Teacher Education Program
Shepherd University

Social Studies
Handbook

Teaching Field in Grades 5-Adult
Teaching Endorsement in Grades 5-9

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For Students Entering FALL 2011 and Later

Student’s Name________________________________________________
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 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 program is committed to promoting social justice, embracing diversity and inclusion, and enhancing teaching and learning through technology. The schooling context is very complex; it is characterized by a significant degree of ambiguity that precludes a formulaic approach to teaching. This complexity necessitates that teacher candidates develop a philosophy and principles for practice based on reflective problem solving. Teachers must identify and frame problems, generate and consider multiple solutions, choose and implement courses of action, and evaluate impacts. 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.
Students seeking certification in education through Shepherd University are required to obtain the following Grade Point Averages:

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

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

1. Core Curriculum:
   a. The Core Curriculum program allows for some flexibility in the selection of courses. The student may be allowed to take additional courses, in the areas where flexibility 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, General Studies, and Electives. We require a 2.75 Overall GPA.
SELECTION, RETENTION, COMPLETION, AND CERTIFICATION

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

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.

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

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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.

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;
   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 the 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 coursework 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. Under CORE CURRICULUM FOR GRADUATION in the Shepherd University Catalog, it 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 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.
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.

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.
SOCIAL STUDIES EDUCATIONAL GOALS 5-Adult

The goals of the program for Social Studies Education 5-Adult are:

1. to develop an understanding of the interdisciplinary relationships and strategies of instruction which exist among the social sciences, history, the humanities, and other disciplines related to curriculum content within the context of the “Teacher as Reflective Problem Solver” model.

2. to provide beginning social studies teachers with rationales, goals, and objectives related to social studies curriculum in grades 5-12.

3. to identify similarities and differences among students and to develop appropriate plans and instructional strategies to meet the needs of diverse students populations, including students with exceptionalities.

4. to correlate the course content in curriculum and instruction with the guidelines of the National Council for the Social Studies.

5. to develop sources and strategies for incorporating education that is multicultural into curriculum and instruction.

6. to provide beginning teachers with competencies in planning instruction, implementing instruction, and evaluating instruction.

7. to develop sources and strategies to incorporate citizenship education into the instructional process.

8. to provide beginning teachers with competencies in the application of media technology to the teaching/learning process.
The Ten Themes
The ten themes that form the framework of the social studies standards are:

**Culture and Cultural Diversity.** The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

**Time, Continuity, and Change.** Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

**People, Place, and Environments.** The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

**Individual Development and Identity.** Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

**Individuals, Groups, and Institutions.** Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

**Power, Authority, and Governance.** Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.
Production, Distribution, and Consumption. Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

Science, Technology, and Society. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Global Connections. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Civic Ideals and Practices. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.
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 |

<table>
<thead>
<tr>
<th>TEST/TEST CODE</th>
<th>REQUIRED SCORES</th>
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</thead>
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<td>PPST Reading (0710)</td>
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</tr>
<tr>
<td>PPST Writing (0720)</td>
<td>172</td>
</tr>
<tr>
<td>PPST Mathematics (0730)</td>
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</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.
A candidate completing a West Virginia approved program for the initial teaching license is required to pass a WVBE-adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.

**CONTENT SPECIALIZATION TESTS**

<table>
<thead>
<tr>
<th>SPECIALIZATION AREA</th>
<th>REQUIRED TESTS</th>
<th>PASSING SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL STUDIES</td>
<td>0081 Social Studies: Content Knowledge</td>
<td>148</td>
</tr>
<tr>
<td>MIDDLE GRADES 5-9</td>
<td>0089 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.
Secondary Social Studies
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.

Secondary Education majors:
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 ~Evidence of field experience work
~State Certification documentation ~A teaching unit
~Letters of recommendation ~Examples of original lesson plans
~Praxis Series I results (PPST/CBT) ~A learning activity packet
~Praxis II Content Specialization results ~Student teaching evaluations from Cooperating Teachers
~Evidence of involvement in extracurricular activities ~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 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
JUNCTURE 1
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

Early Education

Pre K-K

Middle School Education

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

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 2.5 or above ______? (must have completed a minimum of 24 hours) Yes

Transfer students:

Is your Shepherd GPA 2.5 or above ______? (must have completed a minimum of 9 hours at Shepherd;) Yes

AND is your overall GPA 2.5 or above ______? Yes

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

Or list the computer course in which you are currently enrolled, and check “In Progress.” In Progress

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

EDUC 150 Seminar in Educ Grade: __________ Or equivalent transfer course: __________ Grade: __________ Yes

EDUC 200 Foundations of Educ __ ____________ ____________ ____________ ____________ ____________ ____________ __________

EDUC 320 Soc. & Psych. Cond. __ ____________ ____________ ____________ ____________ ____________ ____________ __________

If you are currently enrolled in EDUC 320, check “In Progress.” In Progress

ENGL 101 Written English ____________ ____________ ____________ ____________ ____________ ____________ ____________ __________

ENGL 102 Written English ____________ ____________ ____________ ____________ ____________ ____________ ____________ __________

COMM 202 Fund./Speech ____________ ____________ ____________ ____________ ____________ ____________ ____________ __________

6. Are each of your Specialty, Professional Education and/or Middle School course grades “C” or above, 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. 8/04
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 ______
Composite ACT 26 (25, prior to Oct. 1989),  SAT 1125 (1035, prior to April 1995)

☑ 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

JCT-1, rev. 11/11
JUNCTURE 2
APPLICATION FOR ADMISSION TO STUDENT TEACHING

Name (Print) ___________________________________________ Shepherd ID number ___________________________

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>MI</th>
<th>(Last 9 digits from Rambler Card)</th>
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</table>

Permanent address: __________________________________________ School address: ________________________________

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<thead>
<tr>
<th>Zip</th>
<th>Zip</th>
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Permanent phone: __________________________________________ School phone: ________________________________

Advisor's name: __________________________________________

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TEACHING SPECIALIZATIONS: USE SEPARATE APPLICATION FOR EACH SPECIALIZATION

Elementary Education

_____ Multi-Subjects K-6

Early Education

_____ Pre K-K

Middle School Education

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

_____ English Education 5-9
_____ General Mathematics through Algebra 5-9
_____ Social Studies Education 5-9

Secondary Education

_____ English Education 5-Adult
_____ 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

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

---

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 2.5 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

Student Signature________________________ Date__________________

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

STUDENT: COMPLETE SIDE 1 ONLY--RETURN FORM TO 108 KNUTTI
TO BE COMPLETED BY CERTIFICATION ANALYST:

- GPAs are correctly reported on front of this application: Yes

- Specialty, Professional Education, and Middle School course grades are “C” or above Yes

  or in progress: 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

- 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.)

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 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 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.**