

PRE-CLINICAL EDUCATION COURSES WITH PRACTICUM COMPONENTS

EDUC 150: Seminar in Education [LEVEL: Awareness]

WHO: All education majors

PRE-JUNCTURE

Catalog Description:

Introduces the prospective teacher to the study of education and the Educator Preparation Program (EPP) at Shepherd University. Focuses on the self as a learner, the nature of education, and an introduction to other practical issues in the daily lives of today's teacher (i.e., lesson planning, formal and informal assessments). Based on readings and field experiences, the student will develop a philosophical and practical understanding of teaching and learning in today's public-school classroom. EDUC 150 also introduces the student to the characteristics of the EPP's philosophy and theme: Teacher as Reflective Problem Solver (TARPS). Prerequisite to all education courses. **This course requires a field experience of one full instructional day, as established by Shepherd University staff; students are responsible for obtaining their own transportation.** [Core Code FY]

Course Overview:

The Educator Preparation Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices and to actively participate in the shaping of one's own life and the shaping of the social, cultural, political, and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students.

EDUC 150 requires a one-day job shadow (approx. 8 hours) to allow teacher candidates to explore the roles and responsibilities of a P-12 classroom teacher. Teacher candidates are assigned to a classroom in their preferred specialization (e.g., the prospective social studies teacher candidate will be placed within a SS classroom). Teacher candidates will shadow the assigned classroom teacher for the full contracted working day; the job shadow experience includes conducting a one-on-one interview with the assigned teacher, taking notes throughout the day, and reflecting on the various tasks and commitments of today's classroom teacher.

Course Objectives (WVPTS 4a, 4b, 4c; ISTE 3.5b, c):

- To introduce the field of education to prospective teacher education candidates;
- To explore the field of education as a career path;
- To establish a basis for developing an educational philosophy;
- To initialize critical inquiry through field-based experience in a public school;
- To explore challenges and rewards of the teaching profession;
- To create a four-year plan that outlines the sequence of required courses; and
- To explore the SOE Educator Preparation Program Goals.

Learning Outcomes:

Students in this course will...

- learn strategies to help them survive and thrive during their first semester on campus and beyond;
- understand themselves better as they transition into college life and develop critical thinking skills;
- grow more comfortable interacting with and learning about people around them;
- learn to identify, locate, evaluate, and effectively and responsibly use and share information for a problem at hand; and
- learn to promote self-care (wellness) decisions that will improve the quality of life.

NOTE: Failure to complete the assigned one-day Job Shadow experience on the assigned date/time(s) will result in failure of the course. [NOTE: With an excused/documentated absence per university policy, student is allowed one opportunity to reschedule the job shadow experience.]

Key Assessment(s): Job Shadow Reflection Paper

Students will shadow an individual teacher in their chosen field of study for one full school day. They will take observation notes and interview their assigned teacher. They will use their observation and interview notes to write a reflection on their experience and then share their thoughts and insights about their experience with the class. Students must carefully edit and proofread their papers before submission.

(InTASC 4, 5, 7, 8, 9, 10 / NETS-T 3a, / WVPTS 1b, 2c, 4a, 4c)

Instructor Qualifications / Certifications:

Full-time Shepherd University Faculty/Staff with a minimum of two-years' experience in the School of Education / Educator Preparation Program.

Supervisor Responsibilities:

- The EDUC 150 course instructor acts as the supervisor for this practicum.
- Work with the field placement coordinator to identify the number and type of classrooms needed.
- Provide candidates with the names of the teachers and schools to which they have been assigned.
- Introduce candidates to professional dispositions / ethical code of conduct for educators.
- Review expectations and responsibilities expected of teacher candidates in the field.
- Insure that teacher candidates complete the full day job shadow in a professional manner.
- Answer any questions raised by school administrators, teachers, and/or teacher candidates.

Teacher Candidate Responsibilities:

- Arrive at the assigned school on the designated day at the time that the teacher contracted day begins. Stay through the end of the teacher contracted day.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Observe, taking notes throughout the day regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher, being sensitive to the teacher's time and obligations to their P-12 students.
- Conduct themselves in a professional manner throughout the day as defined by the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Fulfill any other expectations and responsibilities as introduced in the syllabus and/or by the course instructor.
- Complete follow-up assignments related to the job shadow. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 8**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate to the school and include them in viewing all aspects of being a P-12 classroom teacher, both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Verify that the teacher candidate attended for the full "teacher" day.

EDUC 200 / EDUC 581: Foundations of Education
[LEVEL: Awareness]

WHO: All education majors

PRE-JUNCTURE

Catalog Description:

An examination into the relationship between the American public school as a social institution and American society as a whole through a combination of philosophical, historical, and problem-oriented inquiry. This approach will provide students different perspectives, allowing them to see their professional role beyond the confines of the classroom, building more sensitive and effective educators of tomorrow. EDUC 200 will introduce the progression of the student's pathway through the Educator Preparation Program (EPP) at Shepherd University (e.g., key assessments, program gateways [Juncture], other requirements for all students). The course will also explore the history of Education; cultural influences and issues of equity in Education; and the roles and responsibilities of today's teacher (i.e., dispositions, lesson planning, standards and objectives, and best practices for small group instruction). Prerequisites: EDUC 150 (or MUSC 100 for Music students only) and ENGL 102 with grades of C or better. **This course requires a 20-hour field experience, as established by Shepherd University staff; students are responsible for obtaining their own transportation.** [Core Codes SO MD]

Course Objectives:

This course is designed to:

- Assist you in developing a framework for thinking about teaching as a profession and your roles/responsibilities within the teaching profession. (WVPTS 1a ARP, 4c ARP) (ISTE 1b AP)
- Introduce you to the historical development of American public education. (WVPTS 5d-ARP) (ISTE 1c AP)
- Pose and answer questions regarding educational practice and influences on educational practice. (WVPTS 2a-ARP) (ISTE 2a 2b A)
- Analyze how teaching practice and schools shape and are shaped by cultural, political, social, and economic forces. (WVPTS 1d AP, 2a-ARP) (ISTE 2a 2b A 6a A)
- Support development of an emerging philosophy of educational practice. (WVPTS 4c ARP) (ISTE 2a 2b A)
- Examine how schools' impact and are impacted by issues of equity. (WVPTS 2a AR) (ISTE 3a 3b A 3d AP)
- Evaluate the moral dimension implicit in teachers' everyday actions/interactions with children/youth, parents, and colleagues. (WVPTS 4b, 4c API; 5d ARP) (ISTE 4d AP)
- Provide initial experience with factors that impact learning success of diverse learners. (WVPTS 1a 1d ARP, 2a 2b ARP, 3c, 3e, 3f ARP) (ISTE 3d AP)

Learning Outcomes:

Students in this course will begin to:

- Understand and appreciate the importance of society and human behavior;
- Explore factors including the individual, family, peers, and a range of institutional structures;
- Gain an understanding of the complexity and the interconnectedness of individuals, groups, and social structures; and
- Learn to apply approaches and methods consistent with Education as a discipline.

NOTE: Failure to complete the minimum 20 hours of service-learning field hours as directed will result in failure of the course. Further, a candidate's misrepresentation of hours and/or experience within the field will result in failure of the course.

Key Assessment(s): Service-Learning Reflection Assignment (InTASC 5, 7, 9, 10 / NETS-T 5, / WVPTS 4, 5)

Students will compose a well-constructed analysis and reflection paper that includes details and specific examples from their service-learning activities as outlined in the grading rubric for the assignment. The student should be able to analyze the service-learning placement site as a school institution in relation to its political, social, and economic goals. Students should connect their analysis to both course content and readings using both in-text citations as well as a reference page in APA format. Students must carefully edit and proofread their papers before submission. The Reflection Assignment must address/include the following:

- What have you learned about the students and yourself as a teacher?
- Did you meet the goals you set for yourself prior to the experience?
- How has your service influenced your understanding of educational issues such as those discussed in your course and/or texts?

Instructor Qualifications / Certifications:

Master's Degree in Education with a minimum of 3 years' teaching experience in the public-school setting.

Course Instructor / Supervisor Responsibilities:

- The EDUC 200 course instructor acts as the facilitator/supervisor for this practicum. (This practicum does not require an observation from the course instructor.)
- Work in conjunction with Field Placement Coordinator and candidates to guide and confirm placements within appropriate service-learning opportunities within local P-12 and/or community partners (e.g., after-school tutoring and/or other volunteer opportunities within local schools, communities, etc.).
- Maintain EDUC 200 Service-Learning Tracking document to confirm candidate placements with local P-12 and/or community partners.
- Provide candidates with information regarding on-site expectations; problem-solve issues that may arise during practicum experience.
- Introduce candidates to the SU TCDA with subsequent discussions and activities regarding dispositions and their importance in the classroom. Collect from the students the TCDA Student Acknowledgement Form as well as their initial TCDA self-assessments. Evaluate each prospective teacher candidate (education major/minor) using the TCDA as a foundational disposition assessment for the student's file via iRubric at the end of the semester.

Teacher Candidate Responsibilities:

- Contact assigned local P-12 and/or community partners to setup service-learning field experience opportunities **as directed by course instructor/syllabus**. [You may not complete your service-learning opportunity in a private setting (e.g., someone's home, a business owned by a friend or family member, etc.)]
- Arrive on the scheduled days and times.
- Work with assigned students as directed by the site supervisor.
- Provide documentation of any requirements mandated by the P-12 and/or community partner (e.g., TB testing, vaccines, etc.).
- Maintain professional conduct and attire at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#). Sign and submit the TCDA Student Acknowledgement Form.
- Education Major/Minor students: Self-assess using the SU TCDA via iRubric by the end of the semester.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- Upload Field Experience Log as required by the EPP.
- **Minimum total required hours in field placement: 20**

Site Supervisor Responsibilities:

- Welcome the teacher candidate(s) and provide direction regarding their assigned student as well as the content to be covered.
- Answer questions that arise during candidates' work with students.
- Verify teacher candidate attendance/hours.
- Send home any teacher candidate who does not maintain professional conduct or attire and immediately contact the Coordinator of Educator Preparation Program, Accreditation & Compliance [CEPAC] at Shepherd University.

EDUC 320: The Social & Psychological Conditions of Learning [LEVEL: Awareness/Initiative]

WHO: All education majors

PRE-JUNCTURE

Catalog Description:

EDUC 320 provides prospective teacher candidates with the theoretical understanding necessary for teaching and learning in today's classroom. The course will focus on the foundational awareness of how knowledge is constructed in all areas of human development (i.e., cognitive, social, emotional, and physical). Developing this understanding will empower the prospective teacher candidate to advocate for the holistic success of all students. Theories of learning and principles of teaching and learning will be introduced throughout the course. EDUC 320 will explore lesson planning and assessment as related to course concepts, with practical application activities throughout. Finally, the course will further emphasize the requirements of the Educator Preparation Program (EPP) at Shepherd University (i.e., dispositions, key assessments, program gateways [Juncture]). This course is required for all pre-service teaching candidates across all professional specialty fields. **This course requires a 30-hour field experience in a public-school classroom, as established by Shepherd University staff; students are responsible for obtaining their own transportation.** Prerequisites: Grades of C or better in EDUC 150 (or MUSC 100 Music majors only), and both EDUC 200 and COMM 202.

Course Overview:

The primary goal of EDUC 320 is to support prospective teacher candidates with foundational, awareness acquisitions for: learners, learning, and the nature of knowledge construction. Course content focuses on cognitive, social, emotional, and physical development in order for prospective teacher candidates to empower all children with the knowledge for how to holistically function in our world as self-determining advocates. This course is required for all pre-service teaching candidates across all professional specialty fields.

Course Objectives:

This course is designed to help prospective teacher candidates begin to:

- Distinguish how it is you construct "various contexts" for learning (WVPTS 2a, 2c, 2f).
- Deconstruct social and psychological conditions associated with the teaching/learning cycle through prescribed research applications.

- Participate in a clinical, field immersion augmenting the knower's learning for developing human potentiality in real world contexts (WVPTS 5e, 5i).
- Integrate digital tooling with other scholarly, academic research activities, analyses exercises, and multimedia experiences (WVPTS 1b / 2a, 2b, 2c, 2d, 2e, 2f / 3d, 3e, / 4a / 5c; NETS-T 1b, 1d / 3a, 3d / 4a / 5c).

Learning Outcomes:

Students in this course will begin to:

- understand and appreciate the importance of society and human behavior;
- explore factors including the individual, family, peers, and a range of institutional structures;
- gain an understanding of the complexity and the interconnectedness of individuals, groups, and social structures; and
- learn to apply approaches and methods from within each course's discipline.

Practicum Description:

The practicum associated with this course is designed to provide opportunities for the Teacher Candidate to develop the knowledge, skills, and professional dispositions appropriate for [their] professional specialty field. The candidate is immersed in varied and developmental clinical experiences for initial explorations in this first extensive field experience, making observations in order to practice applications and skills for advancing preparation courses. EDUC 320 incorporates a mandatory 30-hour clinical practicum over approximately seven (7) full weeks in a district-assigned P-12 classroom, which functions as an authentic learning laboratory to integrate observation with hands-on, immersive experiences in the P-12 classroom setting. The arrangement accommodates the Action-Reflection-Action Cycle established herein. Teacher candidates are placed in classrooms commensurate with their individual specialization area (Elementary: Grades K-6; Secondary: Grades 6-8).

NOTE: Failure to complete the minimum 30 hours of field hours as directed will result in failure of the course. Further, a candidate's misrepresentation of hours and/or experience within the field will result in failure of the course.

Key Assessment: Field Reflection Paper

Students will engage in a field-based experience in their chosen field of study for a minimum of 30 hours as established by Shepherd University staff. They will take observation notes throughout the experience following the guidelines established by their course instructor. They will use their observation notes and instructor's guidelines to write a reflective, research-based paper on their experience to share their thoughts and insights about their experience. Students must carefully edit and proofread their papers before submission, adhering to the requirements and guidelines outlined in the grading rubric for the assignment provided by the instructor and posted within the course syllabus. (InTASC 1, 2, 3 / WVPTS 2a, 2b, 2d-fa / CAEP R1, R3.1, 3.3 / TCDA DP 1-2, 5-7, 9)

Course Instructor / Supervisor Responsibilities:

- Work with the Field Placement Coordinator to identify the number and type of classrooms needed.
- Develop and maintain a professional working relationship among facilitating/cooperating teachers, school administrators, school staff, and teacher candidates.
- Observe the learning conditions present in the teacher candidates' placements.
- Confer with teacher candidates and facilitating/cooperating teachers regarding pertinent observation/performance/dispositional topics.
- Review with students the SU TCDA with subsequent discussions and activities regarding dispositions and their importance in the classroom. Collect from the students their second TCDA self-assessments via MS Forms.
- After the field experience is finalized, complete a formal evaluation of each teacher candidate's dispositions (e.g., TCDA) via iRubric; engage teacher candidates in reflective dialogue/discussions regarding their dispositions as well as the practicum experience in general.
- Ensure the facilitating/cooperating teachers have received appropriate and applicable literature, instructions, and forms.

Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom upholding the university as well as local school/district expectations for professionalism.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Dialogue with the facilitating/cooperating teacher and other professionals in the building.

- Work with individuals and small groups under the direction of the facilitating/cooperating teacher.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- Be accountable to the university at all times.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Self-assess using the SU TCDA via iRubric by the end of the semester.
- Upload Field Experience Log as required by the EPP.
- Fulfill additional responsibilities as indicated in the EDUC 320 course syllabus.
- **Minimum total required hours in field placement: 30**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate(s) and orient them to the classroom.
- Engage and dialogue with the candidate(s) regarding their observations.
- Assign and support candidate(s) as they work with individual P-12 students/small groups and other teacher-related tasks.
- Answer candidate questions that arise during work with students.
- Verify teacher candidate attendance/hours.

EDUC 358 Elementary Practicum I [LEVEL: Initiative/Development]

WHO: Elementary Education Majors

POST JUNCTURE I

NOTE: EDUC 341 / EDUC 355 / EDUC 356 / EDUC 357 / EDUC 358 are co-requisite courses that comprise the first of three semesters comprising the elementary education program's culminating experience. This pedagogy-focused experience is designed to promote the development of teacher candidates who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for students in the elementary (K-6) setting.

Catalog Description:

This course allows Elementary Education teacher candidates the opportunity to participate in a supervised fieldwork experience where they apply their content-area knowledge, demonstrate appropriate professional dispositions, and practice pedagogical best practices. This practicum experience incorporates both formal and informal observation of the teacher candidate's instruction by both university and public-school faculty, completion of a reflective journal, and field-based assignments. Concepts incorporated into EDUC 358 also include but are not limited to Shepherd EPP's key assessments and program gateways. This course focuses on lesson planning, instructional methods, assessment, and classroom management, in conjunction with the corequisite methods courses. **This course requires a 70-hour field experience in a public-school classroom, established by Shepherd University staff; students are responsible for obtaining their own transportation.** Prerequisite: Admission into the Educator Preparation Program. Corequisites: EDUC 355, EDUC 356, EDUC 357, and EDUC 341.

Course Overview:

This is a site-based course. Students will work with their on-site supervisor (cooperating teacher), the Field Placement Coordinator, and the course instructor to meet the requirements as outlined in this syllabus to facilitate student success in the program. While in the field, students will communicate with the course instructor using BRIGHTSPACE and email accounts provided through the university. Field logs, reflections, documentation of hours, and any requirements outlined by the Field Placement Office will be turned in following the guidelines and schedule outlined in this syllabus unless otherwise approved by the course instructor.

Course Objectives:

Teacher candidates are provided a field-based classroom experience for observation, assistance, and practicing various research-based instructional practices. This course is designed to help prospective teacher candidates to:

- Teacher candidates will extend their understanding of developmental theory and its implications for pedagogy. This general goal includes the following:
 - Major developmental stages of students and their impact on pedagogy content understanding. (WVPTS 1a);
 - Recognition of the unique needs of the individual learner based in cultural and exceptional terms. (WVPTS 2a);
- Understanding of the importance of active pupil involvement and interaction in the learning process. (WVPTS 3c, d, f);
- Teacher candidates will apply their knowledge of cultural differences, diversity and special needs into their instruction, focusing on differentiated instruction by applying Universal Design for Learning (UDL) principles.
- Teacher candidates will apply the principles of lesson plan writing learned in the methods courses and practice effective, researched-based teaching strategies to students in small groups and whole-class.
- Teacher candidates will demonstrate a working knowledge of content, lesson planning, and teaching of an integrated lesson, including resource files, teaching units, materials, and classroom setting. (WVPTS 1a, 1b, 1c, 1d)
- Teacher candidates will demonstrate knowledge of various factors to be included in classroom organization, including short- and long-term planning, grouping, discipline, classroom management, assessment, evaluation, and mainstreaming/inclusion. (WVPTS 1c, 1d, 2b, 2d, 2f, 3b)
- Teacher candidates will evaluate student achievement by developing and administering a variety of assessment instruments to plan instruction based on individual needs as well as to document student progress. (WVPTS 1e, 2a, 3e)
- Teacher candidates will identify and practice how to utilize technology effectively in the classroom. (NETS.T 1b, 2c, 3a-d)
- Teacher candidates will demonstrate the willingness and capacity to receive critical, constructive feedback on their teaching and strive for continual improvement based on that feedback.
- Teacher candidates will demonstrate the willingness and capacity for continuous critical reflection on professional dispositions and instructional practice. (WVPTS 3f, 4c)
- Teacher candidates will demonstrate a positive attitude toward professional activities and reading in the areas of science and educational research, which has implications for pedagogy. (WVPTS 4a, 5c)
- Teacher candidates will reflect on the importance of a classroom based on social justice and will be able to implement service learning in their classrooms.

Practicum Description:

This course requires a minimum of **70 field hours** in a public-school classroom where students immediately apply the content and strategies learned in methods courses to the context of their classroom placement. Work in the field is directed by a series of assignments that require integration of course content and pedagogy (from the methods courses: EDUC 341, 355, 356, 357) while working with children. During the practicum experience, students plan, implement, and evaluate lessons for children with different cultural backgrounds and with a range of exceptionalities using knowledge gained in the methods courses about data-driven and differentiated instruction using Universal Design for Learning (UDL) principles that were learned in EDUC 360 and EDUC 320. Additionally, students are required to apply instructional technology (EDUC 380) for teacher use and student use in this course. Students will negotiate their practicum schedule with the assigned classroom teacher where the practicum is held. All students are required to schedule at least one afternoon in the field classroom.

NOTE: Failure to complete the minimum 70 hours of field hours as directed will result in failure of the course. Further, a candidate's misrepresentation of hours and/or experience within the field will result in failure of the course.

Course Instructor / Supervisor Responsibilities:

- Full-time School of Education faculty serve as the supervisor(s) overseeing this practicum, answering questions raised by school administrators, facilitating/cooperating teachers, and/or teacher candidates.

NOTE: The Elementary Education Specialization Coordinator will work with the placement coordinator to identify the number and type(s) of classrooms needed.
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.
- Conduct a minimum of three (3) observations throughout the semester: two (2) informal observations and one (1) formal observation; complete a summary evaluation of each teacher candidate's dispositions and performance in

the field (e.g., STOT, TCDA); and conference with teacher candidate and facilitating/cooperating teacher regarding each candidate's performance and dispositions in the classroom.

Instructor of Record Responsibilities:

- Provide candidates with placement contact information via university LMS (e.g., Brightspace); review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom. Collect from the students their TCDA self-assessments via MS Forms.
- Review course expectations and responsibilities for the course with teacher candidates and facilitating/cooperating teachers.

Teacher Candidate Responsibilities:

- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Arrive on time and stay full-time designated in the field schedule.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Engage actively in working with students in Grades 1-2 in a variety of activities planned by the teacher, planned collaboratively with the teacher and/or reflective partner, and/or planned independently.
- Complete reflections and other field-based course assignments as designated by the course instructor(s)/syllabi. Self-assess using the SU TCDA via MS Forms by the end of the semester. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 70**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate(s) to the class; include them in all aspects of being a secondary classroom teacher.
- Answer questions about the classroom and provide direction for the candidate(s) to work with individuals, small groups, and whole class in activities planned by the teacher, collaboratively with and/or between candidate(s), and/or independently by the candidate(s).
- Question the candidate(s) to promote reflective dialogue and provide regular feedback regarding each candidate's emerging professional strengths and needs.
- Verify that each teacher candidate fulfilled the agreed upon scheduled field hours; complete a summary evaluation of each teacher candidate's performance and dispositions in the field (e.g., STOT, TCDA [as applicable]).

EDUC 364 Elementary Residency 1 [LEVEL: Initiative/Development]

WHO: Elementary Education Majors

POST JUNCTURE I

Catalog Description:

This is the first of two courses comprising the year-long residency experience. The Residency 1 is a culminating experience through the School of Education wherein the candidate will demonstrate the requisite knowledge, dispositions, and skills developed throughout their program, using the opportunity to blend theory and practice along with the tenets of the Teacher as Reflective Problem Solver (TARPS) approach into today's elementary-level classroom. This course provides an in-depth clinical experience in the public-school setting at the appropriate grade level, under the supervision of experienced and qualified personnel. Teacher candidates will be engaged in the Co-Teaching Model, experiencing immediate and ongoing collaboration with and feedback from both public school and university faculty throughout this semester-long practicum. **This course requires a minimum 250-hour clinical experience in the public-school setting across at least 14 weeks (approx. 18 hours per week), with the placement established by Shepherd University staff; students are responsible for obtaining their own transportation.** Co-requisites: EDUC 400, EDUC 359; Prerequisites: EDUC 358, and admission into the Educator Preparation Program.

NOTE: Failure to complete the minimum 250 hours of field hours as directed will result in failure of the course. Further, a candidate's misrepresentation of hours and/or experience within the field will result in failure of the course.

University Supervisor Responsibilities:

- Full-time and/or adjunct School of Education faculty serve as the supervisor(s) overseeing this practicum, answering questions raised by school administrators, facilitating/cooperating teachers, and/or teacher candidates.
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.
- Work with teacher candidates to schedule observations, using the proposed dates/times provided by the teacher candidate as a starting point; no observations during Week 1; follow schedule as set by the Field Placement Coordinator and as outlined in the Placement Information Packet provided by candidate. All formal observations must be arranged with the teacher candidate at least 48 hours in advance of each observation.
- Conduct a minimum of three (3) formal observations throughout the semester for each candidate; complete both formative and summary evaluations of each teacher candidate's dispositions and performance in the field (e.g., STOT, TCDA); and conference with each teacher candidate and their facilitating/cooperating teachers regarding each candidate's performance and dispositions in the classroom. STOT assessments are to be completed after the University Supervisor has observed the teacher candidate in their assigned classroom(s).

Teacher Candidate Responsibilities:

- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Arrive on time and stay the full time designated in the field schedule.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Engage actively in working with K-6 students in a variety of activities planned/taught by the teacher, planned collaboratively with the teacher (e.g., co-planned and co-taught with the teacher*), and/or planned independently by the teacher candidate.
- Email University Supervisor with dates/times to schedule three (3) observations at the same time as submitting the Placement Information Packet (PIP) to Field Placement Supervisor; no observations during Week 1.
- Complete reflections and other field-based course assignments as designated by the course instructor(s)/syllabus. Self-assess using the SU TCDA via MS Forms by the end of the semester. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 250**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate(s) to the class; include them in all aspects of being a secondary classroom teacher.
- Answer questions about the classroom and provide direction for the candidate(s) to work with individuals, small groups, and whole class in activities planned by the teacher, collaboratively with and/or between candidate(s), and/or independently by the candidate(s).
- Question the candidate(s) to promote reflective dialogue and provide regular feedback regarding each candidate's emerging professional strengths and needs.
- Verify that each teacher candidate fulfilled the agreed upon scheduled field hours; complete a summary evaluation of each teacher candidate's performance and dispositions in the field (e.g., STOT, TCDA [as applicable]).

***WVDE policy dictates that the facilitating/cooperating teacher and the teacher candidate are to co-plan, co-teach, co-assess, and co-reflect daily.**

EDUC 370 Creating Learning Environments [LEVEL: Initiative/Development]

WHO: All Secondary Education Majors with the exception of Music

POST JUNCTURE I

Catalog Description:

This is a secondary methods course intended to provide opportunities for the teacher candidate to implement educational theory and the Teacher as Reflective Problem Solver philosophy into practice. One goal of EDUC 370 is to provide knowledge and appreciation of variables affecting positive and negative learning environments in today's public-school classroom, including adapting to changes in the school environment and collaborating with colleagues. The course incorporates both formal and informal

observation of the teacher candidate's instruction by both university and public-school faculty and field-based assignments. Concepts incorporated into EDUC 370 also include but are not limited to Shepherd EPP's key assessments and program gateways. This course focuses on lesson planning, instructional methods, assessment, and classroom management. **This course requires a 70-hour field experience in a public-school classroom, established by Shepherd University staff; students are responsible for obtaining their own transportation.** Prerequisite: Admission into the Educator Preparation Program.

Course Objectives:

This course is designed to help prospective teacher candidates to:

- Apply knowledge of interrelatedness of disciplines in lesson planning (WVPTS 1A);
- Facilitate learning experiences that advance student creativity, problem solving and engagement (WVPTS 1B);
- Plan, deliver, and assess instruction in alignment with state content standards (WVPTS 1C, 1D, 2A, 3A);
- Demonstrate effective design and management principles to create classroom environments characterized by safety, flexibility, mutual respect, and active engagement of teacher and learners (WVPTS 2B, 2C, 2D, 2E, 2F, 5C);
- Communicate with students in a variety of ways during instruction to support students, engage discussion, pose questions and assess responses, and adjust instruction (WVPTS 3A, 3B, 3C, 3D, 3F);
- Design and implement formative assessment that instruments that complement instruction (WVPTS 3F);
- Assess their own teaching for the purpose of improving practice (WVPTS 4C);
- Model high standards for professionalism and ethical behavior in university and field contexts (WVPTS 5I);
- Reflect on their knowledge and practice using digital and collaborative tools (NETS-T 1C, 1D);
- Construct knowledge using authentic tools and issues (NETS-T 1B);
- Build knowledge collaboratively by developing online discussions (NETS-T 1D);
- Design, deliver, and assess lesson plans using digital tools (NETS-T 2A); and
- Model legal and ethical uses of digital information and digital etiquette (NETS-T 4A, 4C).

Learning Outcomes:

Through class discussion, quizzes, and field experience assignments, students in this course will be assessed on their ability to:

- Engage in inquiry and analysis;
- Demonstrate abilities in critical and creative thinking;
- Effectively communicate, in both oral and written English;
- Acquire quantitative and information literacy; and
- Demonstrate a capacity for collaboration/teamwork and problem solving.

Practicum Description:

The EDUC 370 practicum lays the basic foundations of general theory into practice for secondary teacher candidates. It deals with fundamental practices, which provide a context to build upon for the secondary candidate's content area methods courses and any associated practicums, which follows in the respective program's course sequence. Building upon the foundation laid in the EDUC 320 course and practicum, teacher candidates observe and analyze the workings of public-school classrooms and design and execute a minimum of two to three lessons in their practicum site. Teacher candidates are expected to spend a minimum of **70 hours** at the field placement site during this practicum. Teacher candidates also meet for university-based class meetings throughout the semester, thus realizing the Action-Reflection-Action Cycle. All placements are in the content area in which the candidate is seeking certification.

NOTE: Failure to complete the minimum 70 hours of field hours as directed will result in failure of the course. Further, a candidate's misrepresentation of hours and/or experience within the field will result in failure of the course.

Course Instructor / Supervisor Responsibilities:

- The EDUC 370 course instructor acts as the supervisor overseeing the practicum, answering questions raised by school administrators, facilitating/cooperating teachers, and/or teacher candidates.
- Work with the field placement coordinator to identify the number and type of classrooms needed.
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin.

- Provide candidates with placement contact information via university LMS (e.g., Brightspace); review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom. Collect from the students their TCDA self-assessments via iRubric; upload instructor completed TCDA via iRubric by end of semester.
- Review course expectations and responsibilities for the course with teacher candidates and facilitating/cooperating teachers.
- Formally observe each candidate teaching at least two lessons the candidate has planned (e.g. Mini-Unit), evaluate each candidate's performance and dispositions in the field (e.g., STOT, TCDA), and conduct reflective discussions with each candidate following each observation.

Teacher Candidate Responsibilities:

- Contact the assigned facilitating/cooperating teacher within the timeframe provided by the course instructor to set up an initial meeting where a schedule of field hours will be determined.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Arrive on time and stay the full time designated in the agreed upon schedule.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Engage actively in working with field classroom students in a variety of activities planned by the teacher, planned collaboratively with the teacher and/or reflective partner (e.g., co-teaching), and/or planned independently.
- Complete reflections and other field-based course assignments as designated by the course instructor(s)/syllabus. Self-assess using the SU TCDA via iRubric by the end of the semester.
- Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 70**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate(s) to the class; include them in all aspects of being a secondary classroom teacher.
- Answer questions about the classroom and provide direction for the candidate(s) to work with individuals, small groups, and whole class in activities planned by the teacher, collaboratively with and/or between candidate(s), and/or independently by the candidate(s).
- Question the candidate(s) to promote reflective dialogue and provide regular feedback regarding each candidate's emerging professional strengths and needs.
- Verify that the teacher candidate(s) fulfilled the agreed upon scheduled field hours; complete a summary evaluation of each teacher candidate's performance and dispositions in the field (e.g., STOT, TCDA [as applicable]).

COURSES WITH PRACTICUM COMPONENTS TAUGHT BY DEPARTMENTS/COLLEGES/SCHOOLS OUTSIDE THE SCHOOL OF EDUCATION FOR EDUCATION MAJORS

PHED 215: Fundamental Movement and Tumbling [LEVEL: Awareness]

WHO: All Physical Education Majors

PRE-JUNCTURE

Catalog Description:

This course is designed to provide physical education teacher candidates with the content knowledge, skills, and dispositions necessary to teach developmentally appropriate progressions for fundamental skills/concepts, dance, and gymnastics.

Practicum Description:

Candidates work with groups of children weekly during class throughout the second half of the semester for approximately eight (8) hours total. Children come to campus as part of an agreement with local schools. Candidates' work with these children is carried out under the direction and supervision of the PHED 215 course instructor.

Supervisor Responsibilities:

- The PHED 215 course instructor acts as the supervisor for this practicum.
- Provide teacher candidates with information pertaining to expectations for weekly on-campus visits (e.g., lesson/activity planning and assessment requirements) and supervise / problem-solve issues that may arise during these visits.
- Review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom.

Teacher Candidate Responsibilities:

- Arrive at the assigned days and times each week.
- Develop small group lesson/activity plans and appropriate assessments in advance of each weekly class meeting.
- Work with individuals and/or small groups as assigned and under the direction of the course instructor / university supervisor. Upload Field Experience Log as required by the EPP.
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- **Minimum total required hours in field placement: 8**

MUSC 100: First Year Seminar for Music Majors [LEVEL: Awareness]

WHO: All Music Education Majors

PRE-JUNCTURE

Catalog Description:

First year music majors will explore a variety of topics in this seminar, including a survey of music literature, effective music performance skills, practice techniques, careers in music, as well as presentations and discussions by the music faculty in areas of their expertise. This course will include general University survival skills for music majors to assist students in their transition from high school to University.

Prerequisites: Admission to the music department as a music major or minor.

Practicum:

MUSC 100 requires a one-day job shadow (8 hours) to allow teacher candidates (within the field of music only) to explore the roles and responsibilities of a P-12 public school music teacher. Teacher candidates are

assigned to a local public school music classroom. Teacher candidates will shadow the assigned classroom teacher for the full contracted working day; the job shadow experience includes taking notes throughout the day, and reflecting on the various tasks and commitments of today's music teacher.

Supervisor Responsibilities:

- The MUSC 100 course instructor(s) act(s) as the supervisor(s) for this practicum.
- Confirm the type of classrooms needed for placement with information provided by the field placement coordinator.
- Provide candidates with the names of the teachers and schools to which they have been assigned.
- Introduce candidates to professional dispositions / ethical code of conduct for educators.
- Review expectations and responsibilities expected of teacher candidates in the field.
- Insure that teacher candidates complete the full day job shadow in a professional manner.
- Answer any questions raised by school administrators, teachers, and/or teacher candidates.

Teacher Candidate Responsibilities:

- Arrive at the assigned school on the designated day at the time that the teacher-contracted day begins. Stay through the end of the teacher-contracted day.
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Observe, taking notes throughout the day regarding the roles and responsibilities of the teacher.
- Ask clarifying questions of the teacher, being sensitive to the teacher's time and obligations to their P-12 students.
- Conduct themselves in a professional manner throughout the day.
- Fulfill any other expectations and responsibilities as introduced in the syllabus and/or by the course instructor.
- Complete follow-up assignments related to the job shadow. Upload Field Experience Log as required by the EPP.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)).
- **Minimum total required hours in field placement: 8**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate to the school and include them in viewing all aspects of being a P-12 classroom teacher, both inside and outside the classroom.
- Answer questions about the roles and responsibilities of educators throughout the day.
- Verify that the teacher candidate attended for the full "teacher" day.

Music 322 Instrumental Pedagogy [LEVEL: Awareness/Initiative]

WHO: All Music Education Majors

PRE-JUNCTURE

Catalog Description:

This course is designed to acquaint the music education student with the various aspects of managing a public school instrumental music program. Philosophy, teaching methods, administration, grading, and scheduling are included. All instrumental tech classes are reviewed; therefore, it is preferable that the student have completed all instrumental tech classes prior to enrollment. Prerequisites: Declared music major or music minor with sophomore standing**, and successful completion of MUSC 227, MUSC 230, and MUSC 232; and either MUEN 160 or MUEN 360.

Practicum Description:

MUSC 322 requires 15 hours of classroom observation in a secondary (middle or high school) instrumental music placement. Teacher candidates will assist facilitating/cooperating teachers in planning, organization, and teaching tasks as deemed appropriate by the facilitating/cooperating teachers and supervisor.

Supervisor Responsibilities:

- The MUSC 322 course instructor acts as the supervisor for this practicum.

- Confirm the type of classrooms needed for placement with information provided by the field placement coordinator.
- Develop and maintain a professional working relationship among facilitating/cooperating teachers, school administrators, school staff, and teacher candidates.
- Review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom.
- Observe the learning conditions present in the teacher candidates' placements.
- Confer with teacher candidates and facilitating/cooperating teachers regarding pertinent observation/performance topics.
- Engage teacher candidates in reflective dialogue/discussions regarding the practicum experience.
- Ensure the facilitating/cooperating teachers have received appropriate literature, instructions, and forms.

Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom; maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Dialogue with the facilitating teacher and other professionals in the building.
- Work with individuals and small groups under the direction of the facilitating/cooperating teacher.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)). Upload Field Experience Log as required by the EPP.
- Be accountable to the university at all times.
- Fulfill additional responsibilities as indicated in the MUSC 322 course syllabus.
- **Minimum total required hours in field placement: 15**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate and orient them to the classroom.
- Dialogue with the candidate regarding their observations.
- Assign and support candidate work with individual P-12 students/small groups and other teacher-related tasks.
- Answer candidate questions that arise during work with students.
- Verify teacher candidate attendance/hours.

MUSC 325 Choral Pedagogy
[LEVEL: Awareness/Initiative]

WHO: All Music Education Majors

PRE-JUNCTURE

Catalog Description:

This course is designed to prepare the music education student to become an effective and successful choral music educator at the secondary level. Students will integrate score study, rehearsal technique, repertoire selection, vocal pedagogy, and the application of appropriate instructional strategies and materials into their peer teaching and field component assignments. Prerequisites: Declared music major or music minor with sophomore standing**, and successful completion of MUSC 227 and either MUEN 175 or MUEN 375.

Practicum Description:

MUSC 325 requires 15 hours of classroom observation in a secondary (middle or high school) choral music placement. Teacher candidates will assist facilitating/cooperating teachers in planning, organization, and teaching tasks as deemed appropriate by the facilitating/cooperating teachers and supervisor.

Supervisor Responsibilities:

- The MUSC 325 course instructor acts as the supervisor for this practicum.
- Confirm the type of classrooms needed for placement with information provided by the field placement coordinator.
- Develop and maintain a professional working relationship among facilitating/cooperating teachers, school

administrators, school staff, and teacher candidates.

- Review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom.
- Observe the learning conditions present in the teacher candidates' placements.
- Confer with teacher candidates and facilitating/cooperating teachers regarding pertinent observation/performance topics.
- Engage teacher candidates in reflective dialogue/discussions regarding the practicum experience.
- Ensure the facilitating/cooperating teachers have received appropriate literature, instructions, and forms.

Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom; maintain professional conduct at all times as defined by the local school/district as well as the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Dialogue with the facilitating teacher and other professionals in the building.
- Work with individuals and small groups under the direction of the facilitating/cooperating teacher.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)). Upload Field Experience Log as required by the EPP.
- Be accountable to the university at all times.
- Fulfill additional responsibilities as indicated in the MUSC 325 course syllabus.
- **Minimum total required hours in field placement: 15**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate and orient them to the classroom.
- Dialogue with the candidate regarding their observations.
- Assign and support candidate work with individual P-12 students/small groups and other teacher-related tasks.
- Answer candidate questions that arise during work with students.
- Verify teacher candidate attendance/hours.

MUSC 326 General Music Pedagogy and 21st-Century Technology
[LEVEL: Awareness/Initiative]

WHO: All Music Education Majors

PRE-JUNCTURE

Catalog Description:

This course covers a broad spectrum of methods, materials, and philosophical perspectives for teaching general music in P-12 school and community settings. With an emphasis on creative music making and world folk and popular musics, this course helps students develop techniques for teaching songs and singing, movement and dance, instrumental and choral music traditions, digital media/technology, composition, and improvisation. This course also prepares students to design culturally relevant and artistically meaningful curriculum and assessment for diverse music learners. Prerequisites: Declared music major or music minor with sophomore standing**; EDUC 200.

Practicum Description:

MUSC 326 requires 15 hours of classroom observation in an elementary general music placement. Teacher candidates will assist facilitating/cooperating teachers in planning, organization, and teaching tasks as deemed appropriate by the facilitating/cooperating teachers and supervisor.

Supervisor Responsibilities:

- The MUSC 326 course instructor acts as the supervisor for this practicum.
- Confirm the type of classrooms needed for placement with information provided by the field placement coordinator.
- Develop and maintain a professional working relationship among facilitating/cooperating teachers, school administrators, school staff, and teacher candidates.

- Review with candidates the SU TCDA with discussions as needed regarding dispositions and their importance in the classroom.
- Observe the learning conditions present in the teacher candidates' placements.
- Confer with teacher candidates and facilitating/cooperating teachers regarding pertinent observation/performance topics.
- Engage teacher candidates in reflective dialogue/discussions regarding the practicum experience.
- Ensure the facilitating/cooperating teachers have received appropriate literature, instructions, and forms.

Teacher Candidate Responsibilities:

- Attend required hours in the assigned classroom; maintain professional conduct at all times as defined by the local school/district as well the SU TCDA, the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).
- Provide documentation of any requirements mandated by the school and/or district (e.g., TB testing, vaccines, etc.).
- Dialogue with the facilitating teacher and other professionals in the building.
- Work with individuals and small groups under the direction of the facilitating/cooperating teacher.
- Notify the facilitating/cooperating teacher and university personnel prior to scheduled appearance for any absence; reschedule as required (review course and/or university policies for [excused/unexcused absences](#)). Upload Field Experience Log as required by the EPP.
- Be accountable to the university at all times.
- Fulfill additional responsibilities as indicated in the MUSC 326 course syllabus.
- **Minimum total required hours in field placement: 15**

Facilitating/Cooperating Teacher Responsibilities:

- Welcome the teacher candidate and orient them to the classroom.
- Dialogue with the candidate regarding their observations.
- Assign and support candidate work with individual P-12 students/small groups and other teacher-related tasks.
- Answer candidate questions that arise during work with students.
- Verify teacher candidate attendance/hours.
