

**SHEPHERD UNIVERSITY**  
**MATHEMATICS EDUCATION SPECIALIZATION HANDBOOK**  
**2011-2012**

**GENERAL MATHEMATICS THROUGH ALGEBRA I**  
**Grade Levels 5-9**

Prepared by

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## FORMS AND GUIDES

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- TEACHING OR SERVICE PROFESSIONAL OF TEMPORARY CERTIFICATE

## INTRODUCTION

The mathematics department of Shepherd University is concerned with the teaching and the learning of mathematics. Our purposes are to lead students to a grasp of the beauty and power of mathematical ideas; to prepare the prospective teacher to teach creatively; to furnish mathematical tools necessary for other disciplines; and to help provide vocational direction when needed.

Effective teachers are those who stimulate students to learn mathematics. Effective teachers are those who are reflective problem solvers themselves, and who create an atmosphere in which the student can become a reflective problem solver. The process continues as those students, in their own career, cause the same process to occur in their pupils.

Students should be inventive as they learn mathematics, imposing their own interpretation on what is presented to create a theory that makes sense to them. Students use new information as a basis for modification of their prior beliefs making the whole experience uniquely personal. The lecture-only method of communication must be adapted and integrated with methods that allow for group work, discussion, student presentations, and generally challenge them to take charge of their own learning. Dynamic techniques, experimentation with innovations, creation of an atmosphere in which the student comprehends the power of mathematics are the parameters of reflective problem solving as an art, science and goal.

Students seeking admission, retention, and certification in the Teacher Education Program at Shepherd University must assume personal responsibility for knowing and fulfilling all the requirements upon which their successful participation is dependent. These requirements include adherence to University-wide policies and procedures as well as those specific to the different components of Teacher Education: General Studies, Specialty Studies, and Professional Education.

The teacher education student must expect immersion in curricula which demand commitment to personal and professional development of the highest caliber. Our program is designed to ensure that the student who successfully completes it possesses the knowledge, skills and attitudes requisite for thoughtfully and effectively confronting the problems inherent in teaching.

This handbook is to acquaint the education student with the objectives and requirements of the General Mathematics through Algebra I Grade Levels 5 –9 teaching field. It also provides information about procedural matter related to entering, progressing through, and completing this program. Information is also included to assist in planning your program of study and in maintaining a record of your progress.

No claim is made for the completeness of this information and this resource is not intended to be a substitute for the Shepherd University Catalog; you should carefully study your copy of the catalog; pay close attention to the following sections: (Links are for the [online catalog](#) )

[Mathematical Education Teaching Field Grades 5-9](#)  
[Professional Studies Core for Elementary or Secondary Education](#)  
[Teacher Education \(General Information\)](#)  
[Program of Core curriculum](#)

## PHILOSOPHY AND THEME OF TEACHER PREPARATION AT SHEPHERD UNIVERSITY

A conceptual framework functions as the philosophical and practical compass for achieving the goals of a teacher education program. The conceptual framework of our teacher education program provides a philosophical perspective that guides the development and implementation of previous experiences that prepare teachers for our contemporary world. The program 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. Teachers facilitate this empowerment. Our purpose, then, is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all students in our diverse classrooms.

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. Our progressive emphasis is, therefore, on developing in prospective teachers 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.

The theme of the Teacher Education Program at Shepherd University is TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS). To be reflective, prospective teachers need to deeply understand and be able to articulate their own definitions of teaching as well as their own learning needs. We have established a framework for the development of reflective dispositions that characterize a TEACHER AS A REFLECTIVE PROBLEM SOLVER. In order to effectively respond to the range of concerns found in the classroom, a teacher needs to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflections. The teacher examines his/her 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 pre-dispositions that underlie his/her teaching/learning activity. During the process of Critical Reflection the teacher assesses the adequacy of the educational goals toward which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activity.

### BEGINNING TEACHERS: PROGRAM GOALS AND STUDENT OUTCOMES

Based on discussions of desired outcomes, research of the relevant literature, and dialogue among practitioners, we agree that to be effective in a multicultural global society, a beginning teacher should possess the willingness and capacity to:

1. Ascertain and articulate personal, professionally-held philosophical and theoretical viewpoints about schooling, teaching/learning.
2. Commit to continuous, reflective self-examination for personal/professional development.
3. Function as a change agent who can influence and improve the education of 5-12 students.
4. Undertake the professional responsibility for the development of 5-12 critical mindedness, problem-solving skills, self-motivation, cooperative social interaction, and a commitment to excellent performance.

1. Develop an adequate understanding of the social and psychological conditions of learning, including cultural and linguistic differences, exceptionalities and developmental characteristics of 5-12 students.
2. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and pedagogy that promotes and honors individual dignity and rights of 5-12 students consonant with the nature of a pluralistic and democratic society.
3. Develop learning experiences that promote acquisition of knowledge, skills, and dispositions P-12 students need to function productively and to become critical participants in a democratic, pluralist social and economic world.
4. Access current research findings regarding schooling and teaching/learning and use these findings in educational programs.
5. Develop a critical understanding of central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) she/he teaches including the use of educational multimedia technology.
6. Foster relationships between school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support P-12 student's learning and well-being.
7. Develop a coherent, integrated view of the world of theory and practice.
8. Consistently reflect on a knowledge base, dispositional orientations, and performance characteristics.

First-year teachers will not be effective unless they conducted a serious inquiry into life in classrooms. Only when that inquiry is completed and a tentative philosophy of education is formed should the traditional tasks confronting the first-year teacher be undertaken.

#### A MODEL OF A FOUR-YEAR PROGRAM

On the next several pages is a model of a four-year program for a non-transfer student who is enrolling at Shepherd University for the first time during the first semester of a regular academic year. This model is a suggestion only. It is quite likely that the student will need to modify it. However, it should provide the student some idea of what semester loads will be like and when particular actions should be taken.

Preferably prior to the beginning of the first year of studies students should meet with the Mathematics Education Coordinator to develop a schedule of classes for the first semester and plan for the four-year schedule. Again, within the parameters of flexibility permitted to the general studies program, the student will follow a general studies curriculum designed to meet his/ her individual needs.

#### PROGRAM OF CORE CURRICULUM REQUIRED FOR ALL BACHELORS DEGREES EXCEPT THE REGENTS B.A.

Shepherd University has established the following Core Curriculum program which is required for all Bachelor degrees except Regents B.A. degree, which has a separate set of requirements found under that section of the Catalog. The courses listed below would usually be taken during the student's first two years of University work and are designed to give the student a foundation in the humanities, life or physical sciences, and physical education. These courses should assist the student in developing the ability to synthesize knowledge, both past and contemporary, to develop values, attitudes and traits associates with an educated person in the modern world, and to provide the basis for a liberal arts education. A total of 42 semester hours of course work is requires as follows:

## PROGRAM OF CORE CURRICULUM

### The First Tier (Initial Inquiry) — 21 semester hours

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Students may take Tier 1 courses at any time, but are strongly encouraged to take them in the first two years.

#### WRITTEN ENGLISH - 6 Hours:

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Students who score below 18 on the English section of the ACT, or below 450 on the SAT Verbal test, must enroll in [ENGL 100A](#) and [ENGL 100B](#) in place of ENGL 101. For further information, see [Academic Support Services](#) and the course listings.

A C or better is required in the Written English coursework.

- [ENGL 100A - Basic Academic Writing I](#) (2 cr) AND
- [ENGL 100B - Basic Academic Writing II](#) (2 cr)
- OR
- [ENGL 101 - Written English](#) (3 cr) †
- 
- AND one of the following (consult with your [advisor](#)):
- [ENGL 102 - Writing for the Arts and Humanities](#) (3 cr)
- [ENGL 103 - Writing for Social Sciences](#) (3 cr)
- [ENGL 104 - Science and Technical Writing](#) (3 cr)

#### Note(s):

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† [HNRS 101](#) (Honors Core) is restricted to students enrolled in the Honors Program. [HNRS 101](#) satisfies the [ENGL 101](#) requirement and one World History requirement [HIST 100](#) , [HIST 101](#) , [HIST 102](#) , or [HIST 103](#) , as determined by the director of the Honors Program).

#### MATHEMATICS - 3 Hours:

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Students who score below 19 on the Mathematics section of the ACT, or below 460 on the SAT Quantitative test, must enroll in [MATH 101A](#). and [MATH 101B](#). . For further information, see [Academic Support Services](#) and the course listings.

Students should consult with their [advisors](#), as some majors require specific Mathematics courses. Mathematics courses approved for the Core Curriculum are indicated by the [Core Code](#) MA.

- [MATH 101A. - Fundamental Mathematics I](#) (2 cr) AND
- [MATH 101B. - Fundamental Mathematics II](#) (2 cr)
- OR
- [MATH 101 - Fundamentals of Mathematics](#) (3 cr)
- 
- [MATH 105 - College Algebra](#) (3 cr)
- [MATH 108 - Precalculus](#) (4 cr)
- [MATH 154 - Finite Mathematics](#) (3 cr)
- [MATH 155 - Discrete Structures](#) (3 cr)
- [MATH 205 - Calculus With Applications](#) (4 cr)
- [MATH 207 - Calculus I](#) (4 cr)

- [MATH 314 - Statistics](#) (3 cr)

### **HISTORY - 3 Hours:**

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Select one of the following:

- [HIST 100 - History of Civilization: Asian Traditions](#) (3 cr)
- [HIST 101 - History of Civilization: the Ancient and Medieval Worlds](#) (3 cr) †
- [HIST 102 - History of Civilization: Change and Global Connections in the Early Modern World](#) (3 cr)
- [HIST 103 - History of Civilization: the Modern World](#) (3 cr)

### **Note(s):**

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† [HNRS 101](#) (Honors Core) is restricted to students enrolled in the Honors Program. [HNRS 101](#) satisfies the [ENGL 101](#) requirement and one World History requirement ([HIST 100](#), [101](#), [102](#), or [103](#), as determined by the director of the Honors Program).

### **SCIENCES—8 Hours: \***

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Students should consult with their [advisors](#), as some majors require a specific Science sequence. Courses approved for the Core Curriculum Sciences requirement will be indicated by the [Core Code](#) LS.

Choose one set of courses listed below:

- [BIOL 101 - General Biological Science](#) (4 cr)
- [BIOL 102 - General Biological Science](#) (4 cr) \*
- 
- [BIOL 208 - Plants As Organisms](#) (4 cr)
- [BIOL 209 - Animals As Organisms](#) (4 cr)
- 
- [CHEM 101 - Chemistry in Society I](#) (3 cr)
- [CHEM 101L - Chemistry in Society Laboratory](#) (1 cr each)
- [CHEM 102 - Chemistry in Society II](#) (3 cr)
- [CHEM 102L - Chemistry in Society Laboratory](#) (1 cr each)
- 
- [CHEM 120 - College Chemistry](#) (3 cr each)
- [CHEM 120L - College Chemistry Laboratory](#) (1 cr each)
- [CHEM 122 - College Chemistry](#) (3 cr each)
- [CHEM 122L - College Chemistry Laboratory](#) (1 cr each)
- 
- [CHEM 207 - General Chemistry](#) (3 cr)
- [CHEM 207L - General Chemistry Laboratory I](#) (1 cr)
- [CHEM 209 - General Chemistry](#) (3 cr)
- [CHEM 209L - General Chemistry Laboratory II](#) (1 cr)
- 
- [GSCI 101 - Astronomy I](#) (4 cr)
- [GSCI 102 - Astronomy II](#) (4 cr)
- 
- [GSCI 103 - General Physical Science](#) (4 cr)
- [GSCI 104 - General Physical Science](#) (4 cr)

- 
- [PHYS 201 - College Physics I \(3 cr\)](#)
- [PHYS 201L - College Physics I Laboratory \(1 cr\)](#)
- [PHYS 202 - College Physics II \(3 cr\)](#)
- [PHYS 202L - College Physics II Laboratory \(1 cr\)](#)
- 
- [PHYS 221 - General Physics I \(3 cr\)](#)
- [PHYS 221L - General Physics I Laboratory \(1 cr\)](#)
- [PHYS 222 - General Physics II \(3 cr\)](#)
- [PHYS 222L - General Physics II Laboratory \(1 cr\)](#)

**Note(s):**

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\*The West Virginia Core Coursework Agreement provides transfer students a measure of flexibility in satisfying general studies requirements. At Shepherd, a single 4-credit transfer course in Biology may be substituted for one General Studies Lab Science (except where the degree program requires a specific General Studies Lab Science sequence). In most cases, however, because of the sequence of our biology curriculum the student MAY NOT take another General Studies Biology to complete the sequence. Instead, transfer students may complete the 8-credit requirement by taking any 4-credit NON-BIOLOGY General Studies Lab Science listed in the Catalog: CHEM, GSCI, or PHYS.

**FIRST-YEAR EXPERIENCE - minimum 1 Hour:**

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Students should generally take their first-year experience class in their first semester at Shepherd. Many majors have a specific first-year experience course required in the major which may not be listed below. Students should consult with their [advisor](#) or department chair in order to determine the proper first-year experience class for their major.

Courses approved for the Core Curriculum First-Year Experience requirements are indicated by the [Core Code](#) **FY**.

- [FYEX 101 - First-Year Seminar \(1 cr\)](#)
- [FYEX 102 - First-Year Interest Group \(1 cr\)](#)
- [PHIL 100 - Introduction to Liberal Arts Study \(3 cr\)](#)
- **and other courses as specified in some majors; consult with your [advisor](#).**

**The Second Tier (Expressions of Knowledge) - 21 semester hours**

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Students are expected to take Tier 2 courses in the first three years. Three of the courses selected to satisfy Tier 2 requirements must also meet the following requirements (indicated by the designated [Core Codes](#)):

1. Civic Knowledge and Engagement - **CK**
2. Global Understanding and Respect - **GL**
3. Multiculturalism and Diversity - **MD**

**ARTS - 3 Hours:**

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Courses approved for the Core Curriculum Arts requirement are indicated by the [Core Code](#) **AR**.

- [ART 103 - Introduction to the Visual Arts \(3 cr\)](#)
- [ENGL 215 - The Art of Literature \(3 cr\)](#)
- [MUSC 103 - Music Theory I \(3 cr\)](#)
- [MUSC 111 - Introduction to Music \(3 cr\)](#)
- [MUSC 312 - World Music \(3 cr\)](#)
- [THEA 204 - Introduction to Theater \(3 cr\)](#)

## **HUMANITIES - 6 Hours:**

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Courses approved for the Core Curriculum Humanities requirement are indicated by the [Core Code](#) **HM**.

**Note: the same HIST course cannot be used to fulfill both the Tier 1 History requirement and the Tier 2 Humanities requirement.**

- [COMM 202 - Fundamentals of Speech](#) (3 cr)
- [ENGL 204 - Survey of American Literature](#) (3 cr)
- [ENGL 208 - Survey of World Literature I](#) (3 cr)
- [ENGL 209 - Survey of World Literature II](#) (3 cr)
- [ENGL 216 - Literature in Context](#) (3 cr)
- [FREN 101 - Elementary French I](#) (3 cr)
- [FREN 102 - Elementary French II](#) (3 cr)
- [FREN 203 - Intermediate French I](#) (3 cr)
- [FREN 204 - Intermediate French II](#) (3 cr)
- [GERM 101 - Elementary German I](#) (3 cr)
- [GERM 102 - Elementary German II](#) (3 cr)
- [GERM 203 - Intermediate German I](#) (3 cr)
- [GERM 204 - Intermediate German](#) (3 cr)
- [HIST 100 - History of Civilization: Asian Traditions](#) (3 cr)
- [HIST 101 - History of Civilization: the Ancient and Medieval Worlds](#) (3 cr)
- [HIST 102 - History of Civilization: Change and Global Connections in the Early Modern World](#) (3 cr)
- [HIST 103 - History of Civilization: the Modern World](#) (3 cr)
- [SPAN 101 - Elementary Spanish I](#) (3 cr)
- [SPAN 102 - Elementary Spanish II](#) (3 cr)
- [SPAN 203 - Intermediate Spanish I](#) (3 cr)
- [SPAN 204 - Intermediate Spanish II](#) (3 cr)

## **SOCIAL SCIENCES - 9 Hours:**

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Courses approved for the Core Curriculum Social Sciences requirement are indicated by the [Core Code](#) **SO**.

- [ECON 123 - Contemporary Economics](#) (3 cr) OR
- [ECON 205 - Principles of Macroeconomics](#) (3 cr)
- 
- [EDUC 200 - Foundations of American Education](#) (3 cr)
- [EDUC 360 - Survey of Exceptional Children](#) (3 cr)
- [GEOG 105 - World Cultural Geography](#) (3 cr)
- [PSCI 100 - Politics and Government](#) (3 cr)
- [PSCI 101 - American Federal Government](#) (3 cr)
- [PSYC 101 - Introduction to Psychology](#) (3 cr)
- [SOC 203 - General Sociology](#) (3 cr)

## **WELLNESS — 3 hours:**

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Courses approved for the Core Curriculum Wellness requirement are indicated by the [Core Code](#) **WE**.

- [GSPE 210 - Fitness for Life](#) (3 cr)

## **WRITING IN THE MAJOR**

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This course in the major does not count toward the 21 credits of Tier 2, or toward the 42 credits of the Core Curriculum. Students should consult with their [advisors](#) for the proper Writing in the Major course in their program, indicated by the [Core Code](#) **WM**.

## **The Third Tier (Integrative Learning)**

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### **CAPSTONE IN THE MAJOR - 1-12 Hours**

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Students must have senior standing to take Capstone courses, which do not count toward the 42-credit Core Curriculum minimum. Students should consult with their [advisors](#) for the proper Capstone course for their program, indicated by the [Core Code](#) **CP**.

## CURRICULUM SUMMARY SHEET

Program Approval  
Requested as of 6-30-99

**Name of Institution:** Shepherd University

**Curriculum:** General Mathematics through Algebra I

**Grade Levels:** 5-9 Form completed by: Osman Guzide

**Content Specialization Test Requirements:** Praxis II: (Test Code 0069)

**EPPAC Review:** April 12, 1999

**NCATE Review:** 2010

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### Curriculum for Endorsement in Mathematics Teaching Field Grades 5-9 General Mathematics through Algebra I

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This endorsement is offered as an add-on to the K-6 elementary program or to any of the secondary programs.

**Total hours required, 22 Hours:**

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**Content skill level:**

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- [MATH 105 - College Algebra](#) (3 cr)
- [MATH 106 - Trigonometry](#) (3 cr)
- [MATH 108 - Precalculus](#) (4 cr)
- [MATH 200 - Geometry and Measurement](#) (3 cr)
- [MATH 205 - Calculus With Applications](#) (4 cr)

**Additional mathematics for education:**

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- [MATH 154 - Finite Mathematics](#) (3 cr) (general studies requirement)
- [MATH 254 - Discrete Mathematics](#) (3 cr)
- [MATH 314 - Statistics](#) (3 cr)

**Note(s):**

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See professional education course listings under Education: Professional Studies Core for Endorsement in Middle School Education (40-48 hours required). Special Methods of Teaching Mathematics is [EDUC 420](#).

**Contact Person:** Dr. Osman Guzide, Stutzman-Slonaker Hall 211A, 304-876-5304

**CURRICULUM SUMMARY SHEET**  
**Professional Education**  
**5-9**

Institution: Shepherd University  
Curriculum: Professional Education  
Grade Levels: 5-9  
Form Completed by: Douglas F. Kennard  
EPPAC Review: April 12, 1999  
NCATE Review: 2010

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The purposes of elementary education multi-subjects specialization are:

- To promote teachers who are reflective problem solvers in the daily workplace of elementary schools;
- To promote teachers who plan and implement a learning environment responsive to the social and psychological conditions which characterize their school;
- To promote a strong background in child development and related pedagogical practices;
- To provide teachers with a wide range of teaching methodologies and strategies across many content areas;
- To promote a broadly based understanding of elementary school and its place and function in society; and
- To promote a desire for continued investigation of the teaching/learning dialectic beyond the undergraduate preparation.

**Curriculum for a Major in Elementary Education**

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**Specific Core Curriculum requirements**

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[GSCI 103 - General Physical Science \(4 cr\)](#)

[GSCI 104 - General Physical Science \(4 cr\)](#)

[MATH 105 - College Algebra \(3 cr\)](#)

**Professional Studies Core for Elementary Education**

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**Hours required, 45 Hours:**

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[EDUC 150 - Seminar in Education \(1 cr\)](#)

[EDUC 200 - Foundations of American Education \(3 cr\)](#)

[EDUC 320 - The Social and Psychological Conditions of Learning \(4 cr\)](#)

[EDUC 360 - Survey of Exceptional Children \(3 cr\)](#)

[EDUC 351 - Integrated Reading and Language Arts I \(5 cr\)](#)

[EDUC 352 - Integrated Math, Science, and Social Studies I \(4 cr\)](#)

[EDUC 353 - Integrated Reading and Language Arts II \(4 cr\)](#)

[EDUC 354 - Integrated Math, Science, and Social Studies II \(5 cr\)](#)

[EDUC 380 - Technology in 21st-Century Teaching and Learning \(3 cr\)](#)

[EDUC 400 - Inclusion in the Regular Classroom \(3 cr\)](#)

[EDUC 450 - Student Teaching, Elementary School Grades K-6 \(9 cr\)](#)

**Testing Requirements for Professional Education:**

All candidates completing 5 – 9 teacher education programs are required to pass the Specialty Area Test, Middle School Mathematics (0069). In order to pursue a 5 – 9 certification, a student must complete a curriculum for two 5 –9 specializations, one of which must be a core area – Mathematics, English, Social Studies, or Science; or a student must complete a K-6, K-12, 5-12, or 9-12 specialization and any 5 –9 specialization. Depending on what the student is pursuing, K-6, K-12, 5-12, two 5-9's; will determine the PLT he/she takes.

### Suggested Sequence of Mathematics Courses

#### Four-Year Course Progression

MATH EDUCATION TEACHING Grade 5-9, General Math through Algebra I					
<b>First Year</b>			<b>First Year</b>		
<b>Fall</b>			<b>Spring</b>		
MATH 105	College Algebra	3	MATH 108	Precalculus	4
MATH 106	Trigonometry	3	MATH 154	Finite Mathematics	3
		6			7
<b>Second Year</b>			<b>Second Year</b>		
<b>Fall</b>			<b>Fall</b>		
MATH 200	Geometry and Measurement	3	MATH 254	Discrete Mathematics	3
MATH 205	Calculus with Applications	4	MATH 314	Statistics	3
		7			6
<b>Third Year</b>			<b>Third Year</b>		
<b>Fall</b>			<b>Spring</b>		
		0			0
<b>Fourth Year</b>			<b>Fourth Year</b>		
<b>Fall</b>			<b>Spring</b>		
		0			0

AND

### Four-Year Course Progression for Elementary Education

				Elementary Education						
<b>Fall Semester</b>				<b>First Year</b>			<b>Spring Semester</b>			
<b>Subject</b>	<b>Tier</b>	<b>Title</b>	<b>Credits</b>	<b>Subject</b>	<b>Tier</b>	<b>Title</b>				
Core Curr	Tier One	ENGL 101: Written English	3	Core Curr	Tier One	ENGL 102 or 103: Written English				
Core Curr	Tier One	History	3	Core Curr	Tier One	GSCI 103 or GSCI 104: (LS) (Req)				
BIOL 101		General Biological Science	4	Core Curr	Tier One	MATH 105 (MA) (Req)				
EDUC 150	Tier One	Seminar In Education (FYEX)	1	Core Curr	Tier Two	COMM 202: (HM-GL) (Req)				
Core Curr	Tier Two	GSPE 210: Fitness for Life (WE)	3	Core Curr	Tier Two	PSCI 101: (SO-CK)				
Core Curr	Tier Two	Choose (HM-GL or MD) w/Advisor	3							
		<b>Total</b>	<b>17 Hrs</b>			<b>Total</b>				
<b>Fall Semester</b>				<b>Second Year</b>			<b>Spring Semester</b>			
<b>Subject</b>	<b>Tier</b>	<b>Title</b>	<b>Credits</b>	<b>Subject</b>	<b>Tier</b>	<b>Title</b>				
Core Curr	Tier Two	EDUC 200: Found of Educ (SO-MD)	3	MATH 102		Math for Elem Ed Teachers				
Core Curr	Tier One	GSCI 103 or GSCI 104: (LS) (Req)	4	GEOG 105	Tier Two	<b>World Cultural Geog (SO-GL)</b>				
Core Curr	Tier Two	Choose (AR) w/advisor	3	MUSC 226		Classroom Music Ed.				
MUSC 102		Fund. of Music Ed.	2	HLTH 310		Health & PE for Elem Educators				
HIST 201/202		US Hist to 1865 /US Hist since 1865	3	CHEM 100		Chemical Science				
				CHEM 100L		Chemical Science Lab				
		<b>Total</b>	<b>15 Hrs.</b>			<b>Total</b>				
<b>Fall Semester</b>				<b>Third Year</b>			<b>Spring Semester</b>			
<b>Subject</b>	<b>Tier</b>	<b>Title</b>	<b>Credits</b>	<b>Subject/ Course No.</b>	<b>Title</b>					
EDUC 320		Soc & Psych Cond. of Learning	4	EDUC 351	Integrated Read.& Lang.Arts I					
Core Curr	Tier Two	EDUC 360: Survey of Except. (SO-MD)	3	EDUC 352	Int. Math, Sci., & Soc.Stu. I					
HIST 309		West Virginia History	3	MATH 300	Math Methods Elem Teachers					
MATH 200		Geometry and Measurements	3	ARED 325	Aesthetic Inquiry					
ELECTIVE		Choose w/Advisor	3							
		<b>Total</b>	<b>16 Hrs.</b>			<b>Total</b>				
<b>Fall Semester</b>				<b>Fourth Year</b>			<b>Spring Semester</b>			
<b>Subject</b>		<b>Title</b>	<b>Credits</b>	<b>Subject</b>	<b>Tier</b>	<b>Title</b>				
EDUC 353		Int. Read. & Lang. Arts II	4	EDUC 400	Tier Three	<b>Inclusion in Reg. Class (WM/CP)</b>				
EDUC 354		In. Math, Sci., & Soc. Stud. II	5	EDUC 450		Student Teaching				
EDUC 380		Technology in 21st Century	3							
ELECTIVE		Choose w/Advisor	2							
		<b>Total</b>	<b>14 Hrs.</b>			<b>Total</b>				
		<b>8/4/11</b>								

## 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](http://www.ets.org/praxis). Visit on-line to review and download TAAG. You can also purchase a Praxis study guide through the Shepherd Bookstore or Amazon.com.

When you complete your registration, you must include Shepherd University and the West Virginia Department of Education as score recipients when you complete your Registration Form. 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 on a single administration.

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

### PRAXIS I PPST

TEST/TEST CODE	WEST VIRGINIA REQUIRED SCORES
PPST Reading (0710)	174
PPST Writing (0720)	172
PPST Mathematics (0730)	172

FOR OTHER STATES, PLEASE CHECK THEIR WEBSITES.

Computerized PPST testing is available once per calendar month, up to six times in a 12-month period. See ETS.org to find out where the testing sites are located as well as how to sign up.

Currently, applicants who complete a certified program leading to teacher education in the state in which the institution is located (i.e., Shepherd University) and are certified in the State of West Virginia will be issued Maryland certification. Periodically check the Maryland Department of Education's website for any changes.

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

	Test Code	Required Score
Principles of Learning and Teaching, Grades K-6	(0522)	165
Principles of Learning and Teaching, Grades 5-9	(0523)	159
Principles of Learning and Teaching, Grades 7-12	(0524)	156

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.

9/09

PRAXIS II

CONTENT SPECIALIZATION TESTS

<u>SPECIALIZATION AREA</u>	<u>REQUIRED TESTS</u>	<u>PASSING SCORE</u>
ART	0133 Art: Content Knowledge	160
BIOLOGY	0235 Biology: Content Knowledge	152
CHEMISTRY	0245 Chemistry: Content Knowledge	157
EARLY EDUCATION (PREK-K)	0530 Pre-Kindergarten Education	590
ELEMENTARY EDUCATION	0011 Elementary Education, Curriculum, Instruction and Assessment	155
ENGLISH	0041 English, Literature and Composition: Content Knowledge	155
FAMILY AND CONSUMER SCIENCE	0121 Family and Consumer Sciences	146
GENERAL SCIENCE	0231 Biology: Content Knowledge, Part 1	148
	0481 Physical Science: Content Knowledge	142
	0432 General Science: Content Knowledge, Part 2	149
	A candidate may substitute 1) Test No. 0235 (Biology: Content Knowledge) taken for biology certification for Test No. 0231 and/or 2) Test No. 0245 (Chemistry: Content Knowledge) or Test No. 0265 (Physics: Content Knowledge) for Test No. 0481.	
HEALTH EDUCATION	0550 Health Education	640
MATHEMATICS (5-ADULT)	0061 Mathematics: Content Knowledge	133
MUSIC	0113 Music: Content Knowledge	155
PHYSICAL EDUCATION	0091 Physical Education: Content Knowledge	150
SOCIAL STUDIES	0081 Social Studies: Content Knowledge	148
SPANISH	0191 Spanish: Content Knowledge	143

MIDDLE SCHOOL PRAXIS II

MIDDLE GRADES 5-9	0049 Middle School English Language Arts	147
	0069 Middle School Mathematics	148
	0089 Middle School Social Studies	151

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.

## TEACHER EDUCATION GPA REQUIREMENTS Requirements and Definitions

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 course)	
Overall	2.50

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

1. General Studies
  - a. The General Studies program allows for some flexibility in the selection of courses. The student may be allowed to take additional course, in the areas where flexibility occurs, 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. Course 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 course required for certification in different fields of study, e.g.; Multi Subjects K-6, Social Studies 5-12.

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

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

General Studies: Those 42 credit hours required by Shepherd University for a degree.

Overall: All course taken for credit toward graduation, including Educational Studies, General Studies, and Electives. We require a 2.5 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. 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 <sup>1</sup> :
  - i. have made satisfactory progress in portfolio development per advisor review;
  - ii. have demonstrated prerequisite computer skills
  - iii. have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to Elementary TEP or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization of the Specialization field 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 a "C";
  - vi. have passed all sections of the PPST or provide official proof of exemption <sup>2</sup>;
  - vii. have earned an overall GPA of 2.5 on at least 24 degree credits taken at Shepherd;
  - viii. have completed ENGL 101, ENGL 102, and COMM 202 with a grade of at least a "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 she/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 a 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, she/he will be removed from the program;
  - xi. have met specific requirements in the Specialization Coordinator/ Advisor review 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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<sup>1</sup> The TEP does not discriminate against students with disabilities as long as these conditions does not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

<sup>2</sup>PPST Exemptions: (1) ACT of 26 or above (25 prior to October 1989); (2) SAT of 1125 or above (1035 before April 1995) from a single test administration; (3) Master's Degree or higher from regionally accredited institution; or (4) has completed a West Virginia approved TEP. Proof of exemption must be provided in official documents to DOE, one's advisor, and the Registrar.

Registration forms, information, and tutoring for the PPST may be obtained in Room 101 Knutti Hall. Because registration deadlines occurs at least a month prior to the test administration and because it takes at least six weeks for the testing service 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 Shepherd University Department of Education.

- c. Once eligibility requirements have been met, the Specialization Coordinator
    - i. certifies eligibility requirement have been met;
    - ii. reviews advising file, including qualitative evaluation;
    - iii. solicits information from department and/or program review panel for review;
    - iv. informs the Director of Teacher Education of Juncture I decisions;
    - v. documents Juncture 1 decision in the candidates 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 two weeks 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 she/he continues to desire admission, to successfully address the reasons for the 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 passes Retention Juncture 1 Review;
    - ii. have Full Status in TEP;
    - iii. have made satisfactorily progress in portfolio development;
    - iv. have the required GPA (set by Specialization area with 2.5 minimum) in both Educational Studies and Overall;
    - v. have no grade power than a “C” in all Educational 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;
    - 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 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 request of two or more members within two weeks 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 4<sup>th</sup> week of each semester prior to the Student Teaching Semester.
  - e. If admission to student teaching is denied , the student is removed from the Teaching Program. If the student wishes to challenge the Removed Status, she/he may initiate an appeal following established procedures.

### 3. Certification: Juncture 3 Review

- a. To be eligible for certification review the student must:
  - i. have completed all course work applied toward the degree including a minimum of 45 upper division hours.
  - ii. Have Full Status in TEP
  - iii. Have a 2.5 GPA in each of the following: Educational Studies and Overall(unless Specialization requirement 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 Education
  - i. documents completion of review criteria
  - ii. attest 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 course, the Specialization Coordinator is authorized to require additional coursework/ experiences or course substitutions if she/ he judges the transfer course 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 judgement.
- b. Upon review of transferred Professional Studies courses, the Chair of the DOE, in consultation with the appropriate member(S) of the Doe faculty, is authorized to require additional coursework/ experiences if she/he judges the transferred course 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 judgement

#### 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 his/her designate; and have a GPA of 2.5 on all hours completed at Shepherd University and an overall GPA of at least 2.5

- 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 requirement before applying for Juncture 1 review.
- D. Students with degrees seeking certification in a state other than WV (designated E.T.): These students have their advisor in the Department of Education. This faculty member coordinates the E.T. program. With their advisor and co-advisor in the Specialization area, these students will design individual programs following DOE guidelines.

## CURRICULAR POLICIES

- A. The Shepherd University faculty are responsible for the General Studies curriculum. The PEU and Director of Teacher Education communicate the curriculum and pedagogical needs of Teacher Education Programs to the Faculty through the Curriculum and Instruction Committee and the Faculty Senate
- B. 1. Under GENERAL REQUIREMENT FOR GRADUATION in the Shepherd University Catalog, it states:  
“A student will have 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 Educational 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 requirement in both University Catalog and Specialization Handbooks on an implemented schedule determined by the state.
- C. Once a student has been admitted to Shepherd University, transfer coursework approved by the Registrar which the student wishes to be applied to meeting Educational Studies requirements must be approved. In the case of Professional Studies, the approval must come from the Specialization Coordinator or his/her designee. It is the student’s responsibility to provide sufficient information regarding the courses under consideration to permit an informed judgement 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 course work toward a degree from Shepherd University must be completed at Shepherd University.
- F. Advisors will not permit advisees to enroll in courses 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, which must be satisfactorily completed prior to student teaching.
- H. All required Professional Studies courses except Student Teaching and its associated seminar and the Senior Capstone course (Elementary only) must be completed prior to student teaching.
- I. For students who fail Student Teaching, the grade earned in Student Teaching and its associated seminar will be used in calculating the GPA in Education Studies necessary to enroll in Student Teaching each successive time.
- J. Specialization Coordinators will work with the person coordinating Practicum Services to facilitate field experience and student teaching placements.
- K. Students in consultation with the Specialization Coordinator may make placement preference 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 satisfactorily, 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 Programs courses until the Non-Admit Status is removed.

#### Probationary Status

##### Defining Conditions:

- a. Student has been in Full Status but has not maintained GPA requirements in Education Studies/ Overall

##### Restrictions:

- a. Students must consult with his/her 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 Conditions:

Student has been admitted but subsequently has failed to meet the following retention requirement:

- 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: Students 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 Teaching 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) PEUC 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 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 experience 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 REPLACEMENT

In order to avoid unnecessary problems, the student should not request nor be placed in a school in which the student has attended during the past four (4) years, a school in which the student has family members on staff or in attendance, or a school in which the student is employed.

## II. Student Entering prior to Fall 1994

### 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 reason 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 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 pertaining to Professional Studies of 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 reason 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 in as an Appeal Panel. This Panel will be held not 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 (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.
  - 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 PEU Council membership.
  - e. 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.

## STUDENT MEMBERSHIP IN THE PROFESSIONAL EDUCATION UNIT COUNCIL

### Student Membership

#### A. Description of Service

Student members serve in equal voting capacity as Faculty in all matters except those concerning personnel. In these instances, the student members will be asked to leave.

#### B. Representation

Student representation will consist of one student from the Elementary Education program and one student from the Secondary Education program.

#### C. Eligibility requirements and Terms of Service

1. Student members should serve at least for one academic year.
2. Only students who have been admitted to the teacher education program and have full status are eligible for election or appointment.
3. Student members will be elected in the fall of the year of service. The Shepherd Education Student Association (SESA) has been granted authority to conduct these elections
4. Voting privileges will be extended to all education majors who have been admitted and are continuing in the program at the time of the election.
5. Eligible candidates for student membership may be nominated by students, faculty, or indication of self interest prior to the election date. Each student nominated must indicate willingness for service.
6. Student members are responsible to their constituents for reporting PEU Council actions.

## **MATHEMATICS**

### **Long Range Scheduling Plans**

Lower Division: Plan to offer

Each fall and spring: MATH 101,105,106, 108, 154, 207, 208

Each spring: MATH 200, 205

Each fall: MATH 254

### **STUDENT TEACHING**

Prospective student teachers are expected to attend an informational meeting during the previous semester unless they have a class conflict. Meetings will be announced in the Shepherd University Record, a couple of weeks in advance and on the bulletin board outside Knutti 108. Students should make sincere efforts to resolve conflicts so they will be able to attend the meeting. If, however, a legitimate, unavoidable conflict exists, the student should report to the Department of Education office within five school days after the last scheduled meeting to sign up and receive printed information. Failure to follow this procedure could result in a semester's delay in student teaching. In addition, the student is required to formally declare to his/her advisor intent to student teach no later than the first two weeks of the semester prior to anticipated student teaching semester.

In order to complete the TEP, directed teaching must be completed with the grade of "C" or better. If a student teacher's abilities, attitude, conduct, or judgement is/are seriously flawed, she/he may be removed from student teaching, awarded a failing grade, and in most severe instances, prohibited from completing the program. In less severe instances, the student may be permitted to re-register for directed student teaching in a subsequent semester. If a student is making progress but has not reached a level of success by the end of the assignment or if unavoidable absences have prevented fulfillment of all expectations, the student teacher may receive a grade of incomplete and continue student teaching the following semester. Although a student may request this option, the decision will be made by the Chair of the Department of Education based on the advice of the supervisors, the student's past performance, and the prospects for satisfactory completion of student teaching. It is improbable that any student will be permitted to register more than twice for directed teaching or to extend an incomplete experience more than once.

During the directed teaching semester, the student will be on campus one evening a week in EDUC 400 Student Teaching Seminar, to refine and revisit practical understandings and use of general principles of teaching; the Student Teaching Seminar will be offered concurrently with directed teaching. Students must arrange their schedule so that other activities do not interfere with any aspect of directed teaching, which includes responsibilities beyond classroom teaching. Other courses should not be scheduled for the semester in which

directed teaching is occurring. If no other alternative exists, and a course must be taken during directed teaching, the student must seek advanced approval from the Chair of the Department that offers the course.

When evaluating the student teachers, the Math Education Coordinator, or designated qualified persons, will focus on the student teacher's subject knowledge and ability to promote student learning. Since problems are an inherent part of teaching, the content supervisor will examine how the student teacher approaches and solves problems and then uses these experiences. Included here will be the student teacher's responsiveness to constructive criticism; his/her cooperativeness; and his/her rapport with teachers and administrators with whom he/she is working. It is important for the student teacher to keep in mind that strength in one dimension does not compensate for weakness in another. After each visit, the student teaching supervisor will provide the student teacher a written evaluation.



## 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 which will allow them to market themselves effectively.

The actual portfolio can be an expandable envelope or a three-ring binder, and its 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 course work at Shepherd University. The following lists some professional education courses that include portfolio component:

**EDUC 150 Seminar in Education** – Here the students are introduce to the concept of portfolios and begin to create their own. They gather and include evidence of past experiences that are available.

**EDUC 200 Foundations of 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 Learning** – Students continue to add their portfolios. They include class assignments and examples from their field experiences.

**EDUC 370/435 Creating Learning Environments; Special Methods Practicum** – 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 Student Teaching 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 courses thereafter, students should add items, if any, such as those listed below to their portfolios:

Resume	Evidence of field experience work
State Certification documentation	Documentation of honors and awards
Letters of recommendation	Examples of original lesson plans
Official transcripts	An original test
National Teacher Exam results	A teaching unit
PPST results	A case study of a student
Evidence of involvement in Extracurricular activities	A Learning activity packet
Student teaching evaluation from The University supervisor	Examples of original/creative work Student teaching evaluations from cooperating teachers.

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. The students' portfolios are to be assessed by the students' advisors on a periodic basis using the Portfolio Assessment Form.