

**McNeese State University**

**Department of Education Professions**

**and**

**Office of Graduate Education Programs**

**Revised Spring 2019**

**Professional Education**

**Program Admissions:**

**EDUC 599**

**Student Handbook**

**and Application Forms**

**Professional Education Program Admissions:**

**EDUC 599 Information**

**Portal I. Declaration of a Major**

A candidate who selects a teacher education program for certification, but has not yet enrolled in EDUC 599 has entered Portal One. Candidates are assigned an advisor in the Burton College of Education. Assignment to an advisor does not imply acceptance into a teacher education program. To enter into Portal I, candidates must possess a baccalaureate degree from an accredited university.

**Portal II. Admission to a Teacher Education Program**

A candidate MUST complete ALL of the following Portal II requirements to be officially admitted into the Professional Education Program. Admission into the program affords students the privilege of enrolling in Portal II courses.

**To be officially admitted into a teacher education program, the following prerequisites MUST be met:**

* Completion of EDUC 599 Packet and Registration
	+ Admission Application Form
		- Minimum GPA of 2.50 on a 4.00 scale
	+ Professional Conduct I form
	+ 1 Student Pre-Collegiate Narrative with Graded Rubric from EDUC 647
	+ 2 Official verification of Praxis I/ACT/SAT scores
	+ Official passing scores on Praxis Content Specific Exam***- must submit official hard copy of Content Area Exam Scores WITH sub-scores***
* Previously completed EDUC 647 or will concurrently enroll in EDUC 647 and EDUC 599.

**1** The ***Student*** ***Pre-Collegiate Narrative*** and rubric are requirements in EDUC 647. Please attach the narrative and graded rubric FROM the course to the packet. If you do not have a copy of the rubric, then you will need to provide your advisor with a copy of your Student Pre-Collegiate Narrative and the blank rubric (included at the end of this packet) and have your advisor grade your narrative to include in your EDUC 599 packet.

2 Passing scores on Praxis I: Core Academic Skills for Educators Exam (minimum required scores are subject to change in accordance with policies set forth by the Louisiana Department of Education (www.teachlouisiana.net):

 Core Academic Skills for Educators: Reading 156

Core Academic Skills for Educators: Writing 162

Core Academic Skills for Educators: Mathematics 150

Before August 31, 2014: Before June 30, 2010:

Pre-Professional Skills Test Pre-Professional Skills Test:

PPST: Reading 176 PPST: Reading 174

PPST: Writing 175 PPST: Writing 173

PPST: Mathematics 175 PPST: Mathematics 172

***Effective March 2016:*** *An ACT composite score of 22 or an SAT combined verbal and math score of 1100 or higher (New SAT) or 1030 or higher (pre-March 2016 SAT) may be used in lieu of Praxis 1 PPST Exams or Core Academic Skills for Educators in reading, writing, and math by prospective teachers in Louisiana.*

***All Praxis scores should be officially reported to MSU and to the Louisiana Department of Education.***

**Instructions for Completing the Admissions Application Process**

Each student wishing to gain entrance into the teacher education program must complete a Professional Education Program Application Packet: EDUC 599 and submit all required documentation to his/her advisor.

1. **Declare your program as a Master of Arts in Teaching Candidate**
	1. The candidate should be officially declared as a Master of Arts in Teaching Candidate in one of the approved education curriculums
2. **Complete the Professional Education Program Admission Application Packet**
	1. Complete the **Professional Education Program Application Form**
	2. Ensure that you have met all of the pre-requisites.
	3. Locate and make a copy of your official ACT/SAT or Core Academic Skills for Educators Praxis Exam passing scores to include in the packet. ***You must include your sub-scores from the tests in your packet.***
	4. Locate and make a copy of your official Content Specific Praxis Exam passing scores to include in the packet. ***You must include your sub-scores.***
	5. Print out your *Student Pre-Collegiate Narrative* and graded rubric from EDUC 647
3. **Submit the Completed Packet to Your Advisor**
	1. Staple together the ***Admission Application*** form, the ***Professional Conduct Form I***, your ***Voluntary Self-Identification form***, your ***Core Academic Skills for Educators Praxis or ACT scores***, your ***Content Specific Praxis scores with sub-scores*,** and the ***Student Pre-Collegiate Narrative*** and scored ***rubric*** from EDUC 647.
	2. Sign and date the Admission Application form
	3. Bring the packet to your advisor for approval

Once you have submitted the packet to your advisor, he/she will check to ensure that all information is complete and accurate.

1. If the information is incorrect/incomplete/inaccurate, then your advisor will contact you and review the incomplete items with you.
2. If the information is correct/complete/accurate, your advisor will then forward the packet for final approval.
	1. Admission packet information will be rechecked for accuracy.
	2. If the packet is approved, you will be issued a permit to register for EDUC 599 in the upcoming semester.
	3. You will receive an email stating that your packet has been approved. The email will also provide you with the CRN for the EDUC 599 course that you will need to register for.
	4. Please note: **THE PERMIT DOES NOT ENROLL YOU IN THE COURSE**. You will need to register for EDUC 599 just as you would any other course that you would like to take.
	5. You do not have to do anything else for the EDUC 599 course other than registering. The course has no class meetings and there is no additional work to do. EDUC 599 is a zero credit course, so it will not affect the number of hours you carry or tuition costs. You **MUST** register for the course in order for it to appear on your transcript as being completed.

At the end of the semester for which you are registered for EDUC 599, you will be assigned a grade of “S”.

Once the grade of “S” appears on your transcript, you will be officially admitted into the Professional Education Program and will be eligible to enroll in Portal II courses. You will still need to meet with your advisor for advising and ALT PIN information.

You must earn passing scores on the Praxis Principles of Learning and Teaching Exam before being eligible to enroll in your student teaching/internship course.

**During your last semester of internship or during your student teaching semester, MAT candidates will take a written comprehensive examination.**

The earlier you get this done, the easier it will be for you to enroll in the courses you need to complete your program in a timely manner. Keep a running list of what you have completed so that you know when it is time to submit your packet.

**Prescription Plan:** A signed prescription plan will be provided upon request with the completion of an EDUC 599 packet, a registered permit for EDUC 599, and successful completion of or official documented registration in EDUC 647.

It is important that all candidates meet with their assigned advisor to discuss additional Praxis exams, MAT comprehensive exams, and upcoming mandatory meeting dates.

**If you have any questions or concerns about completing your admissions packet, feel free to contact your advisor or the Department of Education Professions via phone (337.475.5423), email (****educprof@mcneese.edu****)** **or stop by the Department of Education Professions Office (Farrar Hall 240).**

McNeese State University

Professional Education Program

ADMISSION APPLICATION/EDUC 599/ADVISOR VERIFICATION CHECKLIST

Declaration of Candidacy for Master of Arts in Teaching Education Program

|  |  |
| --- | --- |
|  |  |
| Last Name First Name MI |  | Banner ID |
|  |
| Permanent Address |  | City |  | State | Zip Code |  |
|  |  |
| Home Telephone/ Cell Phone |  | MSU Email Address |
|  |  |  |  |  |  |  |
| Major |   | Concentration |  | Personal Email Address |
|  |  |  |  |  |  |  |
| Degree(s) Held |  | Date(s) Degree Received |  | Institution(s) Granting Degree(s) |  | Semester/Year Last Enrolled in a University |
|  |  |  |  |
| Total GPA Credits Pursued: |  |  | Total Quality Points: |  |  |  |  | Cumulative GPA (≥2.50): |  |
| ***Please verify the student’s PASSING score(s) for the appropriate test(s) [ACT/SAT/Praxis I]:*** |
| ACT Score (Min. 22 Composite Required) |  |  SAT ≥1100 on Math & Reading/Writing  |   |
| ACT Sub-Scores |  |  |  SAT≥1030 on Math and Reading/Writing Pre-March 2016) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| English:  |  | Reading: |  | Sub-scores Mathematics: |  | Reading/Writing: |  |  |
| Math: |  | Science: |  |  |  |  |  |
| Core Academic Skills- Praxis I: | Reading ≥ 156  |  | Writing ≥ 162 |  | Mathematics ≥ 150 |  |
| 7/1/10-8/31/14 | PPST-Praxis I: | Reading ≥ 176 |  | Writing ≥ 175 |  | Mathematics ≥175 |  |
| Masters degree will be used in lieu of ACT/SAT/Praxis I Requirement: Degree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_***Please verify the candidate’s PASSING score(s) for the appropriate Content Specific Praxis exam AND verify that sub-scores are attached:*** |
| Content Area: |  |  | Test Number: |  |  | Score: |  |
| [ ]  | Official passing ACT/SAT/Core Academic Skills Praxis Scores are reported on Banner | [ ]  | A hard copy of the official passing test scores are attached *including sub-scores* |
| ***Please verify that the following items are attached to this form:*** |
| [ ]  | A completed Admission Application form |
| [ ]  | A completed Professional Conduct Form I  |
| [ ]  | A copy of the Voluntary Self-Identification Form |
| [ ]  | A copy of the Student Pre-Collegiate Narrative and the graded rubric from EDUC 647  |
| [ ]  | A hard copy of the ACT/Praxis I and Content Specific Praxis scores with sub-scores |

 [ ]  A copy of the candidate’s Academic Transcript (Minimum cumulative GPA of 2.50)

**I verify that I have met admission 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 3.00 on all prescribed teacher preparation coursework**
2. **Earn passing scores on the Praxis Principles of Learning and Teaching 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 3.00 on all coursework including the student teaching/internship course and pass the MAT comprehensive exam. I understand that it is my responsibility to meet and maintain the requirements for admission and retention in the program.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| Candidate Signature |  | Date |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  | [ ]  |  | [ ]  |
| Advisor Signature |  | Date |  | Recommended |  | Not Recommended |

**Professional Conduct Form I**

The student should complete this form and attach it to the Professional Education Admission Application: EDUC 599 Packet. This form will serve as a preliminary professional conduct survey prior to official entry into the Professional Education Program. The student will have to complete a second Professional Conduct Form prior to student teaching and will also be required to submit to a background check for a minimal fee.

ALL of the following questions MUST be answered truly, completely, and correctly.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **First Name** | **Middle Name** | **Last Name** |
|  |  |  |
| **- -** | **Date of Birth:** |  |
| **Social Security Number** |  | **Month** | **Day** | **Year** |
| **Address:** |  |
| **Street or PO Box** |
|  |  |  |  |
|  | **City** |  | **State** |  | **Zip Code** |
|  |  |  |  |
| **Each Question MUST Be Answered** | **Please Check****YES NO** |
| 1. **Have you ever had any professional license/certificate denied, suspended, revoked, or voluntarily surrendered?**

**If YES, in which state? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |
| 1. **Are you currently being reviewed or investigated for purposes of such action as stated in #1 or is such action pending?**

**If YES, in which state? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |
| 1. **Have you ever been convicted of any felony offense, been found guilty or entered a plea of nolo contendere (no contest), even if adjudication was withheld?**

**Date of Conviction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State of Conviction \_\_\_\_\_\_\_** **Court Jurisdiction of Conviction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |
| 1. **Have you ever been convicted of a misdemeanor offense that involves any of the following:**
2. **Sexual or physical abuse of a minor child or other illegal conduct with a minor child.**
3. **The possession, use, or distribution of any illegal drug as defined by Louisiana or federal law.**
 |  |  |
| 1. **Have you ever been granted a pardon for any offense as stated in #3 or #4?**
 |  |  |

If you have answered “YES” to any questions, #1 through #5, you will be contacted by the Office of Student Teaching and Professional Education Services to discuss your options for continuation in the Professional Education Program.

**I affirm and declare that all information given by me in the responses to items #1 through #5 above is true, correct, and complete to the best of my knowledge. I understand that misrepresentation of facts, by omission or addition, may result in criminal prosecution and/or the denial or revocation of my teacher certificate.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Student’s Signature** |  | **Date** |
|  |  |  |  |  |  |  |
| **Date Submitted to Advisor** |  | **Checked by Advisor (Initial):** |  |

**Voluntary Self-Identification**

**CONFIDENTIAL**

**For Data Collection and Statistical Use Only**

McNeese State University Burton College of Education does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, veteran status, sexual orientation or any other classification protected by Federal, State, or Local law. ***The information requested below will be used only in the compilation of data for accreditation and similar reporting purposes.***

Completion of this data is voluntary and will not affect your opportunity for admission into the program, if all requirements are met.

Please return this page with your completed Admission Application.

**PLEASE COMPLETE IN FULL:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Last Name |  |  | First Name |  |  | MI |  |
|  |  |  |  |  |  |  |  |
|  |
| Classification: | Senior [ ]  | Junior [ ]  | Sophomore [ ]  | Freshman [ ]  |
|  |  |  |  |  |
| Semester: | Fall [ ]  | Spring [ ]  | Year: | 20\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |  |
| Date of Birth: | \_\_\_ \_\_\_/ \_\_\_ \_\_\_/ \_\_\_ \_\_\_ \_\_\_ \_\_\_ |  |  |
|  |  |  |  |
| Gender: | Male [ ]   | Female [ ]  |  |
|  |  |  |  |
| **ETHNIC GROUP** |  |  |
| *Please check on of the descriptions below corresponding to the ethnic group with which you most identify.* |
|  |  |  |  |
| [ ]  American Indian or Alaskan Native  |
|  |
| [ ]  Asian |
|  |
| [ ]  Black or African American |
|  |
| [ ]  Native Hawaiian or Other Pacific Islander |
|  |
| [ ]  White |
|  |
| [ ]  Hispanic or Latino |
|  |
| [ ]  Two or More Races- All persons who identify with more than one of the above races |
|  |
| [ ]  Other |

**Student Pre-Collegiate Narrative (SPCN): EDUC 204/MUED 226/EDUC 647/EDUC 202 (PBC Only)**

***Description:*** As a candidate enrolled in EDUC 204, MUED 226, EDUC 202 (PBC Only) or EDUC 647, you will write a narrative of at least 750 words describing your own pre-collegiate educational experience (grades P-12). This narrative will be scored by your instructor using a rubric and is also one of the requirements for the Department of Education Entrance Packet. Follow the prompts below to organize your thoughts for the narrative.

**Worldview:** *Historical Context of Your Pre-Collegiate Education*

First**, *identify what type of P-12 school(s) you attended.*** What was the location of the school(s)? (i.e. rural, urban, home schooled) How many students attended? What were the demographics of students? Was it a Title I school? How long did you attend each school? If you attended multiple schools, do you believe that experience affected you as a student?

**Pre-collegiate (P-12) Identity:***Description of Yourself as a Pre-Collegiate Learner*

Second, ***discuss*** ***what type of P-12 student you were and how your school(s) attended impacted you***. Describe your academic habits. What extra-curricular activities were you involved in (sports, clubs, etc.)? What were some strengths and weaknesses you can identify in yourself as a P-12 student? Were any of your strengths and weaknesses directly a result of the school(s) you attended? (i.e. did not belong to clubs because were not offered).

**Prior Experience:***Positive Pre-Collegiate Education Experience*

Third, ***describe a positive P-12 educational experience.*** Without specifically naming your school/teacher, describe a time when you were successful in school or a positive memory about your schooling experience. Include details about the role of family members, students, teachers, or other school personnel such as a principal or counselor in this experience. How did this positive experience impact you as a student?

**Prior Experience*:*** *Challenging Pre-Collegiate Education Experience*

Fourth, ***describe a challenging P-12 educational experience.*** Without specifically naming your school/teacher, describe a time when you were unsuccessful in school or perhaps had a challenging perception about school. Include details about the role of family members, students, teachers, or other school personnel such as a principal or counselor in this experience. How did this challenging experience impact you as a student?

**Essential Knowledge:***Professional Learning and Ethical Practice (InTASC 9i)*

Fifth, ***explain how your experiences mentioned* from the previous prompts**(worldview, pre-collegial identity, and prior experience) ***may impact your perceptions and expectations of various types of learners in your future classroom***. Do you believe the information included for the first four prompts may cause you to have bias behaviors, attitudes, and interactions with others? (i.e. not having experience with special needs children, people from other backgrounds or ethnicities, only attending a small rural school or a large urban school, etc.). (This question is meant to have you reflect on your own background and experiences in order to understand yourself as well as prepare you for teaching students who may not be identical to you.)

**Critical Dispositions:***Professional Learning and Ethical Practice (InTASC 9m)*

Lastly, using the response to the **Essential Knowledge** prompt, ***explain the importance of being committed to deepening your understanding of various frames of reference*** (culture, gender, language, abilities). ***Link how this new knowledge better prepares you to set expectations for all types of learners as well as build relationships with students and families.***

**Student Pre-Collegiate Narrative (SPCN)**

**EDUC 204, MUED 226, EDUC 202 (PBC Only) and EDUC 647**

**Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Element** | **Ineffective** | **Effective: Emerging** | **Effective: Proficient** | **Highly Effective** | **Rating** |
| **Worldview:** *Historical Context of Your Pre-Collegiate Education* | Candidate fails to describe P-12 school(s) attended. | Candidate description of the P-12 school(s) attended is brief or incomplete. | Candidate gives an overview description of the P-12 school(s) attended but information is not thorough enough to understand the candidate’s P-12 setting. | Candidate clearly and thoroughly identifies the P-12 school(s) attended and the setting(s) including characteristics of location, demographics and number of students enrolled, type of school, and length of attendance. |  |
| **Pre-collegiate (P-12) Identity:***Description of Yourself as a Pre-Collegiate Learner* | Candidate fails to give an overview of their experience in their own pre-collegiate school or fails to give rationale on how their pre-collegiate school impacted them. | Candidate gives an overview of their experience in their own pre-collegiate school and makes an incomplete rationale to its impact on their pre-collegiate identify. | Candidate gives an overview of their experience in their own pre-collegiate school and relates this experience to its impact on their pre-collegiate identify. | Candidate clearly and thoroughly discusses their experiences in their own pre-collegiate school and demonstrates an understanding of how their school experience impacted their pre-collegiate identify. |  |
| **Prior Experience:***Positive**Pre-Collegiate Education Experience* | Candidate fails to give an overview of a positive pre-collegiate experience or state the impact the experience had on them. | Candidate gives an incomplete or unclear overview of a positive pre-collegiate experience or does not clearly explain the impact the experience had on them. | Candidate gives an overview of a positive pre-collegiate schooling experience with a brief reference to the importance of a family, faculty or community member as well as briefly states the impact the experience had on them. | Candidate clearly describes a positive pre-collegiate schooling experience with specific references to importance of a family, faculty, or community member as well as explains the impact the experience had on them. |  |
| **Prior Experience*:*** *Challenging**Pre-Collegiate Education Experience* | Candidate fails to give an overview of a challenging pre-collegiate experience or state the impact the experience had on them. | Candidate gives an incomplete or unclear overview of a challenging pre-collegiate experience or does not clearly explain the impact the experience had on them. | Candidate gives an overview of a challenging pre-collegiate schooling experience with a brief reference to the importance of a family, faculty or community member as well as briefly states the impact the experience had on them. | Candidate clearly describes a challenging pre-collegiate schooling experience with specific references to importance of a family, faculty, or community member as well as explains the impact the experience had on them. |  |
| **\*Essential Knowledge:***Professional Learning and Ethical Practice (InTASC 9i)* | Candidate fails to explain how worldview, personal identity and/or prior experience effect their perceptions and expectations for students. Candidate does not recognize how he/she may have biases that affect their interactions with others. | Candidate gives an overview of how worldview, personal identity *or* prior experiences effect their perceptions and expectations for their future students. Candidate only alludes to how he/she may have biases that affect their interactions with others without supporting details. | Candidate gives an explanation of how worldview, personal identity, *and* prior experience effect their perceptions and expectations for their future students. Candidate recognizes how he/she may have biases that affect their interactions with others. | Candidate clearly explains how worldview, personal identity, and prior experiences effect their perceptions and expectations for their future students. Candidate fully recognizes how he/she may have biases that affect their interactions with others *with supporting details.* |  |
| ***\*Professional Learning and Ethical Practice:*** *Critical Dispositions (InTASC 9m)* | Candidate’s explanation does not show understanding of the importance of various frames of reference and/or how this knowledge will better prepare them to set expectations and build relationships with students and families. | Candidate explains the importance of further understanding various frames of reference *and/or* their thinking to how this knowledge will better prepare them to set expectations and build relationships with students and families. | Candidate clearly explains the importance of further understanding various frames of reference *and* their thinking to how this knowledge will better prepare them to set expectations and build relationships with students and families. | Candidate clearly explains the importance of further understanding various frames of reference *and* *links their thinking to real classroom application* of how this knowledge will better prepare them to set expectations for all types of learners and build relationships with students and families. |  |
| **Total:** |  |

***\*Intervention is required if a student does not score at the Effective: Proficient or Highly Effective range for both InTASC elements.***