

Admission and Retention Policy

North Dakota State University

Step One: Admission to the School of Education

To be admitted to the School of Education, teacher candidates must meet criteria in the Admission rubric. The criteria include:

1. Must have completed Education 321.
2. Complete and submit an application form indicating satisfying all SOE admission requirements. All required signatures, transcripts and degree sheets are required.
3. Complete an interview with Teacher Education faculty.
Expected interview dates:
Fall - second full week in October
Spring - first full week in March
Check with the Teacher Education office and the SOE Teacher Education website for exact dates and times available.
4. Attain a minimum overall grade point average (GPA) of 2.75 (or alternative GPA*) and a minimum 2.75 GPA in the teaching specialty.
5. Pass the Praxis I (PPST).
6. Successfully complete a minimum of 40 hours of experience working with youth. Either as a part of an education course, as a volunteer in a school, other opportunities to work with youth, or provide evidence of completing at least 40 hours of clinical experience under the supervision of another higher education institution.
7. Provide a minimum of 1 recommendation form. Letter should speak to the teacher candidate's ability to work with youth and/or teaching skills. The criteria on which teacher candidates will be recommended are the following:
 - * Responsibility
 - * Interest and attitudes toward teaching
 - * Oral and written communication skills
 - * Knowledge of education/ability to teach
8. English requirements (choose one)
 - * Minimum ACT English test standard score of 20
 - * Minimum PSAT verbal test score of 45
 - * Minimum SAT verbal test score of 450
 - * Minimum grade point average (GPA) of 2.50 in English 110 and 120 or equivalent
 - * Minimum of a B grade in English 358 or equivalent writing course

9. Speech requirements - "B" or better in COMM110 or equivalent.
10. Submit INTASC portfolio and reflection statement on how you plan to fulfill INTASC standards requirements.

Teacher candidates submit application materials to the Certification Officer (210 FLC), who will act on the teacher candidate's application. Applications will be due prior to interview scheduling.

Application due dates are September 15 (Fall semesters) and February 15 (Spring semesters).

Interviews will be offered once each semester. Potential teacher candidates must sign up for interviews in the Teacher Education office.

Upon completion of admission evaluation, teacher candidates will be notified in writing of the decision. Teacher candidates who are not admitted may not register for education courses numbered 400 or above.

*Alternate GPA calculation: Teacher candidates not achieving a cumulative 2.75 GPA may ask for consideration of an alternative GPA calculation. The alternative calculation is based upon the last 30 semester credits completed. A cumulative 2.75 GPA is required from those 30 credits to meet the GPA admission requirement. The calculation is only used for cumulative GPA.

Note: Teacher candidates **must** have a minimum cumulative GPA of 2.5 to enter the program.

Therefore, teacher candidates must have a minimum of 2.5 GPA to be considered for use of alternative calculation.

Teacher candidates who do not meet all entrance criteria may be admitted to the SOE on a probationary basis. A teacher candidate may be admitted on this status for one semester. After that time, teacher candidates must be fully admitted or will not be eligible to continue upper level education courses. The Teacher Education Council will review probationary admission situations and approve/deny such cases.

Deviations from this admission policy must be addressed to the Teacher Education Council as outlined in the *Teacher Education Handbook*.

Step Two: Continuation in Teacher Education

Throughout the teacher candidates' progress in the Teacher Education program, faculty, cooperating teachers, and university supervisors will assess the teacher candidates' writing and speaking skills, their professional knowledge and dispositions in both course assignments and clinical settings, and make recommendations regarding teacher candidate continuation in the program.

Continuation in the Teacher Education program is based on continued acceptable performance.

Successful completion of conditions outlined in a teacher candidate assistance plan will be required for continuation in the Teacher Education program under the following circumstances:

- * A grade of less than "C" in any Education course
- * Withdrawal from the same Education course more than once, or
- * Withdrawal from two different Education courses in two different semesters
- * Failure to meet GPA requirements (outlined below)
- * Inappropriate dispositions (at least two forms filed)

Teacher education candidates admitted to SOE must maintain a minimum 2.75 GPA overall, in the teaching specialty, and professional education core each semester to continue in teacher education. The Certification Officer will do official GPA checks on a semester basis. Advisers will be notified of these reports. Likewise, advisers should notify the Certification Officer of concerns they identify. Teacher Education candidates who do not meet the GPA requirement may not enroll in any other Education courses or student teach until the GPA requirement has been met. Letters of warning will be sent to teacher education candidates failing to meet this requirement.

Teacher candidate assistance plans, disposition forms, recommendations, and academic warning letters are treated as part of a teacher candidate's permanent teacher education file.

Assistance plans:

The purpose of the assistance plan is to address areas of concern for teacher candidate's having difficulty in maintaining retention in the Teacher Education program. Assistance plans may draw upon services offered through the university to address areas of concern such as Counseling and Disability Services, the Center for Writers, and other tutoring services, etc.

Process:

When issues or concerns are raised on the teacher candidate's professional achievements and/or dispositions in the Teacher Education program, steps will be followed to address those issues or concerns. Those steps are:

1. First circumstance violating the retention policy - Appropriate faculty, advisor, field coordinator, etc., is required to discuss the situation with the teacher candidate. Prior to the discussion the appropriate person should review relevant documentation and other sources if needed to fully discuss the situation with the teacher candidate. This meeting must be documented and record recommendations to teacher candidate. All in attendance of this meeting should sign that document. This record will be placed in the teacher candidate's permanent teacher education file. When a concern is raised about a teacher candidate's actions/dispositions in a field placement, the field coordinator in consultation with other appropriate persons will have the option of immediately withdrawing the teacher candidate from the placement.
2. When two circumstances occur - Teacher candidates identified by teacher education faculty as needing assistance in academic, personal, or professional domains will be required to attend a review meeting to be called by the chair of the Teacher Education Council. Faculty members involved, appropriate department chairs, the teacher candidate, and the teacher candidate's adviser will be asked to attend. The teacher candidate may also ask an advocate of their choice to attend and speak on their behalf. The purpose of the meeting will be to share concerns, gather additional information if necessary, and to develop an assistance plan including a timeline to satisfactorily complete the plan. This meeting and plan will be documented and signed by the chair of the Teacher Education Council, advisor, and teacher candidate.
3. If the issue or concern is not resolved, the Teacher Education Council may dismiss the teacher candidate from the Teacher Education program.

Step Three: Admission to Student Teaching

To be endorsed for student teaching, teacher candidates must:

- * Be admitted to the School of Education at least one semester prior to the student teaching semester.
- * Attend the Student Teacher meeting (announced each semester).
- * Complete the Student Teacher Application and submit all required paper work by the deadline announced at the Student Teacher meeting.
- * Retain a 2.75 overall GPA, a 2.75 GPA in both the teaching specialty and professional education courses.
- * Have successfully completed all Education course requirements.
- * Be endorsed by each department in which they have a teaching major or minor.
- * Out of area requests are held to a higher standard – see Teacher Education Handbook.

Teacher candidates will be notified of the School of Education's decision to endorse for student teaching by the Field Coordinator.

Additional policies regarding teacher candidate teaching are identified in the *Student Teaching Handbook* and *Teacher Education Handbook*.

Step Four: Recommendation for Licensure

To be recommended for licensure, teacher candidates must:

- * Successfully complete all of the steps of the Admission and Retention Policy.
- * Successfully complete appropriate clinical and student teaching experiences at the levels and in the content areas specified by the licensing rules.
- * Successfully complete all courses in their teaching major and/or minor.
- * Attain an overall GPA of 2.75, a GPA of 2.75 in both teaching specialty and professional education courses.
- * Successfully fulfill the Portfolio graduation requirement for the School of Education.
- * Submit all paper work and fees for proper application of licensure.

Appeal Procedure

The Teacher Education Council serves as the appeal board for any adverse action in the admission and retention of teacher candidates in the teacher education programs. The appeal process is outlined in the *Teacher Education Handbook*.