ELEMENARY EDUCATION
SPECIALIZATION
HANDBOOK

FOR SPECIALIZATION LEADING TO
WEST VIRGINIA
MULTI-SUBJECTS K-6
CERTIFICATION

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KN 103C
304-876-5403

For Students Entering Fall 2011 and Later
FACULTY OF THE PROFESSIONAL EDUCATION UNIT COUNCIL

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Dr. Belinda Mitchell, Assistant Professor, Education

Dr. Laura Porter, Assistant Professor, Education; Specialization Coordinator, Early Childhood Education

Dr. Sylvia Shurbutt, Professor, English & Modern Languages; Specialization Coordinator, English Education

Ms. Rhonda Smith, Professor; Contemporary Art & Theatre; Specialization Coordinator, Art Education

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Dr. James B. Tuttle, Associate Professor, Education

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

ADJUNCT FACULTY

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

We are pleased that you have made a decision to pursue a career in the field of education. The field of teaching has changed dramatically in the past ten years and the teacher education programs at Shepherd University are evolving to stay on the cutting edge of preparing teachers for this changing role of teachers. Our current emphasis on Teacher as Reflective Problem Solver is one of the most contemporary themes to be found in the field. With this emphasis comes a unique blend in theory of child development and how children learn coupled with practical applications of this theory in the classroom. In addition, we are encouraging our students to become learners who move from becoming memorizers of information to becoming demonstrators of competence through decision-making and application of knowledge they have constructed. This focus on reflection and problem solving may be new to many of our students. It will take a serious commitment on your part to engage in dialogue, introspection and construction of knowledge.

In an effort to assist you in your progress through the Elementary Teacher Education Program, we have prepared this handbook. It will present to you the Policies and Procedures of the Teacher Education Program in general and the Elementary Teacher Education Specialization specifically. It will also provide you with examples of as many forms, documents, and checklists as will be helpful for you at this time. We encourage you to read this thoroughly. It is your responsibility to know the policies and procedures, deadlines and requirements. If you should have any questions, your advisor or the Department Chairperson will be available to talk with you.

The policies and procedures contained in this handbook at the time of your admission to the Teacher Education Program will be in effect for you. Keep this handbook accessible for reference throughout your tenure at Shepherd University.

Sincerely,

The Elementary Specialization Faculty

Contact Person: Rebecca Mercado, Ph. D.
Knutti Hall Room 101D
304 876 5778
rmercado@shepherd.edu

Handbook revised 11/11
Elementary Education Program Goals

The purposes of Elementary Education multi-subjects specialization are:

1. Promote teachers who are reflective problem solvers in the daily workplace of elementary schools.

2. Promote teachers who plan and implement a learning environment responsive to the social and psychological conditions that characterize their school.

3. Promote a strong background in child development and related pedagogical practices.

4. Provide teachers with a wide range of teaching methodologies and strategies across many content areas.

5. Promote a broadly based understanding of elementary school and its place and function in society.

6. Promote a desire for continued investigation of the teaching/learning dialect beyond the undergraduate preparation.
Frequently Asked Questions by Elementary Education Students

These questions are frequently asked by students. Were you able to find the answers in this handbook?

1. What courses do I need to take?

2. What is the sequence of courses I need to take?

3. What is the Praxis Series I PPST, Praxis II: Specialty, and Principles of Learning and Teaching? Where do I sign up to take them?

4. What GPA do I need in the following: Education (including Professional Studies and Specialty studies), Overall (including all University course work)?

5. What are different areas for endorsements and what extra classes do I need to take?

6. How do I find out what is needed to teach in states other than West Virginia?

7. I’ve been admitted to Shepherd University and have declared Education as my major. Am I automatically admitted to the Teacher Education Program? If not, what should I do to apply to the Teacher Education Program?

8. How many semesters does it take to complete the Teacher Education Program?

9. Once I’ve been admitted to the Teacher Education Program, what must I do to be eligible for retention in the Program?

10. What must I do to be eligible to Student Teach?
Coursework for students entering Shepherd Fall 2011 or after

**Core Curriculum** coursework ensures that prospective elementary teachers have background in the liberal arts and sciences and have developed theoretical and practical knowledge. Core Curriculum courses include courses and/or experiences in the arts, communications, history, literature, mathematics, philosophy, science, and the social sciences. Additionally, the core curriculum builds a disposition and knowledge of multicultural and global perspectives. **Specialty Studies** courses ensure that prospective teachers attain academic competence in the content that they will be teaching in K-6 elementary classrooms. These courses help to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry and uses of technology for the content areas they will be teaching. **Professional Studies** courses ensure that the prospective teacher acquires and learns to apply the professional and pedagogical knowledge and skills to become competent to teach elementary children.

<table>
<thead>
<tr>
<th>Core Curriculum Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER ONE</td>
<td></td>
</tr>
<tr>
<td>ENGL 101 Written Composition or ENGL 100A and 100B Basic Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 or 103 (preferred) Written Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HIST 100 or 101 or 102 or 103 His. of Civ.</td>
<td>3</td>
</tr>
<tr>
<td>GSCI 103 General Physical Science (incl. lab)</td>
<td>4</td>
</tr>
<tr>
<td>GSCI 104 General Physical Science (incl. lab)</td>
<td>4</td>
</tr>
<tr>
<td>TIER TWO</td>
<td></td>
</tr>
<tr>
<td>COMM 202 Fundamentals of Speech (Required) and</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 204, 208, 209 Literature or</td>
<td>3</td>
</tr>
<tr>
<td>HIST 100, 101, 102 or 103 (not same as Tier One)</td>
<td>3</td>
</tr>
<tr>
<td>ART 103 or ENGL 215 or MUSC 103 or MUSC 111</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 312 or THEA 204</td>
<td></td>
</tr>
<tr>
<td>PSCI 101 American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td>GSPE 210 Fitness for Life</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Specialty Studies Courses</th>
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<tbody>
<tr>
<td>BIOL 101 or 102 Gen. Biol. Science</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 100/100L Chemical Science</td>
<td>4</td>
</tr>
<tr>
<td>ARED 325 Aesthetic Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105 Prin. of World Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201 History of US to 1865 OR</td>
<td></td>
</tr>
<tr>
<td>HIST 202 History of US 1865 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102 Math for Elem. Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 200 Geometry &amp; Measurement</td>
<td>3</td>
</tr>
<tr>
<td>MATH 300 Math Methods for Elem Tchers.</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 310 Health &amp; PE for El Ed.</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 226 Classroom Music Ed.</td>
<td>3</td>
</tr>
<tr>
<td>HIST 309 WV &amp; Appal. Region</td>
<td>3</td>
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<tr>
<td>ELECTIVES</td>
<td>6</td>
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<td></td>
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<table>
<thead>
<tr>
<th>Professional Studies Courses</th>
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<tbody>
<tr>
<td>EDUC 150 Seminar in Education</td>
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</tr>
<tr>
<td>EDUC 200 Foundations of Ed.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 360 Stud. w/ Exceptionalities</td>
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</tr>
<tr>
<td>EDUC 320 Social &amp; Psychological Conditions of Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 351 Int. Read. Lang. Arts I</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 352 Int. Sci., Math, &amp; S. S. I</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 353 Int. Read. Lang. Arts II</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 354 Int. Sci., Math, &amp; S. S. II</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 380 Technology in 21st Century Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 400 Inclusion. in the Regular Classroom Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 450 Student Teaching</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Semester</td>
<td>First Year</td>
</tr>
<tr>
<td>-------------------</td>
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<tr>
<td><strong>Subject</strong></td>
<td><strong>Tier</strong></td>
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<tr>
<td>Core Curr</td>
<td>One</td>
</tr>
<tr>
<td>Core Curr</td>
<td>One</td>
</tr>
<tr>
<td>BIOL 101</td>
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</tr>
<tr>
<td>EDUC 150</td>
<td>One</td>
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<tr>
<td>Core Curr</td>
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<td><strong>Total</strong></td>
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<table>
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<tr>
<th>Semester</th>
<th>Second Year</th>
<th>Spring Semester</th>
<th>Second Year</th>
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<tr>
<td><strong>Subject</strong></td>
<td><strong>Tier</strong></td>
<td><strong>Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Core Curr</td>
<td>Two</td>
<td>EDUC 200: Found of Educ (SO-MD)</td>
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<tr>
<td>Core Curr</td>
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<td>GSCI 103 or GSCI 104: (LS) (Req)</td>
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<tr>
<td>Core Curr</td>
<td>Two</td>
<td>Choose (AR) w/advisor</td>
<td>3</td>
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<tr>
<td>MUSC 102</td>
<td></td>
<td>Fund. of Music Ed. US Hist to 1865 /US Hist since 1865</td>
<td>2</td>
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<tr>
<td>HIST 201/202</td>
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<td></td>
<td>3</td>
</tr>
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<td><strong>Total</strong></td>
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<thead>
<tr>
<th>Semester</th>
<th>Third Year</th>
<th>Spring Semester Subject/ Course</th>
<th>Third Year</th>
</tr>
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<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Tier</strong></td>
<td><strong>Title</strong></td>
<td><strong>No.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 360: Survey of Except. (SO-MD)</td>
<td>3</td>
</tr>
<tr>
<td>Core Curr</td>
<td>Two</td>
<td>MATH 300</td>
<td>3</td>
</tr>
<tr>
<td>HIST 309</td>
<td></td>
<td>West Virginia History</td>
<td>3</td>
</tr>
<tr>
<td>MATH 200</td>
<td></td>
<td>Geometry and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td></td>
<td>Choose w/Advisor</td>
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<tr>
<td><strong>Total</strong></td>
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<td>16 Hrs.</td>
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<tr>
<td>Fall Semester</td>
<td>Fourth Year</td>
<td>Spring Semester</td>
<td>Fourth Year</td>
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<td>-------------</td>
<td>----------------</td>
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</tr>
<tr>
<td>Subject</td>
<td>Title</td>
<td>Credits</td>
<td>Subject</td>
</tr>
<tr>
<td>EDUC 353</td>
<td>Int. Read. &amp; Lang. Arts II</td>
<td>4</td>
<td>EDUC 400 Tier Three</td>
</tr>
<tr>
<td>EDUC 354</td>
<td>In. Math, Sci., &amp; Soc. Stud. II</td>
<td>5</td>
<td>EDUC 450</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Technology in 21st Century</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>Choose w/Advisor</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 14 Hrs. **Total** 12 Hrs. 120 Credits

8/4/11

Prerequisites for EDUC 320 and for Juncture 1. You must have grades of C or better in ENGL 101 and ENGL 102 or 103 or 104 and COMM 202. You must have completed at least one of your required MATH courses. Minimum GPA of 2.5 required for admittance into EDUC 320. Juncture 1 GPA of 2.75 required.

You must have completed the following coursework before you can register for EDUC 351/352:

- a) EDUC 150, EDUC 200, EDUC 360, EDUC 320;
- b) 3 credit hours of required Art or Music courses;
- c) 8 credit hours of required Science with lab courses;
- d) 9 credit hours of required Math courses;
- e) 9 credit hours from HIST 100 level, HIST 201 or 202 and PSCI 101 (or ECON 123/SOCI 203);
- and f) either HIST 309 or GEOG 105.
PRAXIS TESTING

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

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

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

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

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

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

| PRAXIS I |
| PPST |

WEST VIRGINIA

<table>
<thead>
<tr>
<th>TEST/TEST CODE</th>
<th>REQUIRED SCORES</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>
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</thead>
<tbody>
<tr>
<td>Principles of Learning and Teaching, Grades K-6</td>
<td>160</td>
</tr>
<tr>
<td>(0622)</td>
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ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Description</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0011</td>
<td>Elementary Education, Curriculum, Instruction and Assessment (5011 Computer)</td>
<td>155</td>
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</table>

MIDDLE SCHOOL ENDORSEMENT: PRAXIS II

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Description</th>
<th>Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0069</td>
<td>Middle School Mathematics</td>
<td>148</td>
</tr>
<tr>
<td>0089</td>
<td>Middle School Social Studies</td>
<td>151</td>
</tr>
</tbody>
</table>

The test validity period is ten years from the date on which the candidate passed the examination. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period.
Philosophy and Theme

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

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

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

**ACTION**
Planning and implementing strategies and actions for effective teaching/learning for all students

**CRITICAL REFLECTION**
Incorporates moral and ethical considerations of teaching/learning activity

**INTERPRETATION**
Analyzing and justifying assumptions and actions and assessing goals
 Policies and Procedures for Admission and Retention in the Teacher Education Program

TEACHER EDUCATION GPA POLICY: Requirements and Definitions

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

<table>
<thead>
<tr>
<th>GPA Requirement</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Studies</td>
<td>2.75</td>
</tr>
<tr>
<td>Overall</td>
<td>2.75</td>
</tr>
</tbody>
</table>

*includes Professional Studies and Specialty Studies courses*

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., Elementary K- 6, Social Studies 5-Adult.

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

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

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

**Overall:** All courses taken for credit toward graduation, including Educational Studies, Core Curriculum, Specialty Studies, and Electives. We require a 2.75 Overall GPA.
A. Students who have entered Shepherd as a student beginning first semester of University work
(The eligibility criteria for each review Juncture are minimums established by the Professional Education Unit. Refer to Specialization Handbooks for your area for additional criteria.)

1. Admission to Program: Juncture 1 Review

a. Student obtains application form for admission from the Department of Education, completes the form, and returns it to the Department of Education Office, 108 Knutti Hall.

To be eligible for admission to the Teacher Education Program (TEP) the student must:

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

ii. have demonstrated prerequisite computer skills (see addendum C)

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;

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

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

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

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

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

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

xi. have met specific requirements in the Specialization/Endorsement Handbook for the area into which one wishes to be admitted.

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

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

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.
b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.

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;
   iii. have made satisfactory progress in portfolio development;
   iv. have the required GPA (set by Specialization area with 2.75 the minimum) in both Educational Studies and Overall;
   v. have no grade lower than a "C" in all Education Studies courses;
   vi. have met all requirements as specified by the Specialization in Catalog or Specialization Handbook;
   vii. continue free of conviction for felony or any charge involving moral character.

b. The Specialization Coordinator/advisor
   i. reviews advising file including PRO-05 Qualitative Evaluations from TK20;
   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.
e. If admission to student teaching is denied, the student is removed from the Teacher Education Program. If the student wishes to challenge the Removed Status, s/he may initiate an appeal following established procedures (see p. 8.)

4. Certification: Juncture 3 Review

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

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

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

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

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

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

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

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

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

B. 1. 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 than 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 that 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 class 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.
K. 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.
SELECTION & RETENTION STATUS CATEGORIES

Status Categories

**Full Status**

Defining Condition:
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:
  a. 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:
  a. The student may not enroll in further Teacher Education Program courses until the Non-Admit Status

**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.
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.

D. PEUC Review of Student Teacher Re-Applications

The PEUC Candidate Committee will review Student Teacher re-applications and supporting documentation, and bring a motion before the PEUC. If the student's advisor or supervisor is a member of the Candidate Committee, that person (or persons) will be replaced by another PEUC member at large. If the Candidate Committee is comprised of an even number of members, an additional PEUC member will be selected at large.
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 teacher may not student teach in a high school from which he/she has graduated or attended, a school in which the student has family members on staff or in attendance, or a school in which the student is employed.

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.
Elementary Education 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

Elementary Education majors:
EDUC 351/352 and EDUC 353/354 Integrated Reading and Language Arts I&II and Integrated Mathematics, Science and Social Studies I&II
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 400/450 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 ________________
COMPUTER COMPETENCE
(Include this page and the products in your portfolio in a section of the same name.)

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

I satisfactorily completed this course: ___________________________ in ___________________________
__________________________________________ (Dept., Number, Title)
__________________________________________ (Semester, Year)

or

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

__________________________________________
(Signature)

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

Items That Show My Computer Competence

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

I completed this item on ___________________________ (date.)

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

I completed this item on ___________________________ (date.)

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

I completed this item on ___________________________ (date.)

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

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

I completed this item on ___________________________ (date.)

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

I completed this item on ___________________________ (date.)

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

I completed this item on ___________________________ (date.)
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 it he best format.)

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

Complete at least one of the following items:

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

Permanent address: School address:

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

Early Education

Pre K-K

5-9 Programs

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

General Mathematics through Algebra 5-9

Social Studies Education 5-9

Middle School Education through Secondary Education

English Education 5-Adult

Family & Consumer Sciences Educ. 5-Adult

General Science Education 5-Adult

Health Educ. 5-Adult (add to P.E. Pre K-Adult only)

Mathematics Education 5-Adult

Social Studies Education 5-Adult

Secondary Education

Biology Education 9-Adult

Chemistry Education 9-Adult

Elementary through Secondary Education

Art Education Pre K-Adult

Music Education Pre K-Adult

Physical Education Pre K-Adult

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

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

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

Transfer students:

Is your Shepherd GPA 2.75 or above? (must have completed a minimum of 9 hours at Shepherd;) Yes

AND is your overall GPA 2.75 or above? Yes

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

5. Have you made a grade of “C” or better in:

Grade: Or equivalent transfer course: Grade:

EDUC 150 Seminar in Educ Yes

EDUC 200 Foundations of Educ Yes

EDUC 320 Soc. & Psych. Cond. Yes

If you are currently enrolled in EDUC 320, check “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? Yes or list those currently in progress In Progress

7. 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” 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:

<table>
<thead>
<tr>
<th>PPST test scores:</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required scores</td>
<td>Reading 174/321</td>
<td>Writing 172/318</td>
<td>Math 172/317</td>
</tr>
</tbody>
</table>

PPST exemption requires a Master's degree, or:

<table>
<thead>
<tr>
<th>Composite ACT Score</th>
<th>Month/year</th>
<th>SAT Score</th>
<th>Month/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 (prior to Oct. 1989),</td>
<td></td>
<td>1125 (1035, prior to April 1995)</td>
<td>1170 March, 2005</td>
</tr>
</tbody>
</table>

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

Certification Analyst Signature/Date

TO BE COMPLETED BY ADVISOR:

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

Advisor recommendation for Juncture 1 is:

- Full Status
- Provisional Status
- Non-Admit Status

Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

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

ICT-1, rev. 8/04
APPLICATION FOR ADMISSION TO STUDENT TEACHING

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

Middle School Education through Secondary Education

English Education 5-Adult

Family & Consumer Sciences Educ. 5-Adult

General Science Education 5-Adult

Health Educ. 5-Adult (add to P.E. Pre K-Adult only)

Mathematics Education 5-Adult

Social Studies Education 5-Adult

Secondary Education

Biology Education 9-Adult

Chemistry Education 9-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  
                   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

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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 ____________________________ Yes No or in progress: ____________________________

_______________________________
Certification Analyst Signature/date

TO BE COMPLETED BY ADVISOR:

• Portfolio review at Juncture 2 level ____________________________ (date) Satisfactory Unsatisfactory
• Professional Education courses/hours specified in Specialization Handbook completed ____________________________ Yes No or in progress ____________________________

_______________________________
Advisor Signature/Date

• Qualitative Evaluations support retention ____________________________ Yes No
• All Specialization requirements have been met ____________________________ Yes No or are in progress: ____________________________

Advisor recommendation is for Juncture 2 Retention is:

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

_______________________________
Advisor Signature/Date

TO BE COMPLETED BY SPECIALIZATION COORDINATOR:

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:

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 for information on registration, test preparation, scores and more

PRAXIS REGISTRATION BULLETINS ARE AVAILABLE IN THE HALLWAY OUTSIDE KNUTTI 104. TESTS AT A GLANCE (TAAG) information is available at www.ets.org/praxis. Visit 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 prior to Fall 2011, your overall GPA must be a 2.5 or above on 24 hours taken at Shepherd University. Transfer students entering prior to Fall 2011: Shepherd GPA must be a 2.5 or above (completed a minimum of 9 hours at Shepherd) and your overall GPA must be a 2.5 or above

For students entering Fall 2011 and after, your overall GPA must be a 2.75 or above on 24 hours taken at Shepherd University. 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.

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.

ELEMENTARY (K-6) STUDENTS ARE RESPONSIBLE FOR COMPLETING THEIR REQUIREMENTS BEFORE ENROLLING IN EDUC 351/EDUC 352.

• Enrollment in EDUC 351/352 (PED I) requires the following to be completed:
  
  EDUC 150, EDUC 200, EDUC 360; EDUC 320 (with a C or better)
  Three (3) credits from Tier 2 (AR) course,
  ART 103, MUSC 111, MUSC 102, MUSC 226, ARED 325
  Eight (8) credits from GSCI 103, GSCI 104, BIOL 101 or 102, CHEM 100 & 100L
  Nine (9) credits from MATH 105; MATH 102; MATH 200; MATH 300
  Nine (9) credits from HIST 100 level; HIST 201 or 202; PSCI 101
  Three (3) credits from GEOG 105 or HIST 309