

Effective Spring 2007

## **PROFESSIONAL EDUCATION PROGRAM ADMISSIONS**

### **Non-Master's Alternate Certification Program**

(TEACHER EDUCATION ADMISSIONS or EDUC 499 Packet)

#### **PORTAL II: ADMISSION TO A TEACHER EDUCATION PROGRAM**

Candidates are advised by an assigned advisor in the Burton College of Education. Upon meeting requirements for admission to the Teacher Education and submitting your application packet, the candidate is assigned an advisor in the assigned department. Assignment to an advisor does not imply acceptance into a teacher education program. Portal II prerequisites must be met.

**In order to be officially admitted to a teacher education program, the following prerequisites MUST be met:**

1. Completion of Portal I: Declaration of a Major in Education portfolio; Posted to Student Web Server (requirement of EDTC 100).
2. Minimum cumulative GPA of 2.20 on a 4.0 scale.
3. Attend Alternate Certification Orientation on McNeese State University campus.
4. Minimum grade of "C" in EDTC 100.
5. Passing scores on PRAXIS I exams (minimum required scores subject to change):

Reading	174
Writing	173
Mathematics	172

*Note 1: As of September 1, 2006, a minimum ACT composite of 22 may be substituted for PRAXIS I.*

*Note 2: Candidates who already hold a graduate degree are exempt from PRAXIS I.*

6. Passing scores on PRAXIS II content-specific subject area exam

*Note: Acceptable NTE scores may be submitted in lieu of PRAXIS scores. Additional information on admission is available from the Office of Student Teaching and Professional Education Services, Farrar Hall, Room 135.*

7. Completion of **Professional Education Program Admission Application Form** (see following page). The application should be accompanied by:
  - a. Autobiography
  - b. Autobiography rubric completed by advisor
  - c. Two letters of recommendation from non-McNeese sources
  - d. Official verification of all PRAXIS scores

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Privileges:

1. Credit for EDUC 499 (Entrance into Teacher Education).
2. Evaluation of transcripts from the Department of Teacher Education as requested by candidate.
3. A signed prescription will be provided acknowledging eligibility for a PL2 license.
4. Enrollment in upper level professional education courses.

**After completion of application, submit to the advisor, department head, and Director of Student Teaching and Professional Education Services for approval and signatures.**

**PROFESSIONAL EDUCATION PROGRAM  
ADMISSION APPLICATION FORM (499)  
Declaration of Candidacy for Non-Master's Alternate Certification Program**

Name (Last name, First name)		Banner ID/PIN	
Street or P.O. Box	City	State	Zip
Primary Telephone	Secondary Telephone	E-mail	
Major	Advisor		
Degree(s) Held	Institution(s) Granting Degree(s)		
Date(s) Degree(s) Received	Semester/Year of Last Enrollment in a University		
Overall GPA	Hours Pursued	Quality Points	

**ADVISOR: Please check if the candidate has completed each of the following:**

- Minimum cumulative GPA of 2.20
- Verification of Alternative Certification Orientation attendance
- Minimum grade of "C" in EDTC 100 (indicates completion of Portal I)
- Praxis I/NTE/ACT scores (attached)
  - Praxis I:  Reading (174)     Writing (173)     Mathematics (172)
  - NTE:     Communication Skills     General Knowledge
  - ACT:     Minimum composite of 22
- Praxis II or NTE scores (attached)

Content area: \_\_\_\_\_ Score: \_\_\_\_\_

Content area: \_\_\_\_\_ Score: \_\_\_\_\_

- Two (2) letters of recommendation per guidelines
- Autobiography with rubric completed by advisor (attached)
- Academic transcripts (attached)

**I verify that I have met admissions requirements for a Professional Education Program at McNeese State University. Further, I understand that, if admitted, I must meet the following criteria in order to enroll in the student teaching/internship course:**

- 1. Earn a minimum GPA of 3.0 on all prescribed teacher preparation coursework**
- 2. Earn passing scores on the Praxis II: PLT exam (if not already completed)**

**Finally, I understand that in order to receive a recommendation for certification from McNeese State University, I must exit the Professional Education Program with a minimum GPA of 3.0 on all coursework including the student teaching/internship course.**

Student's Signature	Date	Recommended	Not Recommended
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
Department Head's Signature	Date		
_____	_____		

## **GUIDELINES FOR AUTOBIOGRAPHY AND LETTERS OF RECOMMENDATION**

### **I. Autobiography Technical Requirements**

- A. Proofread carefully for misspelled words, typing errors, and grammatical errors (punctuation, subject-verb agreement, verb tense and capitalization).
- B. The autobiography should be typewritten, 2-4 pages in length, double-spaced, 12 point standard font (no script), on white 8.5 x 11 paper.

### **II. Autobiography Structural Requirements**

Include the following sections and details:

- A. Introduction
- B. Personal information
  1. birthplace and brief family history
  2. special abilities (art, music, etc.)
  3. travel and hobbies
  4. beliefs concerning life-long learner advocate for change and/or all learners
- C. Experiences
  1. work experience not related to education
  2. educational experience
  3. teaching/tutoring or experience with children
  4. honors/educational achievements (activities, clubs, etc.)
  5. experiences with other cultures
- D. Goals (short and long term)
- E. Summary/conclusion (Why did you choose teaching as a career?)

Each paragraph should include:

1. One topic sentence to introduce the main idea of the paragraph
2. Supporting sentences to explain and/or support the main idea
3. One closing sentence to summarize or restate the main idea and transition to the next paragraph

In the summary section of the autobiography, show how your history and past experiences influenced your decision to become a teacher. This response should relate directly to the information provided in earlier sections of the narrative. Here, you are summarizing what is written and connecting it to your decision to become a teacher.

**An autobiography not meeting the minimum required score must be corrected by the candidate and reevaluated by the advisor.**

### **III. Letters of Recommendation (submitted to advisor with autobiography)**

- A. May be obtained from public school teachers, administrators, business personnel, or professors at other colleges or universities.
- B. Letters should relate to your work ethics, attitude, behavior patterns, and chances of success in the teaching field.
- C. Letters of recommendation must be submitted on official letterhead.
- D. Signature must be included on all letters of recommendation.
- E. No faxed letters accepted. Original letters must be submitted.

**Autobiography Rubric for Education 200**

<b>Candidate:</b>		<b>Advisor:</b>		
<b>Date:</b>	<b>Score:</b>		<b>/20</b>	<b>*Passing score: 16 (80%)</b>
<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Introduction</b>	The introduction is inviting, states the main topic, and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper but is not particularly inviting to the reader.	The introduction states the main topic but does not adequately preview the structure of the paper nor is particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Content</b>	Details are placed in logical order and the way they are presented effectively keeps the reader's attention. All structural requirements are met.	Details are placed in logical order, but the presentation style sometimes makes the writing less interesting. Eighty percent of structural requirements are met.	Some details are not in a logical or expected order, and this distracts the reader. Less than 80 percent of structural requirements are met.	Many details are not in a logical or expected order. There is little sense that the writing is organized. Structural requirements are not met.
<b>Structure</b>	Each paragraph contains a topic sentence, supporting sentences, and closing sentence that clearly makes a transition to the next paragraph.	Each paragraph contains a topic sentence with some supporting sentences and closing sentence.	Topic sentence is somewhat clear, but there is a need for more supporting information.	The topic sentence is not clear. There is a seemingly random collection of information.
<b>Word Choice</b>	Writer uses vivid words and phrases that are descriptive, and the choice and placement of the words seem accurate, natural, and not forced.	Writer uses vivid words and phrases that are descriptive, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate ideas clearly, but the writing lacks variety of style and content.	Writer uses limited vocabulary that does not convey ideas or capture the reader's interest. Slang or clichés detract meaning.
<b>Technical Requirements</b>			The paper is typewritten, double-spaced, 12 point font, white paper. No typing or grammatical errors.	The paper is typewritten, double-spaced, 12 point font, white paper. One or more typing or grammatical errors.
<b>Dispositions</b>			Expresses the desire to be a life-long learner, an advocate for all learners.	Makes no reference or expresses a minor reference to being a life-long learner, an advocate for change, or an advocate for all learners.