

PROFESSIONAL EDUCATION PROGRAM ADMISSIONS

(TEACHER EDUCATION ADMISSIONS or Education (EDUC) 200 Packet)

PORTAL II: ADMISSION TO A TEACHER EDUCATION PROGRAM

First-time freshmen students are advised in the Division of General and Basic Studies until 12 credit hours and a minimum cumulative 2.0 GPA are earned. At that time, the student is assigned an advisor in the academic department. Assignment to a teacher educator 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 (EDTC 100).
2. Completion of 30 semester hours with a minimum cumulative 2.500 GPA on all course work completed.
3. Minimum grade of “C” in EDTC 100, EDUC 204, all other education courses, and all psychology courses.
4. Secondary education majors must earn minimum grade of “C” in all courses in the primary and secondary teaching areas.
5. Minimum grade of “C” in ENGL 101 and 102 (or equivalent courses or passing scores on credit exams).
6. Passing grade in MATH 113 (or equivalent course or passing score on credit exam).
7. Passing scores on PRAXIS I exams (minimum required scores subject to change):

Through June 30, 2010	Effective July 1, 2010
Reading 174	Reading 176
Writing 173	Writing 175
Mathematics 172	Mathematics 175

Note: As of September 1, 2006, a minimum ACT composite of 22 or SAT composite of 1030 may be substituted for PRAXIS I.

8. Completion of **Professional Education Program Packet**. The application packet consist of the following documents:
 - a. Admission Application Form (see following page).
 - b. Autobiography
 - c. Autobiography rubric to be completed by advisor at the time of submission
 - d. Two letters of recommendation from non-McNeese sources on dated, official letterhead with original signatures (no copies)
 - e. Official verification of PRAXIS I scores
Note: Acceptable NTE scores may be submitted in lieu of PRAXIS scores. Additional information on admission to a teacher education program may be obtained from an advisor or from the Department of Teacher Education.
 - f. Signed Field Experience Data Form (Self-Report) for all field experiences
 - g. EDUC 200 Seminar Certificate of Completion

Privileges:

1. Credit for EDUC 200 (Entrance into Teacher Education).
2. Enrollment in upper level professional education courses.

After completion of application, submit to the advisor.

Professional Education Program
ADMISSION APPLICATION FORM
Declaration of Candidacy Spring 2009 and Later

Name (Last name, First name, Middle name, Maiden name) Banner ID/PIN

Permanent Street or P.O. Box City State Zip

Primary Telephone Secondary Telephone E-mail (checked by student)

Major Advisor

Semester/Year Entered MSU Semester/Year Declared Education Major

Other Universities Attended

Completed by advisor:

Overall GPA Hours Pursued Quality Points

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

- Minimum cumulative GPA of 2.500
Minimum grade of 'C' in EDTC 100
Minimum grade of 'C' in EDUC 204
Minimum grade of 'C' in education courses (other than EDTC 100 and EDUC 204)
Minimum grade of 'C' in psychology courses
(Secondary education only) Minimum grade of 'C' in courses in primary and secondary teaching areas
PRAXIS I/NTE/ACT scores (attached)
PRAXIS I: Reading (174) Writing (173) Mathematics (172)
NTE: Communication Skills General Knowledge
ACT: Minimum composite of 22
Two (2) letters of recommendation per guidelines
Autobiography with rubric completed by advisor (attached)
Copy of Field Experience Data Forms
Copy of EDUC 200 Seminar Certificate of Completion

*or equivalent courses or passing scores on credit exams

I understand that it is my responsibility to maintain the requirements for admission and retention in the teacher education program and that I do have to pass all parts of Praxis II in order to register for student teaching.

Student's Signature Date Recommended Not Recommended
Advisor's Signature Date Recommended Not Recommended
Department Head's Signature Date Recommended Not Recommended

Effective Spring 2009; Revised Fall 2009

Department Head's Signature (Department of Teacher Education)

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
- 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

In the summary section of the autobiography, the 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. Include how your history and past experiences influenced your decision to become a teacher; why you choose teaching as a career; your beliefs concerning educators as life-long learner; and your role as an advocate for all learners.

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

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. **Original** signature must be included on all letters of recommendation.
- E. No faxed letters accepted. Original letters must be submitted.

Autobiography Rubric for Education 200

Candidate:		Advisor:		
Date:		Score:		/20 *Passing score: 16 (80%)
Category	4	3	2	1
Introduction	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.
Content	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.
Structure	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.
Word Choice	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.
Technical Requirements			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.
Dispositions			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 or an advocate for all learners.