

**SHEPHERD UNIVERSITY**  
**MATHEMATICS EDUCATION SPECIALIZATION HANDBOOK**  
**2006-2007**

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

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## 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 Shepherd University 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: (Page numbers are for the 2005-2007 catalog)

Mathematics Education Teaching Field Grades 5 - 9, Page 112.  
Professional Studies Core for Middle School Education, Page 91  
Teacher Education (General Information). Page 86-89  
Program of General Studies, Page 46-47

## **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.
5. 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.
6. 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.
7. Develop learning experiences that promote acquisition of knowledge, skills, and dispositions 5-12 students need to function productively and to become critical participants in a democratic, pluralist social and economic world.
8. Access current research findings regarding schooling and teaching/learning and use these findings in educational programs.
9. 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.
10. Foster relationships between school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support 5-12 student's learning and well-being.
11. Develop a coherent, integrated view of the world of theory and practice.
12. 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.

**CREDITS NEEDED TO FULFILL GRADUATION REQUIREMENTS  
MINIMUM 128 HOURS**

General Studies	47 credits
Mathematics Teaching Field 5-9	24 credits
Professional Studies Core for Secondary Education	29 credits
Suggested courses to fulfill computer competency requirement	
CIS 102 (Microcomputer Applications or EDUC 209 Technology for Teaching)	3 credits
Another middle school specialization, or the elementary multi-subject K-6, or a secondary education specialization.	24 - 49 credits

**NOTE**

- Students who want middle school certification must complete two middle school specialization or middle school specialization and either the elementary education multi-subject K-6 specialization or one secondary education specialization
- The Mathematics Education Program satisfies the West Virginia State Department of Educational Standards and the Guidelines of the National Council of Teachers of Mathematics (NCTM).

**PROGRAM OF GENERAL STUDIES REQUIRED FOR ALL  
BACHELORS DEGREES EXCEPT THE REGENTS B.A.**

Shepherd University has established the following General Studies 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 college 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 associated with an educated person in the modern world, and to provide the basis for a liberal arts education. A total of 47 semester hours of course work is required as follows:

## PROGRAM OF GENERAL STUDIES

Hours required		47
Humanities-19 semester hours		
MUSC 111	Music Appreciation	2
ART 103 or 104	Introduction to Visual Arts	2 or 3
ENGL 101, 102	Written English	6
ENGL 204	Survey of American Literature	3
ENGL 208 or 209	Survey of World Literature I or II	3
COMM 202	Fundamentals of Speech	3
LIFE OR PHYSICAL SCIENCES- 8 semester hours		
Students will choose one set of courses listed below:		8
BIOL 101, 102	General Biological Sciences	
BIOL 208, 209	Plants as Organisms & Animals as Organisms	
CHEM 101, 101L 102, 102L	Chemistry in Society I and II	
CHEM 120, 120L 122, 122L	College Chemistry I and II	
CHEM 207, 207L 209, 209L	General Chemistry I and II	
GSCI 101, 102	Astronomy I and II	
GSCI 103, 104	General Physical Science I and II	
PHYS 201, 201L 202, 202L	College Physics I and II	
PHYS 221, 221L 222, 222L	General Physics	
MATHEMATICS-3 semester hours		
MATH 101	Introduction to Mathematics	3
SOCIAL SCIENCES- 15 semester hours		
ECON 123	Contemporary Economics OR	
ECON 205	Principles of Macroeconomics	3
HIST 100	History of Civilization: Asian Tradition OR	
HIST 101	History of Civilization: Ancient through Medieval OR	
HIST 102	History of Civilization: Renaissance through French Revolution OR	
HIST 103	History of Western Civilization	6
	(students will choose 2 of 4 listed but may not satisfy the requirement with both HIST 101 and HIST 101)	
PSCI 100	Politics and Government OR	
PSCI 101	American Federal Government	3
SOC 203	General Sociology	3
PHYSICAL EDUCATION- 2 semester hours		
GSPE 210	Fitness for Life	2

# Curriculum For Mathematics Teaching Field Grades 5 -9

## 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  
**Content Specialization Test Requirements:** Praxis II: (Test Code 0069)  
**EPPAC Review:** April 12, 1999

Total hours required for degree .....22

<u>COURSE NUMBER AND TITLES</u>	<u>CREDIT HOURS</u>
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**Content skill level:**

MATH 105 Algebra .....	3
MATH 106 Trigonometry.....	3
MATH 108 Precalculus .....	3
MATH 200 Geometry and Measurement.....	3
MATH 205 Calculus with Applications.....	4

**Additional mathematics education:**

MATH 154 Finite Mathematics (general studies requirements)	
MATH 254 Discrete Mathematics .....	3
MATH 314 Statistics.....	3

**Professional mathematics education:**

EDUC 420 Special Methods of Teaching Mathematics (professional studies requirements)

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See Professional Education course listings under Professional Studies Core for Secondary Education

(34 hour required) or Professional Studies Core for Middle School Education (36-37 hours required).

**Students who want middle school certification must complete two middle school specializations or one middle school specialization AND either the elementary education multi-subject K-6 specialization or one secondary education specialization**

**PROFESSIONAL STUDIES CORE**

**Students specializing in Math 5-9 may take either Professional Studies Core for Secondary Education or Professional Studies Core for Middle School Education.**

**PROFESSIONAL STUDIES CORE FOR MIDDLE SCHOOL EDUCATION**

The middle school certification includes 5-9 grade ranges. The required course in professional studies are listed below.

<u>COURSE NUMBER AND TITLES</u>	<u>CREDIT HOURS</u>
EDUC 150: Seminar in Education.....	1
EDUC 200 Foundations of Education.....	3
EDUC 320 Social and Psychological Conditions of Learning.....	5
EDUC 319 Middle School Curriculum OR.....	3
EDUC 370 Creating Learning Environments.....	4
EDUC 443 Reading in the conten Areas.....	3
EDUC 400 Inclusion in the Regular Classroom.....	3
EDUC 453 Student Teaching .....	9
EDUC 360 Survey of Exceptional Children.....	3
EDUC 4XX Special Methods (one for each 5-9 specialization).....	6
	Total Hours .....36-37

**Testing Requirements for Professional Education:**

All candidates completing 5 – 9 teacher education programs are required to pass the Principles of Learning and Teaching Test for grades 5-9 (Test Code 0523). If completing Elementary Education K - 6, may take 0522; if completing 5-12 specialization may take 0524



## EDUCATION

### **Philosophy and Theme**

The teacher education program faculty members believe that in order to be effective in today's school, a teacher must be knowledgeable, possess a professional disposition, and conduct teaching/learning experiences that ensure the development of all children's abilities to be critical participants in and productive members of a democratic society. The professional education unit faculty members have agreed that a teacher education program at Shepherd College that enables prospective teachers to acquire the above characteristics will be based on the following philosophical position: The teacher education program faculty members are committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one's own and life and the shaping of the social, cultural, political, and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students. The schooling context is very complex and characterized by a significant degree of ambiguity. This ambiguous complexity of the teaching context precludes a formulaic approach to teaching. So, the emphasis is on the prospective teacher developing a philosophy and a set of principles that guide practice and the reflective process of problem solving. The teacher must be able to function in this complex and ambiguous context in a reflective manner; identifying problems, framing them, considering alternative solutions and choosing and implementing courses of action. The criteria for the assessment of effective teaching must include not only curricular and pedagogical concerns but also the ethical dimensions of teaching/learning. Schooling is not done to students, it is done with students.

Consistent reflection of 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 College 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 field of consideration: action, interpretation, and critical reflection. The effective 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 predispositions that underlie his/her 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. In recognition of the rapidly increasing knowledge base for teaching and teacher education and the critical demand for excellent and effective teachers, the faculty members in teacher education continually evaluate the curriculum and instructional strategies. This has led to revisions in the teacher education program. This reflective problem solving approach will lead to further changes that strengthen the teacher education program at Shepherd College. It is important that students consult their specialization handbook to become familiar with the most recent and/or applicable revisions and requirements.

### **Certification Areas**

Shepherd College offers the bachelor of arts in elementary education and the bachelor of arts in secondary

education degrees which may lead to certification in elementary and secondary education. Shepherd College offers specializations in teacher education that lead to certification in a variety of elementary and secondary education areas.

## **Specializations**

The following specializations are offered:

Art Education K-12

Biology Education 9-12

Business Education 9-12

Chemistry Education 9-12

Elementary Education Multi-subjects K-6

Early Education PreK

English Education 5-12, 5-9

Family and Consumer Science Education 5-12

General Science Education 5-12

Health Education 5-12

Mathematics Education 5-12, General Mathematics through Algebra I Education 5-9

Music Education K-12

Physical Education K-12

Social Studies Education 5-12, 5-9

Contact Person: Dr. Douglas Kennard, 304/876-5330 or Department of Education, Knutti Hall 108, 304/876-5305.

## **Policies and Procedures**

### **General Information**

A student who wishes to pursue a teacher education degree should plan an academic program to be followed for the time of matriculation. This will include three components: general studies, specialty studies, and professional studies. The general studies courses are required of all Shepherd graduates and may be found in the Catalog under that heading. The specialty studies courses prepare students to teach in the certification field and they are listed alphabetically by specialization throughout the Catalog. The professional studies courses prepare students in abilities common to teachers irrespective to their teaching specialization. Admission to Shepherd College does not guarantee admission to teacher education. Selection into teacher education requires, at the least, meeting common minimum standards across specialization areas and particular standards set by specific specialization areas. Admission may be denied or reversed for any student whose performance fails to meet these standards. Written specification of details of the common minimum standards may be obtained through the Department of Education Office. Specific specialization and endorsement policies and procedures are published in individual specialization handbooks available from an advisor or specialization coordinator. These handbooks should be consulted for the areas in which you are seeking certification. The most recent requirements for each specialization are found in the handbooks. If program space should be limited, those students demonstrating the highest standards will be given preference. All candidates should note that meeting all the objective standards but failing to gain the confidence of the faculty will not be sufficient. Students exhibiting habits associated with reflectiveness, dependability, honesty, cooperativeness, diligence, and

achievement will merit such confidence. Students should note that an education (professional education and specialty studies courses) GPA of 2.5 and an overall GPA of 2.5 are the minimums required for admission to the teacher education program and for student teaching. A GPA of only 2.5 is weak and could be interpreted as detracting from promise for teaching. In fall 1990 the following specific policy became effective: A student who has been convicted of a felony will be denied admission to the teacher education program. The teacher education program does not discriminate against students having disabilities as long as those conditions do not interfere with the capacity to acquire the ability and knowledge needed for performing all the activities required of teachers. All prospective students should be aware that majoring in teacher education entails the responsibility for demonstrating ability to teach in addition to, but not in place of, demonstrating knowledge about teaching.

### **Selection and Screening of Candidates for Teacher Education**

The following policies and procedures outline the elements common to all specialization areas. Students should consult their advisors about particular requirements for their own specialization of interest.

#### **Admission to Program (Juncture 1 Review)**

Eligibility for admission as a student into the teacher education program include but are not limited to:

1. Student completes and submits application for Juncture I Review to the Department of Education Office, 108 Knutti Hall. To be eligible for admission to the teacher education program (TEP) the student must:

- A. Have as an official academic advisor a faculty member in the Department of Education if seeking admission to the elementary teacher education program or, if seeking admission to a secondary specialization, the specialization coordinator of the specialization field or his/her designee;
- B. If adding an additional teaching field, have as an official academic advisor a faculty member in the Department of Education. If seeking admission to the elementary education program or if seeking admission to a secondary specialization, have as an official academic advisor the specialization coordinator of the specialization field or his/her designee;
- C. Have completed EDUC 150, EDUC 200, and EDUC 320 with no grade lower than C;
- D. Have passed all sections of the PPST or provide official proof of exemption;
- E. Have earned an overall GPA of 2.5 on at least 24 degree credits taken at Shepherd College. Transfer students must have earned an overall GPA of 2.5 and an earned GPA of 2.5 on at least 9 degree credits taken at Shepherd College;
- F. Document computer competency;
- G. Document satisfactory progress in portfolio development;
- H. Have completed ENGL 101, ENGL 102, and COMM 202 with a grade of at least C;
- I. Have no grade lower than a C in any professional studies or specialty studies courses;
- J. Submit a statement he/she has signed attesting that he/she has not been convicted of any felony as established by West Virginia Code; and
- K. Have met specific requirements in the specialization handbook for the area into which he/she wishes to be admitted.

#### **Admission to Student Teaching (Juncture 2 Review)**

To be eligible for student teaching review the student must:

1. Have passed Juncture I Review;
2. Have full status in the teacher education program;
3. Have required GPA (2.5 minimum in both education studies and overall);
4. Have no grade lower than C in education studies;
5. Document satisfactory progress in portfolio development;
6. Have met all requirements as specified by the specialization in the Catalog or the specialization handbook; and
7. Continue to be free of conviction for felony.

### **Certification (Juncture 3 Review)**

To be eligible for certification review, the student must:

1. Have full status in the teacher education program;
2. Have completed all course work applied toward the degree including a minimum of 45 upper division hours;
3. Have required GPA of 2.5 in each education studies and overall (unless specified higher by the specialization);
4. Have no grade lower than a C in all education specialty studies;
5. Have met any additional specialization requirements;
6. Pass state mandated tests for West Virginia certification; and
7. Have submitted required forms and fees for certification.

All teacher education students should be mindful that, in order to be recommended for certification, the West Virginia Board of Education requires that the appropriate College official attest to the following statement: 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 charges (felonies or misdemeanors) which would show a lack of good moral character.

### **Curricular Policies for Teacher Education**

The following curricular policies are common to all teaching specializations. Please refer to the specialization area handbook for specific policies for your area of interest.

1. No more than seven years must have elapsed between completing any course in specialty and professional studies areas and the completion of the teacher education program. In order to complete a teacher education program:
  - A. Students must complete within seven years the graduation requirements of the Catalog which they have chosen. They may choose a Catalog in effect at their initial admission to the College or a subsequent Catalog. If no Catalog choice is explicitly made, the student is assigned one. Students may not split Catalog requirements.
  - B. State-mandated changes, if they occur, override requirements in the Catalog on an implementation schedule determined by the state. Otherwise, the College Catalog is the binding document for all audits of graduation requirements.
  - C. Rules affecting the internal progress of students within the education programs are provided in the Specialization Handbooks, and exceptions to these rules must be approved by the Professional Education Unit Council.

2. Once a student has been admitted to Shepherd College, transfer course work to be applied to meeting specialty studies and professional 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.
3. All students seeking elementary or secondary education degrees must satisfy the requirements for graduation that apply to all Shepherd College graduates and, in addition, maintain at least a GPA of 2.5 in education (consists of Professional and Specialty Studies Curriculum) and an overall GPA of at least 2.5.
4. Each specialization area determines the courses which must be satisfactorily completed prior to student teaching.
5. All required professional education courses except the student teaching seminar and capstone seminar must be completed prior to student teaching.
6. Specialization areas may identify critical courses and experiences which require more rigorous levels of performance than the minimums established by the professional education unit.

### **Elementary Education**

The purposes of elementary education multi-subjects specialization are:

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

Specific general studies requirements

GSCI 103, 104 General Physical Science I and II	8
MATH 101 Introduction to Mathematics	3

### **Professional Studies Core for Elementary Education**

Hours required	42
EDUC 150 Seminar in Education	1
EDUC 200 Foundations of Education	3
EDUC 320 Social and Psychological Conditions of Learning	5
EDUC 351 Integrated Pedagogy I	9
EDUC 352 Integrated Pedagogy II	9

EDUC 400 Student Teaching Seminar	3
EDUC 450 Student Teaching K-6	9
EDUC 460 Senior Capstone Seminar	3
<b>Specialty Studies for Elementary Education Multi-Subjects K-6</b>	
Hours required 37	
MUSC 102 Music as an Art and Science	2
MUSC 226 Music Materials and Procedures	3
ARED 325 Aesthetic Inquiry	3
HLTH 301 Health and Safety in the Elementary School	3
PHED 110 Elementary School PE Activities	3
HIST 201 History of the United States to 1865	3
HIST 202 History of the United States, 1865 to Present	3
HIST 309 West Virginia and the Appalachian Region	3
GEOG 101 Principles of World Geography	3
BIOL 100 Life Science for Elementary Teachers	4
CHEM 100 Chemical Science	3
CHEM 100L Chemical Science Laboratory	1
MATH 300 Mathematics for Elementary Teachers	3

Electives: Students are encouraged to pursue a concentration in a content area through the use of their elective hours. Students are encouraged to select upper division courses for these electives. The variety of options for such concentrations and courses can be discussed with an advisor.

Other Requirements: The Department of Education has the responsibility for both the professional studies and specialty studies components of the elementary education specialization, so the student's advisor will be from this department. Students should consult the elementary education specialization handbook for the most up-to-date policies, procedures, and requirements for this specialization.

Contact Person: Dr. Doug Cooper, Knutti Hall 106, 304/876-5292, or Department of Education, Knutti Hall 108, 304/876-5305.

### **Specialty Studies for Early Education PreK**

Students who are especially interested in education in nursery schools, day care centers, or at the kindergarten level may wish to pursue this specialization.

<b>Hours required</b>	<b>49</b>
MUSC 102 Music as an Art and Science	2

MUSC 226 Music Materials and Procedures	3
ARED 325 Aesthetic Inquiry	3
HLTH 301 Health and Safety in the Elementary School	3
PHED 110 Elementary School PE Activities	3
HIST 201 History of the United States to 1865	3
HIST 202 History of the United States, 1865 to Present	3
HIST 309 West Virginia and the Appalachian Region	3
GEOG 101 Principles of World Geography	3
BIOL 100 Life Science for Elementary Teachers	4
CHEM 100, 100L Chemical Science and Lab	4
MATH 300 Mathematics for Elementary Teachers	3
EDUC 314 Foundations of Early Education	3
EDUC 334 Instructional Strategies in Early Education	3
EDUC 336 Clinical Experiences in Early Education	3
FACS 304 Child Development	3

EDUC 314, 334, and 336 are offered every third semester in the above sequence. The sequence begins with EDUC 314 in fall 2001 and again in spring 2003. Students should plan accordingly in order to follow this sequence.

In addition to these courses, two additional courses are required: GSCI 103 and GSCI 104. The last two courses fulfill general studies requirements in science. MATH 101 is a prerequisite for MATH 300.

Electives: Students are encouraged to pursue a concentration in a content area through the use of their elective hours. Students are encouraged to select upper division courses for these electives. The variety of options for such concentrations and courses can be discussed with an advisor. Other Requirements: The Department of Education has the responsibility for both the professional studies and specialty studies components of the elementary education specialization, so the student's advisor will be from this department. Students should consult the elementary education specialization handbook for the most up-to-date policies, procedures, and requirements for this specialization. Contact Person: Judy Kepple, Stutzman-Slonaker Hall 205, 304/876-5256, or Department of Education, Knutti Hall 108, 304/876-5305.

### **Middle School Education**

The middle school certification includes 5-9 grade ranges. The required courses in professional studies are listed below. See individual specialization areas for specialty curriculum. Students who want middle school certification must complete two middle school specializations or one middle school specialization AND either the elementary education multi-subjects K-6 specialization or one secondary education specialization.

## Professional Studies Core for Middle School Education

Hours required	29
EDUC 150 Seminar in Education	1
EDUC 200 Foundations of Education	3
EDUC 319 Middle School Curriculum	3
EDUC 320 Social and Psychological Conditions of Learning	5
EDUC 4XX Special Methods	3
EDUC 435 Special Methods Practicum	2
EDUC 400 Student Teaching Seminar	3
EDUC 453 Student Teaching, Grades 5-9	9

Contact Person: Dr. Doug Cooper, Knutti Hall 106, 304/876-5292 or Department of Education, Knutti Hall 108, 304/876-5305.

## Secondary Education

The secondary certification includes K-12, 5-9, 5-12, or 9-12 grade ranges. The required courses in professional studies are listed below. See individual specialization areas for specialty curriculum.

## Professional Studies Core for Secondary Education

Hours required	30-33
EDUC 150 Seminar in Education	1
EDUC 200 Foundations of Education	3
EDUC 320 Social and Psychological Conditions of Learning	5
EDUC 370 Creating Learning Environments	4
EDUC 4XX Special Methods	3-6*
EDUC 400 Student Teaching Seminar	3
EDUC 435 Special Methods Practicum	2
EDUC 45X Student Teaching	9

\* Family and consumer sciences education requires 6 hours.  
See each specialization for specific course numbers and titles.

## Education Minor

The education minor is offered to students who may have some interest in teaching or who wish to develop a more critical understanding of the role of schooling in society. It combines a core set of classes and selections made from three areas emphasizing the foundations, the sociological, and the psychological. THE EDUCATION MINOR DOES NOT LEAD TO A RECOMMENDATION FOR

## TEACHER CERTIFICATION.

**Curriculum for a Minor in Education**

Total hours required	22-23
Required core	10-11
EDUC 200 Foundations of Education	3
EDUC 320 The Social and Psychological Conditions of Learning	5
EDUC 392 Cooperative Education in Education OR	3
EDUC 429 Adult Education Models and Practices OR	2
EDUC 336 Clinical Experiences in Early Education OR	3
EDUC 390 Experiential Learning	3
Electives	12

Choose one course from each of the three groups below and an additional course which may be selected from any of the three groups.

## Foundations

ENGL 203 Teaching Reading and Adolescent Literature	3
EDUC 314 Foundations of Early Education	3
EDUC 360 Survey of Exceptional Children	3
PHIL 315 Ethics	3
PSCI 412 Metropolitan Politics	3

## Sociological

ENGL 360 Literature and the Sexes	3
WMST 201 Introduction to Women's Studies	3
EDUC 310 Educational Sociology	3
SOWK 305 Human Behavior in the Social Environment	3
SOWK 417 Sex and Gender in Contemporary Society	3
SOCI 205 Social Problems	3
SOCI 303 The Family	3
SOCI 403 Ethnic Relations	3
SOCI 411 Social Stratification	3

## Psychological

EDUC 334 Instructional Strategies in Early Education	3
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PSYC 301 Adolescent Development	3
FACS 304 Child Development	3
PSYC 305 Social Psychology	3
PSYC 430 Humanistic Psychology	3

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*The catalog excerpts available on this Web site are an exact reflection of the printed version of the catalog. The Shepherd College Catalog is for information purposes only and is not considered a binding contract between Shepherd College and students. Changes may apply to both present and prospective students. Although College officials are available to advise students, it is the student's responsibility to comply with College policies, including the requirements for degrees.*