



Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Shepherd University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: West Virginia

Address: PO Box 5000

Shepherdstown, WV, 25443

Contact Name: Dr. Scott Beard
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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 Phvs. 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
Total number of teacher preparation programs: 16	

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?

Yes

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

<http://www.shepherd.edu/graduate-studies/apply-graduate>. (MAT-graduate initial licensure program)

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 1/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.

Element	Required for Entry	Required for Exit
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	Yes	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
OtherCASE/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 2015-16

3.35

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 2015-16

3.41

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	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	Yes	No
OtherMinimum 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 2015-16

3.62

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 2015-16

3.75

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.

As a note, the the standardized test (GRE/MAT) is only required of students who do not meet the minimum GPA threshold for full admission to the graduate program. Additionally, those students must also have an in-person interview with the graduate program coordinator and admissions committee consisting of education faculty and the graduate dean when relevant.

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 2015-16:	158
Unduplicated number of males enrolled in 2015-16:	36
Unduplicated number of females enrolled in 2015-16:	122

Unduplicated number of females enrolled in 2015-16: 122

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	1
White:	150
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	125
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	239
Number of students in supervised clinical experience during this academic year	197

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.

For the number of students in a supervised clinical experience, this includes both undergraduate and graduate students. The breakdown is 177 undergraduate students and 20 graduate students in the MAT program.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	30
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	6
Teacher Education - Business	0
Teacher Education - English/Language Arts	15
Teacher Education - Foreign Language	1
Teacher Education - Health	6
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	1
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	0

Teacher Education - Social Science	0
Teacher Education - Social Studies	8
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	30
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	57
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0

Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	

Section I.f Program Completers

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

2015-16: 88

2014-15: 108

2013-14: 91

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

3

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

The content area coordinator in addition to the pathway program described below, also submitted a grant to the Noyce foundation to fund scholarships for STEM students to move from the undergraduate major into the MAT program.

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

Working with graduate studies, the content area coordinator has worked on a licensure pathway for mathematics majors into the MAT program that would allow qualified undergraduate students to take some graduate content.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

We have seen a decrease in the number of mathematics teachers being prepared in the last two years. The office of enrollment management at the University has undergone transition. However, a new articulation agreement has been established between the Department of Education and a regional community college, and we will be doing our own department recruiting in our new 2+2 program for such critical shortage areas.

See also information above for regarding the development of a licensure pathway from the undergraduate major into the MAT program.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

4

Provide any additional comments, exceptions and explanations below:

These prospective majors include both undergraduate and graduate students. We expect to recruit and market the new licensure pathway over the next academic year to encourage students at the undergraduate who are not education majors to pursue this additional credential at the graduate level.

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/ope/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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2015-16?

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 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

We have seen an increased interest in students wishing to pursue teaching certification at the graduate level in our MAT program. We exceeded our goal with a total of four students.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

We expect to recruit and market the new licensure pathway over the next academic year to encourage students at the undergraduate who are not education majors to pursue this additional credential at the graduate level. We will expect this number to increase beyond the current student who is in the recruitment funnel.

The content area coordinator in addition to the pathway program described below, will re-submit a grant proposal to the Noyce foundation to fund scholarships for STEM students to move from the undergraduate major into the MAT program.

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. (S205(a)(1)(A)(ii), S206(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 2015-16

Did your program prepare teachers in special education in 2015-16?

No

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

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Data not reported

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 2016-17

Is your program preparing teachers in special education in 2016-17?

No

How many prospective teachers did your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

No

How many prospective teachers does your program plan to add in special education in 2017-18?

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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Data not reported

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

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. Students' supervised clinical experiences include placements in local public schools that meet diversity requirements mandated by both the West Virginia Department of Education and accrediting body guidelines.

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

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	26	165	26	100
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	10	175	10	100
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS)	32	165	32	100

All program completers, 2015-16				
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	26	180	26	100
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	11	181	11	100
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	35	176	35	100
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	7			
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) All enrolled students who have completed all noncl	26	171	26	100
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	11	177	11	100
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	32	170	32	100
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	11	177	11	100
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	19	172	19	100
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	10	170	10	100
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	34	174	34	100
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	35	171	32	91
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	15	172	15	100

ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	34	180	34	100
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	35	180	35	100
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	18	169	18	100
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	34	171	34	100
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	35	168	33	94
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	16	169	16	100
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	34	167	34	100
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	35	167	33	94
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
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, 2015-16	12	185	12	100
ETS5038-ENGLISH LANGUAGE ARTS: CK	5			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5121-FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5121-FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	10	171	10	100
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	13	164	13	100
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	14	159	14	100
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS)	9			

All program completers, 2013-14				
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	6			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	21	180	21	100
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	78	179	78	100
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	79	179	79	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	5			
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	18	179	17	94
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	76	179	76	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	79	179	79	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	5			
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	20	176	20	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	78	176	78	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	78	176	78	100
ETS5531-PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5531-PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5531-PRE-KINDERGARTEN EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	9			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	37	177	37	100

ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	42	175	41	98
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	41	174	41	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	25	174	25	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	56	175	56	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	49	175	49	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5203-TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5203-TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	22	173	21	95
ETS5203-TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	38	171	37	97
ETS5203-TEACHING READING: ELEM EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	4			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	66	64	97
All program completers, 2014-15	105	101	96
All program completers, 2013-14	92	89	97

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; NASAD. CAEP starting in 2017 for an initial accreditation visit.

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.

In addition to the information listed below, in preparation for the Council for the Accreditation of Educator Programs self-study, the unit developed the required cross-cutting theme of technology for the CAEP report. A link may be found here: <http://www.shepherd.edu/caep/cross-cutting-themes>.

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

Additional information on this program may be found here: <http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/07/MACI-2014.pdf>

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 College (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 Council for Accreditation of Education Providers. 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 Educator Preparation Program Council (EPPC) is comprised of faculty from every school and division on campus. The Educator Preparation Program Council (EPPC) governs the teacher education program. The EPPC 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 EPPC 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 EPPC, through bi-monthly meetings, administers, coordinates, evaluates, monitors, reviews, and revises the Teacher Education Program. The EPPC 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 2015-16