Teacher Education Program
Shepherd University

Physical Education P-Adult
Endorsement in Health 5-Adult

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For Students Entering Fall 2011 and Later

Student’s Name__________________________________________________________
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PHILOSOPHY AND THEME

TEACHER AS REFLECTIVE PROBLEM SOLVER

The collaborative efforts of a broad constituency created the conceptual framework, Teacher as Reflective Problem Solver (TARPS) in 1987 and revised in 1992, 2008, and 2009. Drafts circulated among the PEUC, Deans, candidates, public school partners, and Educational Personnel Preparation Advisory Committee (EPPAC) members. Participant feedback shaped the vision of the PEU. The PEUC, candidates, public school personnel, and EPPAC reflect and work together to benefit candidates' positive impact on the education of all children. The mission of the PEU is to work in partnership with area schools to prepare highly qualified, reflective teachers who believe in fairness and that all children learn.

Based on ongoing discussions of desired outcomes, research of the relevant literature, feedback from school administrators and teachers, and practitioners, INTASC and NBPTS standards, and the Framework for 21st Century Learning, the PEU believes that teacher candidates should possess the willingness and capacity to:

1. Develop a philosophy of teaching based on philosophical and theoretical viewpoints about schooling, teaching and learning;
2. Commit to continuous reflective self-examination for personal and professional development;
3. Demonstrate leadership by functioning as a change agent who influences and improves the education of P-12 students, through scholarship, community action, and collaboration in educational settings;
4. Focus on the development of P-12 students' critical mindedness, problem-solving skills, self-motivation, cooperative social interaction, and commitment to excellent performance;
5. Develop an adequate understanding of the social and psychological conditions of learning including cultural and linguistic differences, exceptionalities and developmental characteristics of P-12 students;
6. Develop, articulate and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of P-12 students consonant with the nature of a pluralistic and democratic society;
7. Plan, implement, and assess learning experiences that promote acquisition of the knowledge, skills, and dispositions P-12 students need to become critical participants in a global society;
8. Access current research findings regarding schooling, teaching and learning and use these findings in educational programs;
9. Develop a critical understanding of the central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) she/he teaches including the uses of educational multimedia technology;
10. Foster relationships between schools, higher education colleagues, parents, governmental agencies, individuals and groups in the larger community to support P-12 students' learning;
11. Integrate and implement theory and practice in a coherent pedagogy;
12. Consistently reflect on their knowledge base, dispositional orientations, and performance characteristics.

Knowledge enables one to make informed choices, to participate actively in the shaping of one's own life, and to influence the social, cultural, political and economic structures of a democratic society. Based on the belief that education should empower all students and teachers to exercise informed
choices in a global society, our purpose is to facilitate the development of liberally educated teachers who demonstrate the willingness and capacity to empower all P-12 students. The unit is committed to promoting social justice, embracing diversity and inclusion, and enhancing teaching and learning through technology. The schooling context is complex; it is characterized by a significant degree of ambiguity that precludes a formulaic approach to teaching. This complexity necessitates that teacher candidates and practitioners develop a philosophy and principles for practice based on reflective problem solving. Teachers identify and frame problems, generate and consider multiple solutions, choose and implement courses of action, and evaluate results.

**Knowledge Goals**
Teachers must refer to a knowledge base that supports their beliefs and actions in order to engage pedagogical problems. The ability to render/discuss/interpret a knowledge base that justifies the predispositions and assumptions that underlie teaching/learning behavior is a key characteristic of the TARPS. Teacher candidates must possess knowledge of content, context, and learners. When diagnosing student needs, planning, implementing, and assessing teaching/learning, the candidate/practitioner:

1. Demonstrates an understanding of developmental issues (cognitive, social, emotional, physical);
2. Accesses and uses current research findings;
3. Demonstrates an understanding of the core concepts, tools of inquiry, and structures of knowledge of subjects being taught and their interdisciplinary connections;
4. Demonstrates sufficient breadth and depth of content knowledge to meet student needs;
5. Demonstrates an understanding of relationships between theories and practice;
6. Considers the diverse nature of classrooms and society;

**Disposition Goals**
The candidate's reflective disposition is fundamental to TARPS. The PEU's commitment to the development of reflective dispositions is strongly indicated by the use of both the terms "willingness" and "capacity" in the statement of Program Goals and Candidate Outcomes. Willingness means the demonstrated commitment to continual professional development and capacity means demonstrating the ability to achieve professional and pedagogical goals. Reflection is an innate human capacity and ability amplified so it becomes a conscious tool for effective teaching/learning. Candidates demonstrate the capacity to reflect on the day-to-day aspects of teaching/learning, to decide whether a teaching/learning activity achieves the purposes of a sound education, and to judge how this experience relates to the larger issues of democracy, justice, and equity in our diverse society. The candidate demonstrates the willingness and capacity to:

1. Practice teaching/learning from our model's thematic structure: Action, Interpretation, and Critical Reflection;
2. Continuously engage in self-analytical and self-reflective processes for professional development;
3. Engage in critical discourse about education issues;
4. Respect the individual dignity and diverse learning orientations of all students;
5. Commit to excellence in academics and practical teaching/learning experiences;
6. Assume personal responsibility for professional development.
Performance Goals
Performance goals facilitate the development of the candidate's capacity to plan, implement, and assess a program of teaching/learning that is effective for all students. Teacher candidates must be skillful in reflection on learner and teacher performances. The candidate:

1. Observes, describes, and analyzes self, individual student and group performance in order to design developmentally and individually appropriate and improved teaching/learning experiences;
2. Plans and implements teaching/learning experiences that develop students' problem solving capacity and critical thinking skills;
3. Plans and implements teaching/learning experiences that are based on a constructivist epistemology;
4. Plans and implements teaching/learning experiences that embrace student diversity;
5. Plans and implements teaching/learning experiences that promote students' ability to contribute productively in a global society;
6. Plans and implements 21st Century Learning experiences that are based on explicit understanding of the core concepts, tools of inquiry, and structures of knowledge that are central to the subjects being taught;
7. Uses a variety of 21st Century Learning assessment strategies (e.g., portfolios, observations, presentations, essays, criterion-referenced tests, learning project results, norm-referenced tests), both formative and summative, to assess the effectiveness of teaching/learning experiences;
8. Uses a variety of 21st Century Learning strategies (e.g., individualization, whole group, project groups, cooperative learning, learning centers, discussion, lecture, technology) to optimize teaching/learning opportunities in the classroom;
9. Uses reflection to modify instruction to meet the needs of students.
10. Uses professional organizations, community, and other resources outside the classroom to enhance student learning.

Reflective dispositions prepare candidates to respond effectively to the range of concerns found in the classroom. Teachers need to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection. The candidates examine their Action and are concerned with the application of pedagogical knowledge to achieve stated educational goals for every child. This action is subject to Interpretation. The candidates explicate and justify the assumptions and predispositions that underlie their teaching/learning activity.
During Critical Reflection, candidates assess the adequacy of the educational goals toward which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activities. This model conceptualizes and implements an experience cycle for teacher candidates that involves them in a continuous process of action and reflection. The cycle occurs respective to the aspects of campus coursework and field experiences/teaching as well as between the aspects of campus coursework and field experiences/teaching. The majority of professional education courses are characterized by a pattern of attendance in campus-based courses followed by performance in a field-based site. This campus-field-campus pattern ensures that each episode of action is followed by a systematic opportunity to reflect on practical experience and the theoretical frameworks that guide practical activity. Field experiences are not just opportunities for application, but are occasions for critical reflection on the theory/practice interaction.
TEACHER EDUCATION GPA POLICY
Requirements and Definitions

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

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<th>Area</th>
<th>GPA</th>
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<tr>
<td>Educational Studies</td>
<td>2.75 (includes Professional Studies and Specialty Studies courses)</td>
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<tr>
<td>Overall</td>
<td>2.75</td>
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It is the policy of the Professional Education Unit that these GPA’s will not be waived. Extenuating circumstances will be considered by the appropriate departments upon the receipt of a written request by a student. In those cases deemed to merit further consideration, the following regulations will apply:

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

2. Specialty Studies
   a. With the approval of the department involved, additional courses in the teaching field may be assigned to raise a GPA.
   b. Courses will be selected by the Specialization Coordinator.

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

4. Overall:
   a. With the approval of the Department of Education and the appropriate teaching field department(s), additional courses may be assigned to raise a GPA.
   b. Courses will be selected jointly by the Department of Education and the appropriate teaching field Specialization Coordinator.

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

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

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

Core Curriculum: Those credit hours required by Shepherd University for a degree.

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

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

1. Admission to Program: Juncture 1 Review
   a. Student obtains application form for admission from the Department of Education, completes the form, and returns it to the Department of Education Office, 108 Knutti. To be eligible for admission to the Teacher Education Program (TEP) the student must:
      6. have made satisfactory progress in portfolio development per advisor review;
      ii. have demonstrated prerequisite computer skills
      iii. have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary TEP or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
      iv. if adding an additional teaching field, have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary Education Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
      6. have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least “C”;
      vi. have passed all sections of the PPST or provide official proof of exemption;
      6. have earned an overall GPA of 2.75 on at least 24 degree credits taken at Shepherd;
      viii. have completed ENGL 101, ENGL 102, 103 or 104, and COMM 202 with a grade of at least “C”;
      ix. have no grade lower than a “C” in any Professional Studies or Specialty Studies courses;
      6. student submits a signed statement attesting that s/he has not been convicted of a felony or crime related to moral character as established by West Virginia Code. A student who has been convicted of a felony or crime related to moral character (i.e. sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the TEP. Falsification of this information will result in removal from the TEP. If at any point in the TEP a teacher education student is convicted of such a crime, s/he will be removed from the program;
      xi. have met specific requirements in the Specialization/Endorsement Handbook for the area into which one wishes to be admitted.
   b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.¹

¹The TEP does not discriminate against students with disabilities as long as those conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

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

Registration forms and information for the PPST may be obtained on the Bulletin Board outside Room 104 Knutti Hall. Because registration deadlines occur at least one month prior to test administration and because it takes at least six weeks for ETS to report scores, students should plan carefully to ensure test scores are available when needed. Students are responsible for requesting that test scores be sent to the Shepherd University Department of Education office.
c. Once eligibility requirements have been met, the Specialization Coordinator
   i. certifies eligibility requirements have been met;
   ii. reviews advising file, including qualitative evaluation;
   iii. solicits information from department(s) and/or program review panel for review;
   iv. informs the Director of Teacher Education of Juncture 1 decisions;
   v. documents Juncture 1 decision in the candidate’s advising file.

d. The Director of Teacher Education
   i. informs PEUC of the Juncture 1 decisions of the Specialization Coordinators;
   PEUC has the authority to review any Juncture 1 decisions upon the request of
   two or more members within one week of date of notification;
   ii. informs the candidate of the Juncture 1 status.

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

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

2. Admission to Student Teaching: Juncture 2 Review

   a. To be eligible for review for admission to student teaching the student must:
      i. have passed Retention Juncture 1 Review;
      ii. have Full Status in TEP
      6. have made satisfactory progress in portfolio development;
     iv. have the required GPA (set by Specialization area with 2.75 the minimum) in both
        Educational Studies and Overall;
     vi. have no grade lower than a “C” in all Education Studies courses;
     vii. have met all requirements as specified by the Specialization in Catalog or
         Specialization Handbook;
     viii. continue free of conviction for felony or any charge involving moral character.

   b. The Specialization Coordinator/advisor
      i. reviews advising file including PRO-05 Qualitative Evaluations;
      ii. certifies eligibility to student teach;
      iii. solicits information from the Department(s) for review of applicant for student
           teaching;
      iv. informs the Director of Teacher Education of Juncture 2 decisions;
      v. documents Juncture 2 decision in the candidate’s advising file.

   c. The Director of Teacher Education
      i. informs the PEU of the Juncture 2 decisions of the Specialization Coordinators;
         PEU has the authority to review any Juncture 2 decisions upon the request of two
         or more members within one week of date of notification;
      ii. informs the candidate of Juncture 2 status.

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

6. If admission to student teaching is denied, the student is removed from the Teacher
   Education Program. If the student wishes to challenge the Removed Status, s/he may initiate an
   appeal following established procedures.
4. Certification: Juncture 3 Review

a. To be eligible for certification review the student must:
   i. have completed all coursework applied toward the degree including a minimum of 45 upper division hours
   ii. have Full Status in TEP
   iii. have a 2.75 GPA in each of the following: Educational Studies and Overall (unless the Specialization requirements are higher.)
   iv. have no grade lower than a C in Education Studies or Specialty Studies.
   v. have met any additional Specialization requirements.
   vi. pass state mandated tests for West Virginia certification.
   vii. have submitted required forms and fees for certification.

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

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

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

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

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

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

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

Status Categories

Full Status

Defining Condition:
6. In compliance with all requirements.

Provisional Status

Defining Condition:
   a. Juncture 1 Review: student is currently “in progress” in course(s) required to meet eligibility requirements.
   b. Juncture 2 Review: student is in Full Status and is currently “in progress” in course(s) required to meet eligibility requirements.

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

Non-Admit Status

Defining Conditions:
   a. The student is eligible for Juncture 1 Review and has applied for review, but has failed to pass Juncture 1 Review.

Restrictions:
6. The student may not enroll in further Teacher Education Program courses until he Non-Admit Status removed

Probationary Status

Defining Conditions:
   a. Student has been in Full Status but has not maintained GPA requirements in Education Studies and/or Overall

Restrictions:
   a. Student must consult with her/his advisor to plan for removing deficiencies.
   b. At the completion of the probationary semester (the one following the semester during which an adequate GPA was not maintained,) the student must initiate an Advisor review of his/her status if the deficiency has been successfully addressed. Unless the Probationary Status is removed at the end of the semester, the student may not enroll in Teacher Education Program courses.

Removed Status

Defining Condition:
Student has been admitted but subsequently has failed to meet the following retention requirements:
   a. The minimum GPA requirement in Education Studies and/or Overall has not been met for two consecutive semesters.
   b. The student has been convicted of a felony or any crime related to moral character or has falsified the statement denying conviction.
   c. The student has met eligibility requirements for Juncture 3 but has not passed review.

Restrictions: Student may not enroll in Professional Studies courses.
**APPEAL POLICY AND PROCEDURES**

A. There are three review junctures as students progress through the teacher education program:

1. Juncture 1 – Admission to the Teacher Education Program
2. Juncture 2 – Admission to Student Teaching
3. Juncture 3 – Certification

B. Student Appeal. A student may appeal under the following conditions:

1. a failed review at any Juncture
2. removal from the Teacher Education Program for deficiencies

C. Procedure for Appeal

1. The student must inform the Director of Teacher Education in writing of the intent to appeal ten (10) academic days after formal notification of such status.

2. The Director of Teacher Education will form an Appeal Panel consisting of four (4) PEU Council members and one (1) non-PEUC member. The DTE will Chair the Appeal Panel which will meet no more than fifteen (15) and no less than ten (10) academic days after receipt of the student’s written intent to appeal. The student will be informed of the scheduled hearing within three (3) academic days.

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

4. The student must be present at the appeal to present and support the appeal and respond to questions from the appeal panel members.

5. The student will leave the room after presenting the appeal and responding to questions.

6. The Director of Teacher Education will inform the student in writing of the decision of the Appeal Panel.

7. If the student wishes to appeal this decision, procedures specified in the University Student Handbook must be followed.
CURRICULAR POLICIES

A. The Shepherd University faculty are responsible for the General Studies curriculum. The PEU and Director of Teacher Education communicate the curricular and pedagogical needs of Teacher Education Programs to the Faculty through the Curriculum and Instruction Committee and the Faculty Senate.

B. 1. The Shepherd University catalog states:

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

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

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

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

D. All students seeking Elementary or Secondary certification must have a minimum of 45 credit hours above the sophomore (200) level.

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

F. Advisors will not permit advisees to enroll in courses for which prerequisites are not met without prior approval. It is the student’s responsibility to establish a documented case justifying an exception.

G. Each Specialization area determines the courses that must be satisfactorily completed prior to student teaching.

H. All required Professional Studies courses except Student Teaching and its associated seminar must be completed prior to student teaching.
I. For students who fail Student Teaching, the grades earned in Student Teaching and the associated seminar will be used in calculating the GPA in Education Studies necessary to enroll in Student Teaching each successive time.

J. Specialization Coordinators will work with the person coordinating Practicum Services to facilitate field experience and student teaching placements.

6. Students in consultation with the Specialization Coordinator may make placement preferences known to the person coordinating Practicum Services. Final decisions for placement rest with the Director of Teacher Education or his/her designee.
STUDENT PRACTICUM PROFILE

At the completion of the practicum experiences, including Student Teaching, a student should have had at least two distinct experiences coded E, M, or EM, with at least one of those coded E or M. See the Practicum Manual for an explanation of the coding system and how schools are coded.

RESTRICTIONS ON PRACTICUM PLACEMENT

In order to avoid unnecessary problems, the student should not request, nor be placed in, a school that the student has attended previously attended, a school in which the student has family members on staff or in attendance, or a school in which the student is currently employed.
REQUESTS FOR POLICY & PROCEDURE WAIVER

A. Waiver requests specific to the teaching specialization

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

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

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

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

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

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

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

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

B. Waiver requests pertaining to Professional Studies or General Studies

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

2. In conjunction with the Department of Education faculty, the Chair will make a decision on the petition and inform the student in writing of that decision.

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

   a. The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This Panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.
b. At least four days prior to the scheduled hearing, the student must submit in written form to the secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to members of the PEU Council this and all other relevant documentation for review.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>PRAXIS I</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPST</td>
</tr>
</tbody>
</table>

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

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

FOR OTHER STATES, PLEASE CHECK THEIR WEBSITES.
Some states require higher scores for the PPST or no longer use the PPST. To be eligible for certification in other states, you may have to meet their testing requirements. Check requirements for other states on-line where you plan to seek certification. It is your responsibility to know what requirements are needed in other states.

PRAXIS II - PROFESSIONAL EDUCATION

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0522</td>
<td>165</td>
</tr>
<tr>
<td>0523</td>
<td>159</td>
</tr>
<tr>
<td>0524</td>
<td>156</td>
</tr>
</tbody>
</table>

18
Candidates for the West Virginia Professional Teaching Certificate must take one of the above tests provided the test includes at least a portion of the grades indicated on the license.

**PRAXIS II CONTENT SPECIALIZATION TESTS**

<table>
<thead>
<tr>
<th>SPECIALIZATION AREA</th>
<th>REQUIRED TESTS</th>
<th>PASSING SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education</td>
<td>0550 Health Education</td>
<td>640</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0091 Physical Education: Content Knowledge</td>
<td>150</td>
</tr>
</tbody>
</table>
### Four-Year Course Progression

**Physical Education (P-Adult) with Health Education Endorsement (S-Adult)**

<table>
<thead>
<tr>
<th>Fall Semester Subject/Crs No</th>
<th>Tier</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>EDUC 150: Sem in Educ (FYEX)</td>
<td>1</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>ENGL 101: Written English</td>
<td>3</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>BIOL 101: Life Science (LS)</td>
<td>4</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td>GSPE 210: Fitness for Life (WE)</td>
<td>3</td>
</tr>
<tr>
<td>PHED 246</td>
<td>Tier One</td>
<td>Aquatics</td>
<td>1</td>
</tr>
<tr>
<td>PHED 104</td>
<td></td>
<td>Foundations of HPE</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 15 Hrs.

<table>
<thead>
<tr>
<th>Spring Semester Subject/Crs No</th>
<th>Tier One</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE Curr</td>
<td></td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>CORE Curr</td>
<td></td>
<td>ENGL 102 or 103: Written English</td>
<td>3</td>
</tr>
<tr>
<td>CORE Curr</td>
<td></td>
<td>BIOL 102: Life Science (LS)</td>
<td>4</td>
</tr>
<tr>
<td>CORE Curr</td>
<td></td>
<td>Choose (SO-CK) PSCI 101 or ECON 123 or 205</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 225</td>
<td></td>
<td>First Aid/ CPR</td>
<td>3</td>
</tr>
</tbody>
</table>

16 Hrs

<table>
<thead>
<tr>
<th>Fall Semester Subject/Crs No</th>
<th>Tier</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td>COMM 202: (HM) (Req)</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 203</td>
<td></td>
<td>Contemporary Health I</td>
<td>3</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier One</td>
<td>Mathematics (MA)</td>
<td>3</td>
</tr>
<tr>
<td>PHED 315</td>
<td></td>
<td>Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>PHED 380</td>
<td></td>
<td>Perceptual Motor Learning</td>
<td>2</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Tier Two</td>
<td>EDUC 200 –SO - Required</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 16 Hrs

<table>
<thead>
<tr>
<th>Spring Semester Subject/Crs No</th>
<th>Tier One</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curr</td>
<td></td>
<td>Choose (AR) w/ Advisor</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 204</td>
<td></td>
<td>Contemporary Health II</td>
<td>3</td>
</tr>
<tr>
<td>HLTH370</td>
<td></td>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PHED 405</td>
<td></td>
<td>Applied Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PHED 326</td>
<td></td>
<td>Individual Sports</td>
<td>3</td>
</tr>
</tbody>
</table>

15 Hrs

<table>
<thead>
<tr>
<th>Fall Semester Subject/Crs No</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 410</td>
<td>Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PHED 325</td>
<td>Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>PHED 301</td>
<td>Elementary Physical Educ</td>
<td>3</td>
</tr>
<tr>
<td>PHED 370</td>
<td>Applied Anat/ Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 360</td>
<td>Health in the Schools Social &amp; Psyc Cond of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 320</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 19 Hrs

<table>
<thead>
<tr>
<th>Spring Semester Subject/Crs No</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 370</td>
<td>Creating Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>PHED 431</td>
<td>Special Methods of Physical Educ</td>
<td>3</td>
</tr>
<tr>
<td>PHED 401</td>
<td>Teaching Adaptive PE</td>
<td>3</td>
</tr>
<tr>
<td>PHED 400</td>
<td>Current Issues and Trends</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 300</td>
<td>Substance Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 320</td>
<td>Human Sexuality</td>
<td>3</td>
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</tbody>
</table>

18 Hrs

<table>
<thead>
<tr>
<th>Fall Semester Subject/Crs No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 410</td>
<td></td>
</tr>
<tr>
<td>PHED 325</td>
<td></td>
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<tr>
<td>PHED 301</td>
<td></td>
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<tr>
<td>PHED 370</td>
<td></td>
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<tr>
<td>HLTH 360</td>
<td></td>
</tr>
<tr>
<td>EDUC 320</td>
<td></td>
</tr>
</tbody>
</table>

Total: 19 Hrs

<table>
<thead>
<tr>
<th>Spring Semester Subject/Crs No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 370</td>
<td></td>
</tr>
<tr>
<td>PHED 431</td>
<td></td>
</tr>
<tr>
<td>PHED 401</td>
<td></td>
</tr>
<tr>
<td>PHED 400</td>
<td></td>
</tr>
<tr>
<td>HLTH 300</td>
<td></td>
</tr>
<tr>
<td>HLTH 320</td>
<td></td>
</tr>
</tbody>
</table>

18 Hrs
<table>
<thead>
<tr>
<th>Subject/Crs No</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 443</td>
<td>Reading in the Content Area Technology in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Special Methods of Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 432</td>
<td>Leadership in HPE</td>
<td>3</td>
</tr>
<tr>
<td>FACS 318</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15 Hrs</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject/Crs No</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 400</td>
<td>Inclusion in Reg Class (WM/CP)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 455</td>
<td>Student Teaching S-12</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 15 Hrs

Total: 12 Hrs
Secondary Physical Education and Health Endorsement Specialization

Sample Forms
PORTFOLIO PLAN
Professional teaching portfolios are organized collections of evidence from the students’ educational, pre-service, and personal experiences that demonstrate important knowledge and skills. This evidence is used for students to review their work and make changes, to show what they have accomplished and how they can improve their work, and to serve as a tool that will allow them to market themselves effectively.

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

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

EDUC 150 Seminar in Education - Here the students are introduced to the concept of portfolios and begin to create their own. They gather and include evidence of past experiences that are suitable.

EDUC 200 Foundations of American Education - The students continue to build their portfolios. They include class assignments such as papers regarding their philosophy of education.

EDUC 320 Social and Psychological Conditions of Education - Students continue to add to their portfolios. They include class assignments and examples from their field experiences.

EDUC 360 Survey of Exceptional Children - Students continue to add to their portfolios.

EDUC 370 Creating Learning Environments; EDUC 443 Reading in the Content Areas - By this time in the students’ experiences they are immersed in field experiences. They should include examples of units they have developed and taught, bulletin boards they have created, philosophy of education papers, and research papers pertaining to educational practices.

EDUC 400/45X Inclusion in the Regular Classroom and Student Teaching Seminar - The students continue to add to their portfolios. At this point they should have several pieces of evidence from their teaching experiences such as videos, teaching units, photos of learning centers, bulletin boards, recommendations, etc.

Throughout all of the above courses, students should add any items, such as those listed below, to their portfolios:
~Resume
~State Certification documentation
~Letters of recommendation
~Praxis Series I results (PPST/CBT)
~Praxis II Content Specialization results
~Evidence of involvement in extracurricular activities
~Evidence of field experience work
~A teaching unit
~Examples of original lesson plans
~A learning activity packet
~Student teaching evaluations from Cooperating Teachers
~Documentation of honors and awards
~Student teaching evaluation from the University Supervisor
~A case study of a student

**See your advisor for specific details about the portfolio you will submit to your advisor for review.
According to Policy and Procedures of the Shepherd University Teacher Education program, students must have made satisfactory progress in portfolio development to obtain admission to the Teacher Education Program (TEP) at Review Juncture 1; and to be eligible for student teaching at Review Juncture 2. Portfolios are to be assessed by the advisors on a periodic basis using the Portfolio Assessment Form.
PORTFOLIO ASSESSMENT FORM

STUDENT NAME__________________________________________________________

_____________________________________________________________________

REVIEW JUNCTURE 1 Date:___________

Satisfactory Progress_______  - OR -  Needs Improvement___________

_____________________________________________________________________

REVIEW JUNCTURE 2 Date:___________

Satisfactory Progress_______  - OR -  Needs Improvement___________

Comments:

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

Advisor Signature _____________________________  Date_________________
I, ______________________________, have fulfilled the professional education requirement for computer competence by one of the means below:

I satisfactorily completed this course: _______________________________ in

(Dept., Number, Title)

____________________
(Semester, Year)

or

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

____________________
(Signature)

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

Items That Show My Computer Competence

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

I completed this item on ____________________________ (date.)

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

I completed this item on ____________________________ (date.)

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

I completed this item on ____________________________ (date.)

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

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

I completed this item on ____________________________ (date.)

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

I completed this item on ____________________________ (date.)

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

I completed this item on ____________________________ (date.)
Specifications for Computer Competence

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

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

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

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

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

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

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

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

Complete at least one of the following items:

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

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

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

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

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

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

FACULTY-ASSIGNED WORK MAY BE USED TO FULFILL THESE REQUIREMENTS
APPLICATION TO THE TEACHER EDUCATION PROGRAM

Name (Print)____________________________________ Shepherd ID number:
Last     First     MI (Last 9 digits from Rambler Card)
Permanent address: School address:
Zip__________________________ Zip
Permanent phone:____________________ School phone:
Advisor's name____________________ Year of catalog you entered Shepherd
If transfer student, entered Shepherd: Semester/year from (Institution)

TEACHING SPECIALIZATION: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education
Multi-Subjects K-6
English Education 5-Adult
Early Education
Pre K-K
Middle School Education
(Any ONE may be added to an Elementary or Secondary program)
Middle School Education through Secondary Education
Family & Consumer Sciences Educ. 5-Adult
General Science Education 5-Adult
Health Educ. 5-Adult (add to P.E. Pre K-Adult only)
Mathematics Education 5-Adult
Social Studies Education 5-Adult
Secondary Education
General Mathematics through Algebra 5-9
Social Studies Education 5-9
Elementary through Secondary Education
Art Education Pre K-Adult
Music Education Pre K-Adult
Physical Education Pre K-Adult

1. Has your portfolio received a “Satisfactory” review from your advisor at the Juncture 1 level?
   Yes

2. Have you passed all three parts of the PPST or provided proof of exemption?
   Yes

3. Is your overall GPA 2.75 or above _______? (must have completed a minimum of 24 hours)
   Yes

4. Have you demonstrated computer competency to your advisor?
   Yes

5. Have you made a grade of “C” or better in:
   Grade:  Or equivalent transfer course:  Grade:
   EDUC 150 Seminar in Edu  ____________ ____________________________ ____________ Yes
   EDUC 200 Foundations of Edu _______ ____________________________ ______________ Yes
   EDUC 320 Soc. & Psych. Cond. ________________ ____________________________ ____________ Yes
   If you are currently enrolled in EDUC 320, check “In Progress.”
   In Progress
   ENGL 101 Written English ____________________________ ____________________________ ____________ Yes
   ENGL 102 Written English ____________________________ ____________________________ ____________ Yes
   COMM 202 Fund./Speech ____________________________ ____________________________ ____________ Yes

6. Are each of your Specialty, Professional Education and/or Middle School course grades “C” or above, or list those currently in progress
   Yes
   In Progress

7. Have you ever been convicted of or are you currently under indictment for a felony?
   Yes

Student Signature ____________________________ Date

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

STUDENT: COMPLETE SIDE 1, RETURN FORM TO 108 KNUTTI

JCT-1, rev. 11/11
TO BE COMPLETED BY CERTIFICATION ANALYST:

PPST test scores: 
Reading __________  Writing __________  Math __________
Required scores  Reading 174/321  Writing 172/318  Math 172/317

PPST exemption requires a Master's degree, or:
ACT Score __________ Month/year __________
SAT Score __________ Month/year __________

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

Certification Analyst Signature/Date

TO BE COMPLETED BY ADVISOR:

• Portfolio review at Juncture 1 level _________________ (date)  Satisfactory  Unsatisfactory
• Computer skills met/demonstrated, or course in progress  In progress  Yes
No
• Have all eligibility requirements been met, including general requirements
and those unique to your Specialization? If not, what is lacking?
In progress  Yes  No
• Do the qualitative evaluations indicate this student belongs in Teacher Education?
Yes  No
Advisor recommendation for Juncture 1 is:
Full Status
Provisional Status
Non-Admit Status

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Departmental Review _________________ (Specialization Coord. takes application to respective department.)
(date)
Specialization Coordinator recommendation for Juncture 1 is:
Full Status
Provisional Status
Non-Admit Status

Specialization Coordinator Signature/Date

TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 1 is:
Full Status
Provisional Status
Non-Admit Status

Information distributed to PEU(C) on
Director of Teacher Education Signature/Date

JCT-1, rev. 11/11
APPLICATION FOR ADMISSION TO STUDENT TEACHING

Name (Print) ___________________________ Shepherd ID number ___________ (Last 9 digits from Rambler Card)
Last       First       MI
Permanent address: ____________________________________________________________
School address: _______________________________________________________________
Zip _______ Zip _______
Permanent phone: ____________________________ School phone: ____________________
Advisor's name: _______________________________________________________________

TEACHING SPECIALIZATIONS: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education
Multi-Subjects K-6
English Education 5-Adult

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

Early Education
Pre K-K

Middle School Education
(Any ONE may be added to an Elementary or Secondary program)

Secondary Education
General Mathematics through Algebra 5-9
Social Studies Education 5-9

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

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

Student Signature ____________________________ Date ____________________________

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

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

JCT-2, rev. 11/11
TO BE COMPLETED BY CERTIFICATION ANALYST:

- GPAs are correctly reported on front of this application: Yes ✿✿✿✿ No ✿✿✿✿
- Specialty, Professional Education, and Middle School course grades are “C” or above or in progress: Yes ✿✿✿✿ No ✿✿✿✿ In progress ✿✿✿✿

Certification Analyst Signature/date

TO BE COMPLETED BY ADVISOR:

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

Advisor recommendation is for Juncture 2 Retention is:

Full Status Admission to Student Teaching
Provisional Status
Denied admission to Student Teaching

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

Departmental Review ____________________________ Coord. takes application to respective department.) (date)
Specialization Coordinator Juncture 2 Retention recommendation is
Student should remain at Full Status
Provisional Status
Student should be removed from Teacher Education Program

Specialization Coordinator Signature/Date

TO BE COMPLETED BY DIRECTOR OF TEACHER EDUCATION:

Director of Teacher Education recommendation for Juncture 2 retention is:

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

Information distributed to PEU(C) on Director of Teacher Education Signature/Date

Rev. 11/11
**JUNCTURE 1 REQUIREMENTS**

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

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

**THE FOLLOWING MUST BE COMPLETED BEFORE SUBMITTING YOUR JUNCTURE APPLICATION:**

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

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

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

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

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

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

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

**MUST HAVE COMPLETED THE FOLLOWING COURSES WITH A “C” OR BETTER:**
EDUC 150 Seminar in Education
EDUC 200 Foundations of Education
ENGL 101 Written English
ENGL 102 OR 103 or 104 Written English
COMM 202 Fundamentals of Speech
EDUC 320 Social and Psychological Conditions of Learning
You may apply for Juncture I while you are enrolled in EDUC 320 or have completed EDUC 320 with a C or better.

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

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

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

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