Recruiting and Admission Policies

Recruiting

In the Long Range Plan, the unit identifies as one of eight key areas for the 2007-2012 timeframe “Recruitment and Retention of Faculty and Students.” Goal 2 for this key area is “Recruit and retain a highly qualified student body for undergraduate and graduate programs within The Teachers College, including those who represent diverse backgrounds.” To accomplish this, the unit is developing and maintaining multifaceted relationship(s) with one or more school districts, agencies, businesses, community colleges, and organizations (e.g., Kansas City metropolitan area, Emporia Middle and High Schools). Future Teachers College students are mentored through faculty/ESU student involvement with high school/middle school clubs (e.g., Future Teachers, FBLA, etc.). ESU students and student groups host campus visits for middle and high school students from urban/diverse school districts (e.g., mini-Future Teacher Academy and Dr. Matt Seimears’ Robotic competitions). The unit is maintaining $2 + 1 + 1$ programs with Kansas community colleges.

The unit is also encouraging development of first-year experience courses for new students and encouraging faculty to volunteer as mentors for new and transfer students declaring an interest in programs in The Teachers College. New and transfer students are encouraged to join clubs and interest groups related to programs in The Teachers College. Finally, an infrastructure of support is forming to assist international students becoming teacher education majors. For example, an option for the ED/EL220 Introduction to Teaching exists where international students can complete all of the course except the P-12 tutoring if a) they believe their English language skills are not proficient enough or b) they do not pass the interview of the ED/EL220 Interview Committee.

In addition to these efforts, advanced programs have their individual recruitment efforts. A number of programs have developed recruiting brochures, which are part of HIVE Standard 6. In addition, faculty attend career fairs to meet and recruit future students.

Admission

Admission policies for all programs are articulated in the University Catalog. General information about admissions is on pp. 7-10. Admission into Teacher Education is different depending on whether the candidate is elementary or secondary.

**Elementary admission into Block 1.** Students should go through the Block 1 admission process during their junior year. For an elementary education major to be admitted into the upper-level Block 1 portion of the program, the following requirements must be met:

- Have a grade of "C" or better in EL/ED 220, EL 230, EL310*, EL 312, EG 101, EG 102, GB 303* MA 110, MA 307, MA 308*, SD 550, SD 560*, SP 101, and IT 371*.
  (*Concurrent enrollment permitted.)
- Minimum grade point average of 2.75 in the "Core Curriculum General Education Courses."
- Junior-level or post-baccalaureate classification in the university.
· Pre-Professional Skills Test (PPST scores of writing 172, reading 173, and mathematics 172). Collegiate Assessment of Academic Proficiency (CAAP) scores of mathematics 55, reading 57, and writing equivalent to the ESU minimum required score (sliding scale).
· Completion of a minimum of 100 hours of supervised work experience with children or youth in advocacy roles.
· Minimum cumulative grade point average of 2.50.
· Complete all application processes in Elementary Advising Center, VH 245 no later than November 1 for spring admission or April 1 for summer or fall admission (applications are taken a year prior to the PDS [Block 2/3] program).
· Disclosure Statement completed and signed.
· Ethics and Professionalism Statement signed.
· Must be approved by the Elementary Education Admissions Committee.
· Successfully complete required reading, spelling, and handwriting tests.

_Elementary admission into Block 2._ For admission to Block 2, the PDS phase of Emporia State’s teacher education program, a student must meet the following standards:
· Senior-level or post-baccalaureate classification in the university.
· A cumulative grade-point average of at least 2.5.
· A minimum 2.5 grade-point average in required professional studies.
· Minimum of "C" grade in Block 1 professional education courses.
· Health clearance must be completed to be in a school setting.
· Complete all application processes in Elementary Advising Center, VH 245.
· Have permission of the Elementary Admissions Committee.
· Participate in personal interview when requested by the Elementary Admissions Committee or the Department of Early Childhood/Elementary Teacher Education.
· Have 5 references on file from faculty members from whom the student has taken courses: one or two from general education faculty members; one or two from teachers of professional education courses (AR 324, ED/EL 220, EL/ED 535, IT 371, LI 228, MA 307, MA 308, MU 124, MU 344, PE 381, PY 211, SD 550, SD 560); and at least two from teachers of elementary education courses (EL 230, EL 310, EL 312, EE 311, EE 313 or EE 316).

_Elementary admission into Block 3._ For admission to Block 3 courses, the student must complete each of the following standards:
· Completion of all Block 2 courses with a grade of C or better.
· A cumulative grade point average of at least 2.50.
· Satisfactory recommendation from the PDS mentor teacher.
· Satisfactory recommendation from the university supervisor.

_Secondary admission into Phase I._ Candidates are admitted to secondary teacher education and the Phase I courses when the candidate meets all the criteria listed below prior to the start of the Phase I semester and are in their junior or senior year. Application deadlines are April 15 (for Fall) and November 15 (for Spring).
· Meet the minimum scores on either the Pre-Professional Skills Tests (PPST): Writing 172, Reading 173, Math 172) or Collegiate Assessment of Academic Proficiency (CAAP): Reading 57; Math 55; Writing, score equivalent to PPST.
· Complete 100 hours of supervised child advocacy service
Submit completed Disclosure Statement and health clearance

Earn a grade of at least “C” in the following courses: ED/EL 220 Introduction to Teaching, MA110 College Algebra (or equivalent), EG101 English Composition I, EG102 English Composition II, SP101 Public Speaking, MA225 Math as a Decision-making Tool

Earn a GPA of 2.75 in the General Education Core Courses

Maintain an overall GPA of at least 2.50

Have successfully completed 60 hours of college credit

Obtain departmental approval (including, but not limited to, meeting dispositional assessment and GPA requirements)

Complete the application process for Phase I

Secondary admission into Phase II. Candidates are admitted to Phase II (Student Teaching) their senior year when they meet all the criteria listed below:

- Successfully complete Phase I program.
- Complete the following courses before the student teaching semester, earning a grade of at least a “C” in each: EL416 Teaching Reading in the Secondary School, SD550 Survey of Exceptionality, ED332 Educational Psychology, ED333 Principles of Secondary Education, ED334 Classroom Management
-Submit completed and signed Disclosure Statement to Office of Professional Education Services (OPES, VH 208)
-Complete Disposition Form and submit to OPES
-Complete and submit to OPES the Early Termination/Due Process Signature Form
-Complete and submit to Dr. Bland the references selection form
-Complete the student teaching application (due to OPES by September 10 for Spring; February 10 for Fall)
-Obtain 5 recommendations from designated instructors (due to OPES by Nov. 20 for Spring; April 20 for Fall)
-Obtain departmental approval (including, but not limited to, meeting dispositional assessment and GPA requirements) prior to the Admissions Committee meeting (meets at end of each semester)
-Complete the technology requirement (IT325 or equivalent)
-Maintain an overall GPA of at least 2.50
-Be approved by the Admissions Committee. The Admissions Committee consists of the Phase I faculty and representatives from academic departments. The decisions of the Admissions Committee are sent under the auspices of the Dean of the Teachers College to the Office of Professional Education Services (OPES) for finalization of student teaching arrangements.
-Obtain health clearance

Candidates are also considered for approval according to these criteria:

a. academic competence
b. performance during Phase I, including the internship
c. work in the department
d. faculty recommendations
e. oral and written communication skills
f. dispositions, including emotional stability

The Admissions Committee has the responsibility for recommending one or more of the following categories for each candidate being considered for admission to Phase II:
a. unconditional approval
b. conditional approval based on the completion of coursework in progress (to be verified by OPES) and/or other conditions, such as completion of Phase I appeal requirements, or any other stipulations.
c. interview with the committee prior to approval
d. no approval In this case the committee will recommend specific conditions under which approval could be granted. Candidates who are denied admission will have the right to appeal using specified procedures. Lack of departmental approval is not appeal-able through the Teachers College. Candidates must appeal through their department for this.

Candidates may appeal for admission to Phase II if they have not met certain requirements

Advanced programs. For admission to a program of study, candidates are subjected to a screening process that includes:

- Completed Graduate School application
- Achieve an undergraduate GPA of at least 3.00 in last 60 hours of undergraduate course work or at least 2.50 overall GPA
- Meet department requirement such as content GPA, Graduate Record Examination score, course work, minimum content hours, and personal interview
- Earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken
- Meet departmental assessments as measured by rubrics, letters, and writing proficiency
- Demonstration of appropriate dispositions