2013-14**

Did your program prepare teachers in special education in 2013-14? No

How many prospective teachers did your program plan to add in special education in 2013-14?

Did your program meet the goal for prospective teachers set in special education in 2013-14? NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

A new endorsement in special education is being added to the Master's in Curriculum and Instruction Program, but this is not an initial licensure program.

**Academic year 2014-15**

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Will your program prepare teachers in special education in 2015-16? No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

**Section II Annual Goals - Instruction of Limited English Proficient Students**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.



**Academic year 2013-14**

Did your program prepare teachers in instruction of limited English proficient students in 2013-14? No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14? NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

**Academic year 2014-15**

Is your program preparing teachers in instruction of limited English proficient students in 2014-15? No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

Will your program prepare teachers in instruction of limited English proficient students in 2015-16? No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

## **Section II Assurances**

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. NA

Prospective general education teachers are prepared to provide instruction to students with disabilities. Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students. Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families. Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Strategies include tutoring at Harpers Ferry Job Corps, teaching experiences in Title I schools, learning instructional approaches to teaching diverse students, students with disabilities, and English Language Learners. Additional courses and modifications to curricula include: EDUC 443:Reading in the Content Area, EDUC 360:Survey of Exceptionalities, EDUC 400: Inclusion in the Regular Education Classroom, EDUC 351-354, EDUC 503, EDUC 520, EDUC 521: Integrated Pedagogy,and EDUC 525: The Special Learner in the Regular Classroom.

ART and Physical Education candidates take content specific courses in working with special populations for their discipline instead of EDUC 360: Survey of Exceptionalities. 2013-14 was the first year that the institution graduated two students prepared in special education.

**Section III Assessment Pass Rates**

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	19	170	19	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS)	1			

All program completers, 2013-14				
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	22	181	22	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	19	173	19	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	12	177	12	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	38	175	38	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	32	176	32	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	10	159	5	50

ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	33	169	28	85
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	10	173	8	80
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	33	180	33	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	10	166	8	80
ETS5035 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	33	169	32	97
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	10	163	9	90
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES	33	165	29	88

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0432 -GENERAL SCI CONTENT KNOWL PART 2 Educational Testing Service (ETS)	1			

All program completers, 2012-13				
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	11	703	11	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			

ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5161 -MATHEMATICS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	13	164	13	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	165	8	80
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE	9			



Educational Testing Service (ETS) All program completers, 2013-14				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	11	156	10	91
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	160	14	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	112	179	112	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	79	179	79	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	77	179	77	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	59	179	58	98
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0710 -PRAXIS I READING Educational Testing Service (ETS)	108	179	108	100

Other enrolled students				
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	79	179	79	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	74	179	74	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	59	180	59	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	112	176	112	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	78	176	78	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	73	176	73	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	59	176	59	100
ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			

ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5531 -PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	10	175	8	80
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	40	174	39	98
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	38	173	37	97
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	34	170	33	97
ETS0524 -PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6	2			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	48	175	48	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	40	173	40	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	25	175	25	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	12	164	12	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	5			

All program completers, 2011-12				
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) Other enrolled students	5			
ETS5203 -TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			

### Section III Summary Pass Rates

<b>Group</b>	<b>Number taking tests</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
All program completers, 2013-14	92	86	93
All program completers, 2012-13	85	81	95
All program completers, 2011-12	75	74	99

#### **Section IV Low-Performing**

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited? Yes

If yes, please specify the organization(s) that approved or accredited your program: State NCATE NASM

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)? No

#### **Section V Use of Technology**

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction Yes
- use technology effectively to collect data to improve teaching and learning Yes
- use technology effectively to manage data to improve teaching and learning Yes
- use technology effectively to analyze data to improve teaching and learning Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Teacher candidates complete either EDUC 380: Technology in 21st Century Teaching and Learning (Undergraduate) or EDUC 500: Advancing the Use of

Technology in the Classroom (MAT). Music teacher candidates enroll in two music content courses related to instructional technology. All candidates complete a Teacher Work Sample during student teaching in which they conduct a pre-assessment, teach a unit of instruction to diverse learners, assess student learning, and analyze results to improve teaching and student learning.

Teacher education syllabi and curricula align with the NETS.T Standards. Candidates use technology in class projects and assignments and when working in field placements and during clinical practice. Candidates must demonstrate technology used in the classroom during student teaching seminar.

## **Section VI Teacher Training**

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively Yes
- participate as a member of individualized education program teams Yes
- teach students who are limited English proficient effectively Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Teacher candidates complete the following courses in which these needs are addressed; EDUC 360: Survey of Exceptionalities(Undgrad)or EDUC 560: Survey of Exceptionalities (MAT), and EDUC 400: Inclusion in the Regular Classroom (Undgrad)or EDUC 525: Special Learner in the Regular Classroom (MAT). Candidates in Elementary Education learn strategies for English Language Learners (ELL) in EDUC 351-354: Integrated Pedagogy and secondary candidates learn strategies for ELLs in EDUC 443: Reading in the Content. Candidates learn teaching strategies, their roles as general educators on IEP teams, and how to provide accommodations to English Language Learners in reading and other content areas in these courses. Field practicums and clinical practice provide candidates with opportunities to

observe and provide instruction to diverse learners using multiple strategies learned in class.

ART and Physical Education candidates take content specific courses related to working with special populations.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively NA
- participate as a member of individualized education program teams NA
- teach students who are limited English proficient effectively NA

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

During school year 2013-14 a graduate program began which provides an endorsement in multi-categorical special education. Courses include:

- EDUC 525-Collaborative Methods in the Inclusive Classroom
- EDUC 560 - Survey of Exceptionalities
- EDUC 562 - Individualized Education Planning (IEP)
- EDUC 564 - Advanced Methods: High Incidence Disabilities
- EDUC 566 - Advanced Methods: Low Incidence Disabilities



## Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

“Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.” The University positioned itself to become a quality public liberal arts institution, through the professional degree programs that are an important part of the university. Shepherd University is proud of its 2009 selection as a member of Council of Public Liberal Arts Colleges (COPLAC). Throughout its history, Shepherd University deemed teaching and learning as its primary focus. The importance of the student-faculty relationship continues to be one of its most attractive and valued features. This is demonstrated through commitment to small class sizes and faculty who advise students in their content areas. The University is accredited by the Higher Learning Commission and the North Central Association. Individual programs are accredited by the Council on Social Work Education, the National Association of Schools of Music, the West Virginia State Board of Examiners for Registered Nurses, the Commission on Collegiate Nursing Education, and the National Council for Accreditation of Teacher Education. The University confers the Bachelor of Art degree upon majors in elementary education, English, history, psychology, secondary education, and Spanish. The music department offers a Bachelor of Music Education (B.M.Ed.) degree as well as a BA. The Bachelor of Fine Arts is conferred upon majors in art. The Bachelor of Science degree is conferred upon majors in accounting, biology, business administration, chemistry, computer and information sciences, economics, environmental studies, family and consumer sciences, mass communication, mathematics, political science, recreation and leisure studies, and sociology. The Bachelor of Science in Nursing is conferred on majors in nursing, and the Bachelor of Science in Social Work is conferred on majors in social work. The core of the baccalaureate curriculum is a formal General Studies Program that prepares students to take their place as educated citizens in a changing world. The Professional Education Unit (PEU) is comprised of faculty from every school and division on campus. The Professional Education Unit Council (PEUC) governs the teacher education program. The PEUC includes the 11 full-time faculty members in the Department of Education (DOE) and the 9 secondary specialization coordinators from each of the secondary licensure areas (housed in their content departments), the coordinators of the graduate programs in education, and two elected student representatives. Ex-officio members include the Dean of Education and Professional Studies and the Dean of Graduate Studies and Continuing Education. The PEUC exemplifies how faculty members from all schools share responsibility and authority with the faculty from Education in determining what is offered in teacher education. The PEUC, through bi-monthly meetings, administers, coordinates, evaluates, monitors, reviews, and revises the Teacher Education Program. The PEUC has the responsibility to ensure that all specializations are conducted in a manner that is consistent with the stated philosophy, theme, and objectives of the teacher education program.

## **Supporting Files**

**Complete Report Card** AY 2013-14 This is a United States Department of Education computer system.