

# APPLICATION FOR ADMISSION TO EDUCATION 300 AND 316

Before a candidate is admitted to Education 300 and 316, this application and all attachments must be submitted in a manila envelope to the Field and Clinical Experience Director. (Do not staple the documents). Use blue ink and print legibly. A review will be scheduled and completed with the Department Chair.

Revised 5.20.2020

Candidate's Name \_\_\_\_\_ A# \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

1. Current cumulative GPA \_\_\_\_\_. Candidate must attach the most recent copy of the unofficial transcript which shows current semester courses in progress and all previously completed courses. The candidate must have a minimum overall G.P.A. of 3.0 in all content specialization courses, general education courses, and professional education courses degree in Education to be admitted to the Teacher Education Program and to be eligible for graduation.

\_\_\_\_ 3.0 GPA in General Education Core                      \_\_\_\_\_ 3.0 GPA in Education Content

\_\_\_\_ 3.0 GPA in Content Specialization                      \_\_\_\_\_ Overall GPA

2. The candidate must present documentation of enrollment in at least six semester hours of coursework for the next semester. Print and attach a copy of the transcript from "My State" which lists the courses enrolled in for the next semester. The **secondary education** candidate must present the name of a content advisor and must provide the content rotation schedule of classes.
3. Attach a copy of the Praxis I Scores in Mathematics, Reading, and Writing. (CORE Academic Skills for Educators – CORE). Candidates who have achieved an ACT composite score of 26 or a Master's Degree are exempt from taking the Praxis I Exam.
4. Attach a copy of the ACT or SAT courses. Students who have never taken either test may take the Residual ACT which is administered at WVSU. If ACT scores are lower than the 50<sup>th</sup> percentile, the candidate may apply for an exemption on or before the last day of the semester that precedes the semester in which they plan to register for Education 316. The Application for Exemption from Selectivity Requirements is on the WVSU Department of Education website.

### The Selectivity Requirements change in the following years:

- Beginning with the 2018-2019 academic year, the GPA requirement is 3.0 and the ACT/SAT requirement is the 60<sup>th</sup> percentile.
- Beginning with the 2020-2021 academic year, the GPA requirement is 3.0 and the ACT/SAT requirement is the 67<sup>th</sup> percentile.

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### OFFICE USE ONLY:

Candidate has the following admission status: \_\_\_\_\_ Full Admission    \_\_\_\_\_ Provisional Admission  
Department Chair \_\_\_\_\_ Field Experience Director \_\_\_\_\_  
Date \_\_\_\_\_ Date \_\_\_\_\_

5. Checklist. Candidate must provide printed copies of all documents, with the exception of those designated with an asterisk (\*) which should be in the official Education file.

- |   |   |
|---|---|
| ___ * Three A-5 Evaluation Forms            | ___ Copy of ACT or SAT scores   |
| ___ * Three Speaking Assessments            | ___ Minimum of 10 PDU's   |
| ___ * Completed WVSU Disposition Assessment | ___ Field Experience Documents for EDUC 201 and 202   |
| ___ Current Transcript                      | ___ <b>Secondary Candidates only:</b> Must provide Copy of Content Course Rotation schedule which must be obtained from content advisor |
| ___ Copy of courses for next semester       |   |
| ___ Copy of Praxis I Scores                 |   |

I understand that I must meet all requirements and provide all documents as listed above to be admitted as a teacher education candidate in the Education Department at West Virginia State University.

Signature of Candidate \_\_\_\_\_ Date \_\_\_\_\_

**Requirements for Exemption from CORE (Praxis One)**  
**PRAXIS ONE: CORE ACADEMIC SKILLS FOR EDUCATORS (CASE)**  
 (WVDE Policy 5202 — 10.1.b.3.F.1) Effective Date: 12.11.17  
 (Note: These scores must have been attained from a single administration)

PRE-PROFESSIONAL SKILLS TEST	PASSING SCORE	EFFECTIVE DATE	RECORD DATE TEST WAS TAKEN MONTH/DAY/YEAR
Composite scores on the American College Test (ACT)	25	Prior to November 1, 1989	
Composite score on the ACT Enhanced	26	Effective November 1989	
Scholastic Achievement Test (SAT)	1035	Prior to April 1, 1995	
Re-Centered SAT	1125	Effective April 1995	
Revised SAT using the combined Critical Reading and Math Score	1170	Effective March 2005	
New SAT using the combined Evidence-Based Reading and Writing +Math	1240	Effective May 2016	
GRE	Combined score of 800 verbal and quantitative	Tested prior to November 2011	
GRE	286	November 1, 2011	

Other Exemptions:

1. Holds certification through the NBPTS
2. Holds or has held a West Virginia Professional Certificate
3. Holds a master's degree from an accredited institution of higher education
4. Satisfied a passing score in basic skills reading, writing and mathematics in another state
5. Holds a valid out-of-state certificate in the content area
6. Successfully completed three years of experience within the last seven years in one or a combination of specializations recognized on an out-of-state professional certificate valid **during those three years**

**WVSU TEACHER EDUCATION PROGRAM  
APPLICATION FOR EXEMPTION FROM SELECTIVITY REQUIREMENTS**

Because of CAEP Standards, WVSU has instituted the following Selectivity Requirements

- 1) Overall GPA of 3.0 or better in college level coursework completed to date
- 2) ACT or SAT scores that meet or exceed the requirements below, based on date of request for admission the Teacher Education Program
  - a. 2018-2019 academic year and following 60<sup>th</sup> Percentile
  - b. 2020-2021 academic year and following 67<sup>th</sup> Percentile

**I hereby make formal application for EXEMPTION from the Selectivity Requirements.**

\_\_\_\_\_  
Candidate Name and Student ID Number

\_\_\_\_\_  
Candidate Signature/Date

**I wish to be admitted to the Teacher Education Program so that I can take Education 316 in**

\_\_\_\_\_  
Semester/Year

**My Overall College GPA is \_\_\_\_\_ My ACT/SAT Overall %-ile Score is \_\_\_\_\_**

This application must be accompanied by an original essay that addresses:

- 1) Why I will become a great teacher despite having deficiencies in GPA (or ACT/SAT scores).
- 2) Whether I possess demographic characteristics linked with lower academic achievement and how that may have affected by GPA and Achievement Scores:
  - a. Attending low achieving Pre-K-12 school(s)
  - b. Low Socio-economic status during formative years
  - c. ELL
  - d. Disability
  - e. Other (specify)

3) Whether I possess characteristics or experiences that predict success with Pre-K-12 students or that are linked to cultural competence.

*Your application essay should be well written and it should provide a strong rationale for the Education Department to accept you into the program in spite of GPA or ACT/SAT scores that do not meet the Selectivity Requirement.*

**West Virginia State University  
Admission to Teacher Education Program Rubric (Revised 8.19.2019)**

Candidate \_\_\_\_\_  
Date \_\_\_\_\_  
GPA (All college courses) \_\_\_\_\_

A00 \_\_\_\_\_ EDUC 316-\_\_\_\_\_  
CRN \_\_\_\_\_  
ACT/SAT score \_\_\_\_\_ Fall/Spring \_\_\_\_\_  
ACT/SAT %-ile score \_\_\_\_\_

	<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<b>Overall GPA (PLO 1) WVPTS: 1A</b>	3.75- 4.0	3.0 – 3.749	2.5 – 2.99	Below 2.5
<b>ACT/SAT Score (PLO 1) WVPTS: 1A</b>	At or above 68 <sup>th</sup> %-ile	From 60 <sup>th</sup> to 67 <sup>th</sup> %-ile	From 50 <sup>th</sup> to 59 <sup>th</sup> %-ile	Below 50 <sup>th</sup> %-ile
<b>From submitted A-5 (pre-Fall 2015-version) Professional Education Evaluation (PLO 4)</b>	All 4s in each area	Mostly 3s and 4s in each area	Two in any area	One in any area
<b>From submitted Field Evaluation from Educ 201 or 202.</b>	All 4s in each area	Mostly 3s and 4s in each area	Two in any area	One in any area
<b>FROM submitted Revised A-5 Consistent Attendance (Role Model)</b>	Perfect Attendance. Never misses class.	Consistent attendance -- misses less than 5% of scheduled classes.	Inconsistent attendance - - misses between 5-20% of scheduled classes.	Poor attendance -- misses more than 20% of scheduled classes.
<b>FROM submitted Revised A-5 Punctuality (Role Model)</b>	Always punctual. Never late.	Usually punctual. Late less than 5% of scheduled start times.	Inconsistent punctuality. Late for between 5-20% of scheduled start times.	Not punctual. Late more than 20% of scheduled start times.
<b>FROM submitted Revised A-5 Openness to constructive evaluation (Member of a Profession)</b>	The candidate seeks feedback from both peers and instructor. Incorporates feedback into work.	The candidate accepts feedback from both peers and instructor. Incorporates feedback into work.	Candidate accepts feedback without comment. May not act on feedback.	Candidate resists feedback, verbally or nonverbally. Does not act on feedback.
<b>FROM submitted Revised A-5 Respect for Others (Member of a Profession)</b>	Always has a positive attitude about others, regardless of background. <u>Takes an active role in encouraging a positive learning environment.</u> For example, when evaluating peer work, encourages excellence while supporting and respecting the person.	Has a uniformly positive attitude toward others, regardless of background. <u>May not take an active role in encouraging others or may be ineffective in attempts at encouragement.</u>	Usually has a positive attitude toward others. May be more inclined to work with people like self and be less likely to have interactions with people not like self <b>OR</b> may occasionally be harsh in criticism of others' work.	Perceived as a negative person: Openly critical of others so that they feel attacked <b>OR</b> severely restricts interactions with others <b>OR</b> makes it clear that he/she only interacts with people who think/ act/ look like self.

	<b>Distinguished</b>	<b>Accomplished</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Professional Behaviors (Member of a Profession)</b>	The candidate demonstrates a very high degree of professional behavior in dress, timeliness and attendance.	The candidate demonstrates consistent professional behavior in dress, timeliness and attendance.	The candidate demonstrates professional behavior in dress, timeliness and attendance, with occasional lapses in one or more.	The candidate demonstrates significant lapses in professional behavior in dress, timeliness or attendance.
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Good Team Member (Member of a Profession)</b>	Shows initiative in interactions with educators. Invites evaluation and feedback.	Asks questions and shows interest in the classroom environment.	Interacts in a positive and helpful manner when others initiate.	Shows difficulty in maintaining a positive disposition during interactions.
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Standard English Grammar (Role Model)</b>	The candidate always uses Standard English Grammar in speech and in writing.	The candidate consistently uses Standard English Grammar in speech and in writing, using formal and informal structures appropriate to the situation.	The candidate usually uses Standard English Grammar in speech and in writing, but may use informal language at inappropriate times.	The candidate demonstrates errors in Standard English Grammar in speech or in writing that give students a poor role model for Standard English.
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Relates well to Students (Student Focused)</b>	The candidate's interaction with students reflects genuine respect and caring for all students, including those from underrepresented groups.	Candidate-student interactions are friendly and demonstrate general caring and respect.	Candidate-student interactions are generally appropriate but may reflect occasional negativity, inconsistencies, or favoritism.	The candidate's interaction with one or more students is negative, demeaning, or sarcastic.
<b>From submitted Educ 201 or 202 Field Evaluation</b>  <b>Placement Requirements (Student Focused)</b>	Candidate is proactive in completing placement requirements, keeps teacher abreast of requirements early in the placement, and ensures that interactions with students yield positive achievement results.	Candidate completes placement requirements successfully, keeps teacher abreast of requirements, and ensures that interactions with students yield positive achievement results.	Candidate completes placement requirements, may be lax in communicating requirements to teacher, or interactions may not lead to positive student achievement.	Candidate does not complete placement requirements, or does not communicate their completion to the teacher or interactions with students yield negative achievement results.
<b>Professionalism (timeliness, completeness and quality of submission)</b>	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and meeting all selectivity requirements.	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and request for exemption from selectivity requirements was granted on first attempt.	Candidate submitted the application for admission to teacher education before the end of the previous semester, with no missing information and request for exemption from selectivity requirements was granted on second attempt.	Candidate failed to submit the application for admission to teacher education before the end of the previous semester, OR submitted with missing information OR selectivity requirements were not met OR exemption from selectivity requirement was not granted on the 2 <sup>nd</sup> or subsequent attempt.

Signature of Chair or designee \_\_\_\_\_ Entered in LiveText \_\_\_\_\_ (Date)

\_\_\_\_\_ (Initials)