

## REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION

1. Completion of 42 hours of courses including the following: CART 101, CSCI 267, EDUC 203, EDUC 205, ENGL 101, ENGL 102, and PED 201 with a grade of “C” or better.
2. An overall 2.75 grade point average.
3. Achieve a passing score on the PRAXIS Core Academic Skills for Educators (CORE) in the areas of Reading (156), Writing (162) and Mathematics (150) effective November 1, 2013. The PRAXIS CORE is a State requirement for certification.

Persons who meet one or more of the following criteria may be exempt from the Praxis Core Academic Skills for Educators (CORE).

- Attained, from a single administration, a composite score of 26 on the ACT, 1170 on the 1170 on the revised SAT using the combined Critical Reading and Math score.

If you wish to take all three computer-delivered CORE exams (5712, 5722, 5732) at the same time, select CORE Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).

4. Meet the West Virginia required computer skills through the successful “C” completion of CSCI 267.
5. Meet the West Virginia required listening and speaking skills through the successful “C” completion of CART 101.
6. Achieve a grade of “C” or better in ENGL 101 and ENGL 102.
7. Achieve a grade of “C” or better in PED 201.
8. Successful completion of oral presentation of Admission to Teacher Education interview.

## PROCEDURES FOR ADMISSION TO TEACHER EDUCATION

During the semester in which the student enrolls in the necessary course work and/or takes the prescribed examinations he or she should initiate procedures for admission to Teacher Education.

1. To initiate the procedure, the candidate obtains an Application Packet and completes the “Intent to Apply for Admission to Teacher Education” form. The packet is available from the Department of Education Office. Completed forms must be submitted, or e-mailed, to [Joanne.Rutherford@glenville.edu](mailto:Joanne.Rutherford@glenville.edu) in the Education Office by the following deadlines:

### Admission to Teacher Education

Summer and Fall  
Spring

### Submission of Materials

March 1  
December 1

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2. Candidates must complete the “Admission to Teacher Education Assessment Form” as well as the “Admission to Teacher Education Evaluation.” This form assesses the candidate in the areas of Performance and Dispositions. The completed assessment form, along with an additional blank second copy of the form is given to the academic advisor. The academic advisor completes the second form.
3. The faculty advisor ascertains the candidate’s eligibility for admission, completes the blank assessment form received from the candidate, and returns it to the Teacher Candidate to be placed in the portfolio, which must be prepared as outlined in the Application Packet, following the guidelines set forth in the Rubric for Assessment.
4. The “Admission to Teacher Education Assessment Form” from the advisor and the candidate’s self-assessment are added to the file created for that candidate. The existing file should already contain two copies of the “Admission to Teacher Education Assessment Form” which were completed and submitted to the Education Office by the faculty teaching Education 203 and Education 205 at course completion.
5. When all the paperwork has been completed and filed and the Portfolio Interview process has been successfully completed, the candidate who is applying for admission to teacher education is reviewed by the Teacher Education Review Panel (TERP). The panel membership consists of a representative of all departments offering specializations in Teacher Education, Dean of Students, Director of Residence Life, a representative from the Academic Support Center, Vice President for Academic Affairs, and the Dean of Teacher Education, who chairs the panel. Non-voting members of TERP include the College Certification Analyst and the Director of Teacher Education Field Placement.
6. The panel meets each semester prior to registration. An applicant may request to meet with the panel and the applicant’s advisor may accompany him/her. Such a request is submitted in writing at least 10 days prior to the scheduled meeting.
7. Panel members are sent a list of the names of the candidates requesting admission in advance of the scheduled meeting. If a panel member has reasons justifying the denial of any applicants, but cannot attend the meeting, such reasons should be stated in a letter and submitted to the chair of the panel prior to the meeting. All letters expressing concerns will then be read to the panel members in attendance. These letters will become part of the candidate’s permanent file maintained in the Department of Education.
8. The panel reviews each application. The panel makes a recommendation to the Dean of Teacher Education. Based upon the panel’s recommendation, the Dean may make one of three decisions:

**Full Admission:** This status is given to candidates who meet all admission requirements. Candidates may then enroll in upper division courses that require the Admission to Teacher Education prerequisite.

**Provisional Admission:** This status is given to candidates when one deficiency exists and circumstances warrant provisional admission. Provisional admission is for *one semester only* and is non-renewable. During the semester for which provisional admission is granted, the candidate may enroll in any specified upper division course, *except* Internship and the Capstone Assessment. A request for provisional admittance is *not guaranteed*.

All admission requirements must be met at the end of the semester in which the Provisional Status was granted. At this time, the candidate will automatically be admitted to Teacher Education. If any requirements are not met, the candidate's status will be changed to "denied." When this occurs, the candidate will not be permitted to enroll in *any* classes which require Admission to Teacher Education as a prerequisite. When all requirements are met, the candidate may reapply for full admission.

**Denied Admission:** This status is given to candidates who have not met all requirements for admission to teacher education. This decision prohibits enrollment in any upper division courses requiring Admission to Teacher Education as a prerequisite. The Dean specifies the reason(s) for the denial. A teacher candidate who has been granted full admission and consequently falls below a 2.75 grade point average will go to denied status. Any candidate receiving denied status must reapply for admission to teacher education.

9. The Dean notifies each candidate and the candidate's faculty advisor of the decision regarding application.
10. Candidates wishing to appeal the Dean's decision may do so through the Student Academic Grievance policy as outlined in this catalog.

## RETENTION IN TEACHER EDUCATION

To remain in any Teacher Education program, candidates must meet the following criteria:

1. Maintain a grade point average of 2.75 in overall course work attempted.
2. Maintain current tuberculosis (TB) test status before entering the public schools or other child-centered field experiences. Copies of all TB test results are retained in the Department of Education office.
3. Maintain a current degree plan with the faculty advisor.
4. Demonstrate professional competency in field experiences as required.
5. Maintain a clear social record in the Office of Student Life.

The faculty advisor, as well as the Dean of Teacher Education, monitor candidates' progress from admission to teacher education through the completion of the internship. When concerns arise throughout their program of study, candidates work with their faculty advisors to resolve those concerns expeditiously.

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### ADMISSION TO STUDENT INTERNSHIP

Typically, the internship occurs in the last semester prior to graduation. Candidates must apply for admission to internship during the semester prior to the internship.

### REQUIREMENTS FOR ADMISSION TO STUDENT INTERNSHIP

To be eligible for Admission to the Internship, candidates must meet the following requirements:

1. Hold full admission status in a Teacher Education Program.
2. Maintain a minimum overall 2.75 grade point average.
3. Maintain a minimum 2.75 grade point average in the specialization area(s) for which the candidate seeks licensure. Completion of all required hours in specialization area(s) with grades of “C” or better.
4. Maintain a minimum 2.75 grade point average in all education course work and have a “C” or better in each required Education course.
5. Pass all state-required components of PRAXIS Core and PRAXIS II, and meet all department requirements. No teacher candidate will be admitted to the Internship until **ALL** components of PRAXIS II are passed. Candidates for the **fall semester** must take and pass the PRAXIS II tests by the **June** test date. Candidates for the **spring semester** must take and pass the PRAXIS II tests by the **November** test date.
6. Maintain a clear social record in the Office of Student Affairs.
7. Maintain a current negative tuberculosis (TB) test status.
8. All Teacher Education candidates must adhere to the current West Virginia State Department of Education requirements for licensure.

### PROCEDURES FOR ADMISSION TO INTERNSHIP

The “Application for Admission to Candidate Internship” must be submitted to the Director of Field Experiences by **MARCH 1** to enroll in the following **fall semester** and **OCTOBER 1** to enroll in the following **spring semester**. Application forms are available in the Department of Education office.

**CANDIDATES ARE RESPONSIBLE FOR ENSURING THAT THEIR PAPERWORK IS SUBMITTED BY THE DEADLINES FOR ADMISSION.**

The Teacher Education Review Panel (TERP) screens the list of intern applicants each semester to determine their individual status. An applicant may request to meet with the panel; if desired, the applicant's advisor may accompany him/her. Such a request is submitted in writing at least 10 days prior to the scheduled meeting. Typically, panel meetings are scheduled during the week prior to the beginning of each semester.

If admission to the Internship is denied, the Teacher Education Review Panel must provide notification and the reason for denial to the candidate within five days of the decision. If denied admission the candidate may not begin the Internship during that respective semester. Once all deficiencies are met, the candidate may reapply for the Internship (by the stated deadline) to be considered for admission for the next semester.

### **Organization of the Internship Semester**

Candidates meet with the Director of Teacher Education Field Placement and supervising professors at the beginning of the semester in which they are enrolled in the internship. Primarily, the remainder of the semester is spent in the public schools; however, candidates are required to attend meetings, workshops and/or other professional development activities.

Interns may not enroll in any courses other than those prescribed during the internship semester without permission of the Dean of Teacher Education. Interns needing assistance may be required to enroll in Education 299, the Teacher Candidate Assistance Program (TCAP).

### **Grading of Internship**

Candidates enrolled in Internship will receive either CREDIT or NO CREDIT. CREDIT indicates successful performance of competencies; NO CREDIT indicates inadequate performance of competencies. Hours will vary based upon the number of Internship specializations the candidate pursues or the length of each required placement.

One credit hour of the Internship is the Capstone Assessment. Using portfolio artifacts and oral defense, candidates must validate that they have met the Interstate (N)ew Teacher Assessment and Support Consortium (InTASC) standards as well as the standards designated for their particular content area. Candidates must successfully complete the Capstone Assessment based on rubric evaluation in order to receive full credit for the internship.

### **Retention in Internship**

The Department of Education is dedicated to preparing teachers who are skilled, reflective and responsive with a commitment to their profession and to the students they serve. This requires that all candidates be monitored as they progress through the teacher preparation program. If teacher candidates encounter difficulties, remediation plans are developed and implemented through the Teacher Candidate Assistance Program (TCAP).

Teacher candidates may only attempt Internship twice. After the second unsuccessful attempt at Internship, the teacher candidate will not be allowed to continue in the Teacher Education Program.

## **LICENSURE REQUIREMENTS**

Upon completion of the program requirements, the Internship and the capstone assessment, successful candidates will be eligible for the Bachelor of Arts degree in Education. At that time, they are recommended to the West Virginia Department of Education for licensure to teach in West Virginia. Successful candidates will need to meet the following:

1. Complete all required course work with a minimum grade point average of 2.75 in each of the following areas: overall, professional education coursework and in each content specialization area that the candidate is seeking graduation and licensure.
2. Pass state-required PRAXIS Core and PRAXIS II assessments for all fields in which licensure is pursued.
3. Have and maintain a clear legal history including the following:
  - a. Never having had a teaching license refused, suspended or revoked.
  - b. Never having willingly surrendered a teaching license.
  - c. Never having had a criminal conviction or currently pending charge (felony or misdemeanor).
4. Complete all Internship requirements and competencies as documented by the Professional Semester Evaluation (PSE) performance assessment and the Special Subjects Supervisor Evaluation Form.

## **BACHELOR OF ARTS DEGREE IN EDUCATION**

Candidates who enroll at Glenville State College will generally follow the provisions of the catalog in use at the time of their admission. However, there are some exceptions specific to Teacher Education candidates as indicated below:

1. Candidates wishing to enroll or re-enroll in a Teacher Education program must complete the requirements of the current catalog.
2. All Teacher Education candidates must complete a criminal background check prior to completing any field experience. All paperwork will be processed through the Teacher Education Office. Criminal background checks must exhibit a clear legal history.
3. All Teacher Education candidates must have a negative tuberculosis (TB) test on file in the Teacher Education office prior to completing any field experience.
4. All Teacher Education candidates must adhere to the current West Virginia State Department of Education requirements for licensure. If policies are changed, the requirements delineated within this catalog may not be applicable.