

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, Writing and Mathematics. Passing scores are posted through the ETS website (<https://www.ets.org/praxis/wv/requirements/>). The PRAXIS CORE is a State requirement for certification.

Allowable exam exemptions per the West Virginia Board of Education Policy 5202 include the following:

For exemption from the Praxis Core Academic Skills for Educators (CORE):

- Attained, from a single administration, a New SAT score of 480 using the combined Evidence-Based Reading and Writing and a score of 530 in Math (effective May 2016); or:

For exemption from the Reading and Writing Sections of the CORE Only:

- Has attained a minimum combined score of 34 on the ACT enhanced exam (effective November 1989) in both English and Reading with a minimum individual score of 17 for each individual subject (English and Reading). Eligible scores for English and Reading on the ACT enhanced exam may be combined from multiple administrations of the exam; or

For exemption from the Mathematics Section of the CORE Only:

- Has attained a minimum individual score of 21 on the ACT enhanced exam (effective November 1989) in mathematics during any administration of the test.

If you wish to take all three computer-delivered CORE exams (5713, 5723, 5733) at the same time, select CORE Academic Skills for Educators: Combined Test (5752) when registering. Scores will be reported by individual test (5713, 5723, 5733). All test codes should be verified on the ETS website.

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 during the 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, she or he 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 by the following deadlines:

Admission to Teacher Education

Summer and Fall
Spring

Submission of Materials

March 1
December 1

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 (faculty). The academic faculty 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, Vice President for Student Life, a representative from the Academic Success Center, Provost and Vice President for Academic Affairs, and the Dean of 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.

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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 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 that 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 two or more deficiencies and 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 of Teacher Education 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 of Teacher Education notifies each candidate and the candidate's faculty advisor of the decision regarding application.
10. Candidates wishing to appeal the Dean of Teacher Education's decision may do so through the Student Academic Grievance policy as outlined in the GSC 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 a current degree plan with the faculty advisor.
3. Demonstrate professional competency in field experiences as required.
4. Maintain a clear social record in the Office of Student Life.
5. Maintain a clear criminal background check.

The faculty advisor, as well as the Dean of 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.

ADMISSION TO RESIDENCY

As per West Virginia Department of Education Policy 5100, Glenville State College Teacher Education programs will follow the year-long residency model beginning with freshman entering the fall 2021 semester. For those entering the fall 2021, a year-long residency will be in place. Typically, the year-long residency occurs in semesters seven (7) and eight (8) or in the final year of the program of study.

Candidates must apply for Admission to Residency I during the semester prior to Residency I. Residency II will occur in the final semester and after successful completion of Residency I.

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REQUIREMENTS FOR ADMISSION TO RESIDENCY I

To be eligible for Admission to Residency I, the following requirements must be met:

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 pass the PRAXIS II tests by the **June** test date. Candidates for the **spring semester** must pass the PRAXIS II tests by the **November** test date.
6. Maintain a clear social record in the Office of Student Affairs.
7. All Teacher Education residents must adhere to the current West Virginia State Department of Education requirements for licensure.

PROCEDURES FOR ADMISSION TO RESIDENCY I

The “Application for Admission to Residency I” must be submitted to the Director of Teacher Education Field Placement 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. Specific meetings for Application for Admission to Residency I will be held prior to each semester’s application due date. All teacher education candidates applying for Admission to Residency I must attend these meetings in which necessary documents are reviewed and completed.

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 Residency I 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 her/him. 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 Residency I 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 Residency I during that respective semester. Once all deficiencies are met, the candidate may reapply for Residency I (by the stated deadline) to be considered for admission for the next semester.

Organization of Residency I and Residency II

Residents must meet with the Director of Teacher Education Field Placement and supervising faculty at the beginning of the semester in which they are enrolled in Residency I. During Residency I, residents will spend three (3), full days during each week of the semester in the public school classroom. Two days a week of the semester will be spent at GSC in remaining courses.

Residency II occurs in the final semester and residents will be placed in the public school classrooms for the entire semester. During both Residency I and Residency II residents are required to attend meetings, workshops and/or other professional development activities that may occur at GSC.

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

Grading of Residency I and Residency II

Residents enrolled in Residency I and Residency II will receive either CREDIT or NO CREDIT. CREDIT indicates successful performance of competencies; NO CREDIT indicates inadequate performance of competencies. Residency I is six (6) hours of course credit. Residency II is eleven (11) hours of course credit.

One credit hour of the Residency II is the Capstone Assessment. Using portfolio artifacts and oral defense, candidates must validate that they have met the Interstate (In) 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 Residency II.

Retention in Residency I and Residency II

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, as well as all residents as they progress through Residency I and Residency II. If residents encounter difficulties, remediation plans are developed and implemented through the Teacher Candidate Assistance Program (TCAP).

Residents may only attempt Residency I twice. After the second unsuccessful attempt at Residency I, the resident will not be allowed to continue in the Teacher Education Program. Residents enrolled in Residency II may only attempt Residency II twice. After the second unsuccessful attempt at Residency II, the resident will not be allowed to continue in the Teacher Education Program.

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LICENSURE REQUIREMENTS

Upon completion of the program requirements, Residency I and Residency II and the capstone assessment, successful residents 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 residents 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 each content specialization area that the resident 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 Residency I and Residency II 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 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.