

Handbook for Educator Preparation Program

Curriculum and Instruction Department

Admissions, Programs, & Certification



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

College of Education and Human Development

Warrior Hall Suites 318 & 322

Academic Year 2022 – 2023

The purpose of this handbook is to provide a comprehensive reference guide to students seeking Texas teacher certification. The handbook outlines policies, procedures, and guidelines used by the Teacher Education Preparation Programs in the Department of Curriculum & Instruction at Texas A&M University-Central Texas (A&M-Central Texas). It answers most of the questions asked by students regarding program admission, field experiences, certification testing, clinical teaching or internships, course requirements, and teacher certification.

MISSION STATEMENTS

TEXAS A&M UNIVERSITY-CENTRAL TEXAS MISSION

A&M-Central Texas is a public, upper-level university offering baccalaureate and graduate degrees important to the region and the state. It is committed to high quality, rigorous, and innovative educational programs delivered in a variety of instructional modes to a diverse student population through exceptional teaching, service, and applied scholarship. With an emphasis on community engagement, the university employs emerging technology to enhance student learning and to nurture its partnerships with regional community colleges, the military presence in its region, and the community at large.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT MISSION

The College of Education and Human Development prepares students for challenging and socially significant careers in fields dedicated to improving human function including education, counseling, psychology, and human performance by offering students quality academic, cultural, service, research, and scholarship experiences in support of the University's mission.

DEPARTMENT OF CURRICULUM & INSTRUCTION MISSION

The mission of the Department of Curriculum and Instruction is to prepare future educators to be compassionate, reflective, competent, culturally responsive and ethical professionals who are grounded in research-based practices, and who will become effective leaders in the 21st Century.

EDUCATOR PREPARATION PROGRAM MISSION

The mission of the Teacher Educator Preparation Program is to enhance the development of educators through contemporary teaching, research, and service practices. This education prepares undergraduates and graduates to become high-quality, reflective, culturally and linguistically aware 21st century educators who will be effective in a local as well as global capacity. Our projects and programs strive to address the needs of an increasingly diverse and technology driven world.

EDUCATOR PREPARATION SERVICES DEPARTMENT MISSION

Educator Preparation Services ensures compliance with local, state, and federal Educator Preparation Program requirements by coordinating the certification process, managing related data, and interpreting regulations and standards in support of the college and university mission.

The College of Education and Human Development includes the Departments of Curriculum & Instruction, Educational Leadership and Human Development, Counseling and Psychology, and Educator Preparation Services (EPS).

CONTACT INFORMATION .

College of Education and Human Development	
Dr. Jeffery L. Kirk Dean, College of Education and Human Development Warrior Hall, Suite 318 jeff.kirk@tamuct.edu	Jessica Tristan Assistant to the Dean Phone: 254-519-8615 Fax: 254-519-5786 jessica.tristan@tamuct.edu
Curriculum & Instruction Department	
Dr. J. Elizabeth Casey Associate Professor - Department Chair Warrior Hall, Suite 322 j.casey@tamuct.edu	Dr. Amanda Allen Associate Professor Warrior Hall, Suite 322 agallen@tamuct.edu
Dr. Linda Black Associate Professor Warrior Hall, Suite 332 linda.black@tamuct.edu	Dr. Shelley Harris Associate Professor Warrior Hall, Suite 322 shelley.harris@tamuct.edu
Dr. Chelsea Herndon Assistant Professor Warrior Hall, Suite 322 chelsea.herndon@tamuct.edu	
Elke Koehler Academic Advisor Warrior Hall, Suite 322 ekoehler@tamuct.edu	Noemi SaDiablo Academic Advisor Warrior Hall, Suite 322 n.orozco@tamuct.edu
Educator Preparation Services Department educatorprep@tamuct.edu 254-519-8791	
Kimberly Kuklies Director of Educator Certification and Accountability Warrior Hall, Suite 318 kkuklies@tamuct.edu	Jamie Blassingame Director of Field Experiences and External Partnerships Warrior Hall, Suite 318 jamie.blassingame@tamuct.edu
Jordan Cummings Accountability Records & Data Management Coordinator jcummins@tamuct.edu	

DEFINITIONS

Applicant-An individual seeking admission to an educator preparation program for any class of certificate.

Candidate-An individual who has been formally admitted into an Educator Preparation Program

Clinical Teacher-Pre-service teacher who is assigned to a certified teacher in an accredited public school.

Clinical Teaching Practicum-The culminating experience in a teacher certification preparation program. In the practicum, the clinical teacher gradually assumes the teacher role. The assignment must be at a public school accredited by the Texas Education Agency (TEA) that is in the particular class for which a certificate is being sought.

Code of Ethics-Standards of practice and ethical conduct toward students, colleagues, school officials, parents, and members of the community to which Texas educators adhere.

Cooperating Teacher-For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Educator Preparation Council (EPC)-The A&M-Central Texas Educator Preparation Council (EPC) is a policy-making and review body with oversight of any matter related to the preparation of PK-12 education professionals including undergraduate and graduate programs.

Field-Based Experiences-Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.

Field Supervisor-A currently certified educator, hired by the Educator Preparation Program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates.

Intern-A candidate hired on a probationary certificate serving as the teacher of record.

Internship-A supervised, full-time educator assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) that may lead to completion of a standard certificate. An internship is successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.

Mentor-For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction,

assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.

Teacher Candidate—In this handbook, teacher candidate refers to undergraduate and graduate students that are seeking initial teacher certification.

EFFECTIVE TEACHING PRACTICES & LEARNING OUTCOMES


The initial teacher certification programs offered by A&M-Central Texas provide teacher candidates with a strong foundation to meet the academic, behavioral, and social-emotional needs of K-12 students. Through coursework and field experiences, A&M-Central Texas teacher candidates will develop effective pedagogical, technology, and classroom management skills to address the needs of a diverse student population in schools. Teacher candidates will recognize the importance of collaboration and communication in planning, delivering, and evaluating effective educational programs. Teacher candidates will take an active role in school improvement efforts, participate in site-based decision-making, and work to increase K-12 students' achievement in relation to the goals of education.

Through coursework, teacher candidates will remain current in research-based instructional strategies and professional expectations in the field; clinical teachers will actively engage in opportunities for professional growth. Reflection and self-assessment are central to effective teaching. The combination of college coursework and supervised teaching allows a clinical teacher, intern, or teacher candidate to engage in goal setting, high-leverage teaching practices, and reflective assessment. These are vital to achieving the goal of becoming a learner-centered teacher.

GOALS OF THE TEACHER EDUCATION CERTIFICATION PROGRAMS

Teacher Education at A&M-Central Texas emphasizes broad general education as a foundation for mastery of teaching skills and specialized knowledge in an academic discipline. The primary purpose of the teacher educator preparation program is to prepare highly qualified teachers for employment in Texas and the nation. The goal of our Teacher Education Preparation Programs is to develop teachers who:

- Demonstrate appropriate knowledge and skills in specific content areas or teaching fields.
- Communicate effectively with students, parents and families, colleagues, and other professionals.
- Apply the principles of effective, relevant, and learner-centered instructional planning in the development of curriculum for diverse learners.
- Use effective, research-based, teaching practices which actively engage students in the learning process.
- Formally and informally assess student performance and use results of such assessment in the instructional decision-making process.
- Use effective strategies to create and maintain a safe, positive, and productive classroom environment.

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- Promote and facilitate critical, reflective thinking and participatory citizenship in students.
 - Use resources and technologies suitable for instructional and assessment goals which engage students cognitively.
 - Are proficient in mathematical skills.
 - Operate within the legal guidelines and uphold the ethics of the teaching profession.
 - Demonstrate concern for students' general welfare; and
 - Are committed to continued growth and development as a professional educator.

TEXAS A&M-CENTRAL TEXAS DEGREES WITH TEACHER CERTIFICATION

Students interested in seeking a degree offered by the College of Education and Human Development are encouraged to visit the catalog for specific information regarding admission to the university and the available degree plans.

Information can be found by visiting: [Texas A&M University-Central Texas](#)

Students must schedule an appointment with an academic advisor. The academic advisor will prepare a degree plan and assign a faculty advisor who will advise the student regarding academic and career interests. Students are encouraged to visit their academic and faculty advisors periodically to audit their progress and ensure they are following their designated plan. Students may change official degree plans by seeing an academic advisor, followed by a written request to the program and educator preparation services.

Policies that govern the acceptance of transfer credit toward teacher certification include the following:

- Students are required to submit all official transcripts for the undergraduate and graduate university admission office for articulation and analysis.
- Students transferring from in and out of state institutions must meet the university's program requirements to be considered for certification through A&M-Central Texas.
- Professional Development course work will not be accepted for transfer credit or as a substitute for A&M-Central Texas teacher program requirements.
- For undergraduate students, a minimum of one third of the semester hours required in each teaching field or area of specialization sought must be completed at A&M-Central Texas.

PROFESSIONAL DISPOSITIONS, INTERVENTION, AND PROGRAM CONTINUATION POLICY

At A&M Central Texas, faculty and staff are committed to preparing educators whose professional dispositions reflect the core values of the College of Education and Human Development.

Therefore:

- A preservice candidate, prior to and after admission to the educator preparation program (EPP), will meet expectations under six broad categories: (1) Willingness and Capacity to Learn; (2) Respect for Human Diversity; (3) Responsibility; (4) Communication Skills; (5) Human Interaction; and, (6) Critical Thinking.
- Multiple faculty members will use a professional dispositions form on all students before and after admission to the EPP:
 - Prior to admission to the EPP, faculty will use a dispositions form in READ 3310, EDUC 3430, and EDUC 3420 at the eight and sixteen-week mark to determine if a student has the appropriate characteristics expected of a preservice teacher. If any student receives marks that are undesirable, faculty will develop a growth plan for a student, with specific criteria for a student to follow prior to data gathered from faculty via a second disposition form.
 - Faculty will work with any candidate to improve behaviors that align with professional dispositions, including but not limited to: providing guidance,

observation, anecdotal records, differentiated instruction, and meetings with a student.

- If concerns are not resolved, faculty will refer a candidate to the Departmental Continuation and Review Panel (DCRP) prior to or after admission to the EPP. The DCRP is comprised of the Department Chair, the Undergraduate Program Coordinator, and faculty appointed by the Department Chair, including but not limited to the faculty member reporting the unsatisfactory dispositions. The DCRP will interview the candidate and complete a Candidate Program Continuation Plan. **(Form A)**
- After admission to the EPP, faculty will use a disposition form in EDUC 4484, EDUC 4335, and EDUC 4691, following a more formalized intervention protocol. This will ensure preservice teacher candidates' professional dispositions align with a professional educators' core attributes throughout the program.
 - If initial concerns arise after admission to the EPP, a candidate will first be referred to the DCRP (above). If concerns are not resolved, a candidate will be referred to the Educator Preparation Council Continuation Review Panel. This panel is comprised of at least three members from the Educator Preparation Council (EPC), including but not limited to the Dean of the College of Education and Human Development, faculty members from the student's program, and at least one representative from an outside department. ○ The EPC's Continuation Review Panel will interview the candidate and determine if a candidate may continue in the program and meet conditions established by the panel, or if a candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program. **(Form B)**
- Candidates may appeal the decision of the EPC's Continuation Review Panel to the Dean of the College of Education and Human Development within five class days. The following documentation is required:
 - Copy of Candidate Program Continuation Plan
 - Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
 - The dean will respond in a timely manner.
 - Any further appeal will follow the Academic Appeal Policy as outlined in the A&M - Central Texas Student Handbook.

***For instances where an educational learning environment is threatened, a candidate may be removed from the classroom pending prompt review by the Professional Educators' Program Continuation Review Panel. Refer to the University's Student Handbook on the [Student Affairs website](#).

EDUCATOR PREPARATION PROGRAM ADMISSION STANDARDS

ADMISSION STANDARDS

The following sections provide admission standards for both undergraduate and graduate students.

UNDERGRADUATE ADMISSION STANDARDS (LINK TO CATALOG)

COMPLETED APPLICATION FOR BS EDUCATION MAJOR:

- Complete application packet
- Completed Benchmarks (**below**)
- Minimum 2.75-grade point average (GPA) overall or in the last 60 hours
- 12 SCH English with a grade of C or better (Communication and/or Speech classes can be substituted as appropriate)
- College Algebra with a grade of C or better
- Completion of 60 SCH towards degree
- Completion of 15 SCH in Field of Study with a grade of C or better
- Content Proficiency Assessment (Currently Certify Teacher with a score of 80% on each content mastery domain; for EC-6, 80% on every subject's domain)
- Interview
- TSI complete

Benchmarks:

- Completion of Block I with an average GPA of ≥ 3.0 and no grade lower than C:
 - **BS ED EC-6 & 4-8 ELAR/SS:** SPED 3361, READ 3310, EDUC 3420 & 3430
 - **BS ED 4-8 Math:** SPED 3361, EDUC 3420 & 3430
 - **BS ED ALSE:** SPED 3361, READ 3310, EDUC 3420 & 3430
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COMPLETED APPLICATION FOR SECONDARY EDUCATION MINOR:

- Complete application packet
- Minimum 2.75-grade point average (GPA) overall or in the last 60 hours
- 9 SCH English with a grade of C or better (Communication and/or Speech classes can be substituted as appropriate)
- College Algebra with a grade of C or better
- Completion of 60 SCH towards degree
- Completion of 15 SCH in Field of Study with a grade of C or better
- Content Proficiency Assessment (Currently Certify Teacher with a score of 80% on each content mastery domain)
- Interview
- TSI complete

GRADUATE ADMISSION STANDARDS (LINK to CATALOG)

- Entry Requirements: Successful admission to graduate school
 - a. Please refer to Graduate Admissions for more information: Texas A&M University-Central Texas Graduate School Admissions

- A minimum 2.75 grade point average (GPA) overall or in the last 60 hours to include semester where 60th hour occurred
- Completed application packet through Dynamic Forms:
- A&M University-Central Texas' Post Baccalaureate admission requirements:
 - Bachelor's degree with a minimum 2.75 GPA; your degree does not need to be in the same content area you want to teach
 - A score of PASS on the [Pre-Admission Content Testing \(PACT\) TExES](#).
 - Interview
- A&M University-Central Texas' Alternative Certification Program admission requirements:
 - Bachelor's degree with a minimum 2.75 GPA; your degree does not need to be in the same content area you want to teach
 - Depending on undergraduate program, Pass PACT [Pre-Admission Content Testing \(PACT\) TExES](#) or Certify Teacher-score of 80% or greater in each area of certification
 - Interview

INTERNATIONAL GRADUATE ADMISSIONS

Applicants must submit accredited translations and evaluations of all the previous academic course work, which includes complete description of courses and overall G.P.A. The transcript must bear the date of Bachelor's degree conferral indicating that the applicant was in good standing at the last institution attended. If you have the original Diploma, please include it. See <https://www.naces.org/members>

All applicants for Teacher Certification must demonstrate English Language Proficiency before admission by completion or verification.

- Completion of an undergraduate or graduate degree at an accredited Institution of Higher Education (IHE) in the United States or from a country in which English is the official language, or
- Verification of satisfactory score on the Test of English as a Foreign Language-Internet Based Test (TOEFL, IBT). Applicants must take all four portions and score at or above: Listening - 22, Speaking - 24, Reading - 22, and Writing - 21).

CRIMINAL HISTORY INFORMATION

TEA conducts a national criminal history check on all applicants for certification. Texas Education Code (TEC) §22.0831 states, "The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review." The State Board of Educator Certification (SBEC) may require disclosure of previous arrest, conviction, and/or deferred adjudication. SBEC may refuse to issue an educator certificate to a person who has been convicted of a felony or misdemeanor for a moral turpitude crime which relates to the teaching function. Pursuant to TEC §22.083 the SBEC may refuse to confer state certification based on such criminal history information. Pursuant to TEC §22.083 a school district or private school may access any criminal history information pertaining to teachers and teacher candidates held by any law

enforcement or criminal justice agency. A school district or private school may refuse to provide a placement for field experience or employ a candidate based on the candidate's criminal history. A school district or private school must report to the SBEC if the school district or private school obtains or has knowledge that a candidate, applicant, or holder of an educator certificate has a criminal history.

Candidates with a conviction or deferred adjudication for a felony or misdemeanor offense are required to obtain a Preliminary Criminal History Evaluation, which is a non-mandatory, nonbinding evaluation of an individual's self-reported criminal history. In addition, the agency obtains the candidate's name-based Texas criminal history information. The service is provided to the requester for a nonrefundable fee. The requester will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. If you believe that you may need to complete a Preliminary Criminal History Evaluation (PCHE) to be eligible for a Texas educator certificate based on your self-reported criminal history, please review the information found on the link below.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_EvaluationFAQs/

While A&M-Central Texas-Central Texas does not perform criminal history background checks, Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in field experiences, clinical teaching, internship, or practicum in a Texas public school, you will be subject to a criminal history background check and must be able to provide the required documentation.

APPLICATION PROCESS

UNDERGRADUATE AND GRADUATE APPLICATION

For BS in Education and MAT Post Baccalaureate, applications are due no later than February 1st, June 1st, or September 1st.

For MAT Alternative Certification Program, applications are due no later than February 1st, May 1st, July 1st, or September 1st, or November 1st.

Application information is on the A&M-Central Texas website and EPS Canvas page.

If a candidate has applied to or been admitted to any other Certification Programs (including online teacher certification programs), the candidate must provide a statement explaining the circumstances. A [Release Request/Transfer Form](#) must be sent to the Educator Preparation Services Department from any previous program before admission can be considered.

TRANSCRIPT ARTICULATION

Undergraduate students must submit all official transcripts to the university admissions department and Graduate students submit official transcripts to Graduate School for transcript articulation.

Unofficial transcripts need to be uploaded with your application packet. A transcript analysis will be completed to verify that basic academic requirements for admission have been met. Once transcript analysis is completed, the candidate will be directed to make an appointment for academic advising.

INTERVIEW

The interview session serves as an assessment of the applicant's knowledge, experience, skills, and aptitude. The applicant will submit a recorded video responding to a series of questions. Two or three educational professionals will review and score each candidate. Each candidate will have the same set of questions for the interview, and all interviewers will be trained on a rubric for scoring candidate's responses. If a second interview is needed in the case of a re-application, the candidate will have two new interviewers and a second set of questions. All candidates needing a second interview will receive the same set of questions, and these will be different than the first interview questions.

LIABILITY INSURANCE

Professional employees in Texas Public School systems have broad protection from personal liability while acting within the scope of their duties. Texas Education Code 22.0511 (a) states,

"A professional employee of any school district within this state shall be personally liable for any act incident to or within the scope of duties of his position of employment, and which act involves the exercise of judgment or discretion on the part of the employee, except in circumstances where professional employees use excessive force in the discipline of students or negligence resulting in bodily injury to students."

This paragraph is generally interpreted to mean that professionals (teachers) have this protection unless bodily injury occurs while the professional uses excessive force in the discipline of students. Texas Education Code 22.0511 (b) states, *“This section does not apply to the operation, use, or maintenance of any motor vehicle.”*

The law protects professional employees from personal (civil) liability, but it does not protect them from criminal prosecution. Criminal prosecution occurs whenever a law (statute) is violated. Does this mean that professional employees (including clinical teachers) cannot be sued? Certainly not. Lawsuits are common in our litigious society, and the possibility is great that a professional employee will be the subject of a suit at some point in his/her professional life. However, it is comforting to note that the law currently provides professional educators with a great deal of protection.

Please note that state law does not provide protection for nonprofessional employees. Therefore, custodians, cafeteria workers, parent volunteers, and student observers or teacher candidates have no legal protection for personal liability. Candidates are required to join a professional organization, which in most cases, provides adequate liability insurance. It is extremely important that the candidate consult with the organization's office to determine eligibility requirements. A listing of professional organizations is provided below.

PROFESSIONAL TEACHER ORGANIZATIONS

**Association of Texas Professional Educators
(ATPE)**

305 E Huntland Drive, Suite 300
Austin TX 78752
800-777-ATPE
<http://www.atpe.org/>

Texas Classroom Teachers Association (TCTA)

PO Box 1489
Austin TX 78767
888-879-8282
<http://www.tcta.org/>

**Texas American Federation of Teachers
(AFT)**

3000 South IH 35, Suite 175
Austin, TX 78704
512-448-0130
<https://www.texasaft.org/>

Texas State Teacher Association (TSTA)

316 W 12th Street
Austin TX 78701
877-ASK-TSTA
<http://www.tsta.org/>

Veterans Administration The program is approved to train veterans. To inquire, contact the VA Office at VA@tamuct.edu or (254- 968-9126).

ADMISSION INTO THE EDUCATOR PREPARATION PROGRAM

ACCEPTANCE

Applicants will be notified with an offer of admission to the A&M-Central Texas Teacher Educator Preparation Program by a letter from the College of Education and Human Development Dean and the Certification Officer through the applicants' student email address. Educator Preparation Services Department must receive a signed acceptance letter via dynamic forms within ten (10) business days. If the formal Acceptance of Admittance document is not received by the required deadline, applicants will not be admitted and will be ineligible to participate in coursework leading to certification at Texas A&M University Central Texas.

Upon accepting the program, applicants will be charged a \$35.00 fee that will be paid to Texas A&M University Central Texas, which will then be sent to TEA per TAC 229.9. Texas Administrative Code 229.9 (7)(A) requires candidates who accept admission into an Educator Preparation Program to pay a \$35.00 fee that will be sent to Texas Education Agency (TEA). If the required \$35.00 fee is not paid, a hold will be placed on the student's account that will prevent registration into future classes.

DENIAL OF ADMISSION TO THE EDUCATOR PREPARATION PROGRAM

The Dean will provide written notification to applicants found to be ineligible for admission. Applicants who are denied admission must meet with their academic advisor to develop a remediation strategy if they plan to reapply. Those who wish to appeal their denial must petition in writing within 10 business days of the date of notification of denial. Denied applicants may reapply to the program only one (1) time. A new application must be completed in its entirety (to include all application documentation and interview) and submitted during one of the scheduled application windows. If a second interview is needed, faculty who conducted the first interview will not be part of a second interview process.

APPEALS TO THE TEACHER EDUCATION PREPARATION PROGRAM

The College of Education and Human Development Dean is responsible for making decisions regarding appeals in accordance with program rules, the Texas Administrative Code (TAC), and the Texas Education Code (TEC) statutes. As appropriate, the input related to decisions will be sought from the certification officer, faculty, and administrators. Applicants who wish to appeal a decision made by the Educator Preparation Council must make their appeal in writing to the College of Education and Human Development Dean within 10 business days of the date of notification of denial. The Dean will provide the Certification Officer with the documentation to process the decisions made as required.

RETENTION IN THE EDUCATOR PREPARATION PROGRAM

Candidates must maintain all Program Standards throughout the duration of the program. The candidate will receive written notification of being placed on a Probationary Status from the Program Coordinator if the program standards are not maintained. The candidate will be placed on probation for a period of one semester (additional time may be allowed where mitigating circumstances prevent completion of requirements in a particular semester, i.e., class offerings). If the deficiency is not corrected by the end of the probationary period, the candidate will be withdrawn from the program. Candidates who are withdrawn from an A&M-Central Texas certification program are not eligible for enrollment in undergraduate or graduate certification courses.

A&M-Central Texas reserves the right to monitor a student's professional ethics as specified in the Code of Ethics and Standard Practices for Texas Education. Appropriate disciplinary action, which may include dismissal from the Teacher Education Program, may be instituted for violations of ethical conduct.

PROGRAM STANDARDS

University coursework in the program serves two purposes: 1) to prepare candidates for the practicum or internship; and 2) to extend and enrich the professional development progress of teacher candidates.

Teacher candidates are required to maintain continuous satisfactory progress toward certification. Satisfactory progress includes:

- performance in university coursework,
- maintenance of an overall GPA (2.75 undergraduate/3.0 graduate),
- completing all required candidate documentation requirements,
- maintaining standards of performance and conduct related to the Code of Ethics.

Graduate students must meet special requirements. Please refer to the Graduate Student Performance and Progression information: Graduate Student Performance.

Failure to maintain program standards can result in the candidate's dismissal from the program or require the candidate to repeat coursework or training.

PROCESS FOR NON-PARTICIPATION

Candidates who need to take a temporary leave or wish to formally withdraw from the Educator Preparation Program must complete the Program Non-Participation Form. Failure to complete the required form for accurate account in the candidate's certification record may prohibit him/her from reapplying and/or returning to the program and obtaining a Texas Educator Certificate. Students returning from non-participation may be required to take supplemental courses if requirements have changed or have been added, or they may need to retake outdated coursework.

In 2017, the Texas Teaching Commission developed a report titled *An Effective Teacher in Every Classroom*. The work is designed to lead constructive and effective improvements for teacher preparation through legislative changes, regulatory and administrative upgrades, and improved working relationships between schools and preparation entities. To view the full report, please visit: [An Effective Teacher in Every Classroom](#).

STANDARDS

Teacher candidates will demonstrate their proficiency and development by following Texas Teacher Standards, Pedagogy and Professional Responsibilities Standards, and Technology Standards. The teacher candidate will be evaluated based on these standards through multiple measures.

STANDARD PRACTICES FOR TEXAS EDUCATORS

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public Schools of the community.

19 TEXAS ADMINISTRATIVE CODE - CHAPTER 247

The provisions of this Chapter 247 are authorized under Texas Education Code, 21.041(b) (8), which requires the State Board for Educator Certification (SBEC) to propose rules providing for the adoption, enforcement, and amendment of an educators' code of ethics, and Section 63(I) of the conforming amendments to Senate Bill 1 (74th Legislature, 1995), which provides for a code of ethics proposed by the SBEC and adopted by the State Board of Education.

Candidates are responsible for reviewing the most current Code of Ethics and Standard Practices for Texas Educators found at:

[Code of Ethics and Standard Practices for Texas Educators](#)

Texas Education Code Chapter 21 provides detailed information regarding requirements for teachers in public education. For more information, please visit the following website:

[Texas Education Code Chapter 21](#)

One of the required foundations for teacher certification is the successful challenge of the Texas Examination of Educator Standards (TExES). A score of PASS on this examination indicates the ability to provide the necessary tools to facilitate learning in a public school classroom.

Approval to register for the TExES examination is approved by the EPS office under the following conditions:

MASTER OF ARTS IN TEACHING

- Candidates have completed test screening requirements and have accepted admission to the Educator Preparation Program (EPP).
- The EPP program coordinator has signed the testing approval request to signify that candidates have completed all required program benchmarks that establish readiness to test.
- **Candidates must be content complete for TExES examinations prior to the year -long internship.**

TRADITIONAL UNDERGRADUATE PROGRAM

- Candidates have completed test screening requirements and have accepted admission to the Educator Preparation Program (EPP).
- The EPP program coordinator or department head has signed the testing approval request to signify that candidates have completed all required program benchmarks that establish readiness to test.
- Candidates must be content complete for TExES examinations prior to clinical teaching.

REQUIRED TESTS FOR CERTIFICATION

- Certification Content Exam
- Science of Teaching Reading for Core Subject EC-6, Core Subject 4-8, ELAR 4-8, and ELAR/SS 4-8 certifications
- Special Education for All Level Special Education certification as listed on degree plan
- English as a Second Language (recommended)
- Pedagogy and Professional Responsibilities EC-12

TExES REGISTRATION

TExES test registration is completed through the Pearson website: [TExES test registration](#)

To schedule a test, go to [create an account](#) and pay for the test. Candidates can test anywhere in the state.

If it will not let you schedule your test, go to [register for test](#) to access your ECOS account and add your contact and personal information. You will not be able to register for your test if this is not completed first. EPS cannot help you log in or reset passwords but can look up your TEA number or the email address TEA has on file.

If you cannot log in, there is a help ticket on their website. Also try using a different browser (IE vs Chrome). If you do not remember your access information, your username is usually **first name.last name** --> click on forgot your password to reclaim your account.

Alternate Testing arrangement information can be found at: [Alternative Arrangements](#).

TEST FEES

Students are responsible for paying all fees associated with testing and re-testing for each required exam. Testing fee information can be found on the Pearson website. Budget accordingly for each test during the required testing times ~\$116-\$136 per test.

ADDITIONAL CERTIFICATION TESTING INFORMATION

- In response to HB 2205, 84th Texas Legislature, 2015, Texas Education Agency (TEA) all candidates are limited to four (4) attempts to retake any TExES examination. Failure to successfully challenge any TExES examination within five (5) attempts may result in the candidate's ineligibility for certification in that subject area.
- Candidates will challenge the required TExES exam(s) according to the established test sequence and dates.
- Candidates will only be given approval for administration of one test at a time and only after established screening and preparation processes and a challenge of the applicable representative test has been completed.
- Candidates must schedule the TExES test within 30 days of test approval, with appropriate interval to test and retest prior to beginning clinical teaching rotation and as directed by the EPS department.
- In the event a candidate is unsuccessful on a TExES, the candidate must provide documented remediation conducted by the program coordinator or representative prior to expiration of the 30-day waiting period for retest.
- Appeals related to any TExES policy MUST be made in writing to the Dean of the College of Education and Human Development at A&M-Central Texas. An information copy of the appeal MUST also be given to the appropriate department head.

TEXAS A&M UNIVERSITY CENTRAL TEXAS REPRESENTATIVE EXAM

Before a candidate takes the TExES exam, the EPP may require a TExES Representative exam. The TExES Representative Test serves as an assessment of how well the certification candidate has

prepared for the TExES test framework. This test is administered by the EPS staff and / or EPP faculty in person at the college.

The representative test is a highly secure item and can only be administered in a supervised setting. There is no retest of the representative form. The candidate is provided a matrix that analyzes performance by the domain and competency. No comparison of answers or discussion of questions is allowed to preserve the effectiveness of the form for future users. Students must pass with an 80% on the representative test to meet the benchmark for approval to register for the TExES exam. Further studies may be required for representative scores less than 80%.

CLINICAL TEACHING AND INTERNSHIPS

The A&M-Central Texas clinical teaching or internship is the culminating experience leading to teacher certification. Teacher candidates are required to display knowledge, skills, and attitudes about teaching and learning developed through specialized coursework and training.

The clinical teaching or internship is a valuable professional experience in teacher preparation since it represents the bridge between professional preparation and professional practice. Clinical experiences are designed to provide opportunities for students to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

The success of the teacher candidate will depend on the cooperative efforts of many people. Our expectation is that the teacher candidate, cooperating teacher/mentor, and the Field Supervisor will form a triad with closely connected goals - all resulting in a positive and memorable learning experience. It is both the aim and expectation that all teacher candidates will become reflective professional educators who facilitate successful clinical learning.

PURPOSE

The purpose of the clinical teaching or internship experience is to ensure candidates are fully equipped with the skills necessary to be successful in the classroom. During the clinical teaching or internship, the teacher candidate will apply their learning of research-based practices and teaching strategies in a classroom setting with the support of a cooperating teacher/mentor and a field supervisor.

UNDERGRADUATE APPLICATION FOR CLINICAL TEACHING

Prior to seeking admission to Clinical Teaching, students must have been admitted to the Educator Preparation Program (EPP). Students are urged to study requirements for admission and retention in the program. An application for Clinical Teaching must be submitted to the EPS office no later than October 15 or March 15 one year prior to the semester in which the student plans to participate in clinical teaching.

The EPS department assumes the full responsibility for contacting the public schools regarding placement of clinical teachers. Under no condition is the clinical teacher to contact the public

schools regarding his/her Clinical Teaching or any problem relating to it, unless authorized by the Director of Field Placements and External Partnerships / EPS department.

Before a candidate can participate in the Clinical Teaching Program, the candidate must meet the following requirements:

Senior classification:

- A minimum grade point average of 2.75 on all coursework that is listed and has been completed on the certification plan.
- Removal of all incomplete grades prior to the first class day of the semester in which clinical teaching takes place.
- Satisfactory completion of any probation.
- Passing of TExES Certification Content Examinations (example EC-6 and STR).

In addition, each clinical teacher candidate must have completed all degree plan requirements except for Block 4 courses prior to clinical teaching semester.

MILITARY DEPLOYMENT

Candidates that are involved in a military deployment or reassignment and would like to request an Out-of- State placement must complete the TEA Out-Of-State application process. A&M-Central Texas does not make the decisions regarding Out-of-State placements. There is a \$500.00 fee that must be paid to TEA in addition to all fees required for your Field Supervision. For more information, please visit the Texas Education Agency webpage: [Texas Education Agency](http://www.tea.state.tx.us)

GRADUATE APPLICATION FOR AN INTERNSHIP AND CLINICAL TEACHING

An application for Internship or Clinical Teaching must be submitted to the Graduate Program Coordinator no later than October 15 or March 15 one semester prior to the year in which the student plans to participate in Internship. Candidates for certification who do not satisfactorily complete Internship are automatically removed from the Educator Preparation Program.

During the year-long internship, the candidate is employed by the district within an approximate 60 mile radius of Killeen; paid as a first year teacher; eligible for benefits; reported as the teacher-of-record for retirement purposes; teaches with an Intern/Probationary Certificate; and must be enrolled in an internship course in both the fall and spring semesters. Prior approval from the Graduate Program Coordinator must be obtained to a candidate seeking employment outside of the 60 mile radius. In addition, please note that additional fees will be assessed and required to be paid by the candidate.

All applications for Internship Certificates are completed online through the ECOS system. Go to www.tea.state.tx.us. Click on ECOS for Educators in the upper menu. Follow the instructions to update or create your TEAL user account. Organization type will be Educator.

If creating a new account, you will receive an email with your new username and temporary password. Follow the link in the email to log in, change your password, and set up security questions. □ Click on ‘My Application Accounts’, then click ‘Request New Account’.

- Choose ‘ECOS for Educators’ then click ‘Go to Account Details Form’. Follow the instructions.

- Once you have gained access to ECOS as an Educator, log back into your TEAL account at <https://pryor.tea.state.tx.us/>. On the main screen, you should see a link called 'Educator'.
- If not, click on 'Refresh Links'. Click on 'Educator' and it will take you to the Educator Certification Online System (blue background).
- Follow the instructions to apply for certification.

A series of questions will be asked. Please answer the questions honestly. If you have questions about how to answer, please contact TEA (512-936-8400)

- Recommending Entity is A&M-Central Texas (University Initial) Certification Type – Internship
- Subject applying for is your Certification Area
- Use an email address that you will be able to access after you graduate- check your junk mail filter if you do not receive an email after completing the application
- Fingerprinting Option 1 is required for all initial applicants for standard certification
- You may pay by credit card or electronic check for your certificate and fingerprinting at the end of the application process. You can also sign in again later to make the online payment.
- You will be able to return to this site to access your account to check on an application status or view your certificates.

If you are having trouble with the TEAL system, submit a help ticket on their website.

The Clinical Teaching option will require an application as listed above and one semester of unpaid practicum. The Program Coordinator will provide more information if this selection is required.

TEXAS EDUCATION CODE, 261.101: REPORTING CHILD ABUSE

In accordance with the Texas Family code (TFC) anyone suspecting the abuse or neglect of a child must report the suspected abuse to the Child Protective Services Child Abuse hotline at 1-800-2525400.

Specifically, a teacher must report no later than 48 hours of first suspecting a child has been abused or neglected. All reports of suspected child abuse or neglect are confidential. If the report is made in good faith, without malice, reporters are immune from civil or criminal liability. Although your school district may have its own protocol regarding reporting, the person suspecting the abuse must be the reporter. Reporting may not be delegated to another person, remember, the law requires you to report suspected abuse, not prove that abuse occurred. In fact, professionals ask that you not attempt to validate the abuse. Knowing failure to report is a Class B misdemeanor offense.

GENERAL INFORMATION & POLICIES

ATTENDANCE

Attendance in the Teacher Certification programs at A&M-Central Texas is critical. During your coursework and training, please adhere to the requirements in the course syllabus.

During the clinical teaching or the internship, the clinical teacher and intern follow the same regulations regarding attendance that applies to the school district teachers. Regular attendance is required of all clinical teachers placed in public schools and interns hired on internship certificates. Leaving the school campus during the school day is not permitted without prior approval. If you

must be absent, you are required to notify the following by email: (1) your cooperating teacher/mentor; (2) your Field Supervisor (3) your school, (4) your professor, and (5) the Educator Preparation Services at educatorprep@tamuct.edu.

Two absences are allowed. More than two days absent will require the submission of an Absence Make Up Form and the student will be required to make up the missed days during the week following the regular clinical teacher practicum. Excessive absences may require a second clinical teaching semester or additional internship semester. In some cases, excessive absences will result in termination from the program.

APPEARANCE

Professional dress and conduct are required of all teacher candidates. Strict adherence to the district and campus Faculty Dress Code policies regarding attire, hairstyles, tattoos, facial hair, and body piercings is required during the clinical teaching and internship. Professional appearance is expected at all times.

CHANGING CERTIFICATIONS

BSEd and MAT students

Changing a certification will require the following:

- Occurs before placement arrangements have been made / internship
- Faculty advising meeting to review degree alignment
- Student must have faculty advisor approval
- Request is in writing with student signature and sent to Program Coordinator and EPS office
- Passing a representative exam in the new content area with an 80% or higher (each subject matter for EC-6)

Education Minor students

Cannot change certification area due to degree plan

ACP Candidates:

The Alternative Certification Program consists of one semester of classes and a one-year internship. This accelerated program includes academic rigor and teacher preparation for today's ever-changing classroom. Upon admission, students will have selected a certification based on choice and guidance from faculty. Due to the program's timeline from admission to internship, students are unable to change certifications.

CALENDAR

CLINICAL TEACHING

The start and end date for the clinical teaching practicum is set by the EDUC 4691 Clinical Teaching Course Calendar and reflected in the syllabus for EDUC 4691. Prior to the first day in the clinical teaching placement, all Clinical Teachers must attend the mandatory Clinical Teaching Orientation. Clinical teachers are expected to follow the district school calendar where they are

placed for clinical teaching. Clinical teachers are also expected to follow their individual school's scheduled daily beginning and ending times.

INTERNSHIP

The internship begins and ends on the dates designated by the employing school district. Interns are expected to follow the school district calendar where they are hired.

CONFIDENTIAL INFORMATION

Disclosures of confidential information about students, colleagues, the school, or the school district is absolutely forbidden.

CORPORAL PUNISHMENT

Teacher candidates are NOT permitted to administer corporal punishment.

LIABILITY

Clinical teachers have the same professional status as regular teachers regarding the performance of their job-related duties as identified by the policies of the school.

PROFESSIONAL CONDUCT

A&M-Central Texas teacher candidates must abide by all regulations and policies established by the cooperating teacher/mentor, the campus principal, and the school district.

BECOMING A TEXAS CERTIFIED TEACHER

APPLYING FOR A TEACHING CERTIFICATE

All applications for certification are completed online. Follow the instructions to update your TEAL account if necessary and submit the application and payment for your standard certificate. It is important to understand that a teaching certificate cannot be approved by the Certification Officer until your degree and coursework has been conferred.

- If you are an undergraduate student, you will apply for the college recommendation route.
- If you are a graduate student, you will apply for the university post-baccalaureate certification route.

TEA Certification Customer Service

Monday - Friday, 8:00 am-5:00 pm Central Time - (512) 936-8400

RECOMMENDING FOR CERTIFICATION

Upon successful completion and verification of all:

- program GPA requirement (2.75 Undergraduate/3.0 Graduate),
- required coursework and training,
- state mandated testing requirements (Score of PASS), successful completion of clinical teaching/internship, and receipt of all required candidate documentation.

The Certification Officer will complete recommendation for certification. The teaching certificate is valid for all public/accredited schools in Texas.

CERTIFICATES

The Texas Education Agency does not mail out certificates of certification. You must print out a copy for your personal records from the ECOS website. Texas Education Agency will generate one e-mail acknowledging receipt of your online application for certification and when you have been certified.

PROGRAM EVALUATION

In meeting the requirements set forth by Texas Education Agency, it is highly important that all candidates seeking teacher certification received necessary training and coursework. Part of the completion of the certification program, all teacher candidates are required to complete program evaluations.

EDUCATOR PREPARATION PROGRAM COMPLAINT PROCESS

As defined by 19 TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c) (1) of this section, a complaint about an EPP for investigation and resolution.

Any of the above aforementioned, hereinafter referred to as the complainant, who have a complaint may seek resolution without fear of retaliation. If the complainant is a current A&M-Central Texas student, you must follow the University Student Complaint Procedure. This information can be found at: [Texas A&M University Central Texas Student Conduct](#) For more information, please contact the Associate Dean of Student Affairs at (254) 501-5877.

All other complainants, please follow the guidelines listed below.

FILING A COMPLAINT

A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by employees of the College of Education and Human Development Educator Preparation Programs. A formal written public complaint must include the facts upon which the complaint is based.

Please provide a written and signed copy of the A&M-Central Texas College of Education and Human Development-Educator Preparation Program Complaint Form to the College of Education and Human Development-Educator Preparation Services in person or by mail, fax, or email to:

Educator Preparation Services

College of Education and Human Development

1001 Leadership Place Warrior Hall 322 G

Killeen, TX 76549

Phone: (254) 519-8737

Fax: (254) 519-5788

Email: educatorprep@tamuct.edu

Anonymous or unsigned complaints will not be processed. It is also important to know that the sender of complaints that are received by fax or email must be verified. The sender must provide a full name, address, and phone number that matches the information found on the A&M-Central Texas College of Education and Human Development- Educator Preparation Program Complaint Form. Verification of sender will be conducted by phone and documented in an email reply message to sender.

COMPLAINT PROCEDURES

A&M-Central Texas College of Education and Human Development has established the following procedures for responding to a formal complaint from the public regarding an issue involving the College of Education and Human Development – Educator Preparation Programs.

- Any complainant, wishing to submit a complaint shall initially file a formal complaint using the A&M-Central Texas College of Education and Human Development Educator Preparation Program Complaint Form to the Director of the Educator Preparation Services.
- If the complaint is against the Director of the Educator Preparation Services, then the complainant should notify in writing the Dean of the College of Education and Human Development.
- The A&M-Central Texas College of Education and Human Development-Educator Preparation Program Complaint Form must be signed and dated by the complainant and submitted within 30 business days of the alleged incident. The Director of Educator Preparation Services will make a determination on a case-by-case basis as to whether complaints submitted after the deadline will be considered.
- The Director of Educator Preparation Services will acknowledge receipt of your complaint within 10 working days. After the complaint is received, an investigation will take place. The investigative period may last up to 30 business days; extenuating circumstances may cause a deviation from the defined time frames. The Director of Educator Preparation Services shall conduct the investigation or appoint a university or system investigator, if necessary.
- The EPP and EPS will take reasonable measures to avoid any and all conflicts of interest in selecting the investigator. The investigator will gather all facts pertaining to the complaint and submit those in writing to the Director of Educator Preparation Services. This procedure ensures thorough investigations, affording all involved parties an opportunity to submit evidence relevant to the complaint.
- The Director of Educator Certification and Accountability shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any, and notice of the appeals process. The Director of Educator Certification and Accountability shall also forward a copy of the resolution to the employee overseeing the area or individual and be kept on file.

APPEAL

If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Dean of the College of Education and Human Development in writing with a copy of the initial A&M-Central Texas College of Education and Human Development Educator Preparation Program Complaint Form and copy of the Director of Educator Preparation

Services' written resolution. The written appeal must be signed by the complainant and submitted within 10 business days of the Director of Educator Preparation Services' resolution. The Dean of the College of Education and Human Development will make a determination on a case-by-case basis as to whether appeals submitted after the deadline will be considered.

An investigation shall follow the submission of the appeal. The Dean of the College of Education and Human Development will present the findings of the investigation to the Educator Preparation Council (EPC). Within 30 business days of receiving the appeal, the EPC shall submit their decision in writing to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any. Extenuating circumstances may cause a deviation from the defined time frames. The EPC shall also forward a copy of the resolution to the Department of Educator Preparation Services to be filed. The resolution or outcome from the appeal is final and not appealable.

Additional information for complainants who have complaints or questions specifically related to Educator Preparation Programs can be found by visiting the A&M-Central Texas website at: [Educator Preparation Complaint Process](#)

TEA COMPLAINT

If any complainant has an unresolved complaint and appeal decision regarding the A&M-Central Texas College of Education and Human Development Educator Preparation Program and wishes to report it to the Texas Education Agency (TEA), the complainant will need to follow the required steps outlined by TEA. Information can be found on the TEA website at: [TEA Website](#).

TEACHER CERTIFICATION PROGRAM EXIT/WITHDRAWAL POLICY

I acknowledge that I am being prepared for an initial teacher certificate by the College of Education and Human Development (CEHD) Educator Preparation Program (EPP) at Texas A&M University – Central Texas,

My signature below acknowledges that I have read and understood this document.

I agree to:

- Remain professional with CEHD faculty and EPP staff at all times.
- follow program policies within TEA guidelines as established by the CEHD including, but not limited to:
 - ensure that I am prepared to receive a standard teaching certificate, CEHD shall establish benchmarks and structured assessments to track my progress and ensure that I am adequately prepared to pass the appropriate content exams required for classroom teacher certification.
 - CEHD shall determine my readiness to take the appropriate certification exams based the EPP's data informed protocols.
 - I understand that the CEHD evaluates the design and delivery of components in the EPP based on performance data and research practices and uses these data to continuously improve the program, which may result in changes to certification exam approval policy at any time.
 - CEHD retains documents showing evidence of my eligibility for admission to the

program and evidence of completion of program requirements for a period of five (5) years after I complete, withdraw from, or am discharged or released from the program.

- Follow the plans established by CEHD faculty and EPP staff to ensure completion of program requirements; I will not exceed established timelines to acquire a teaching certificate.
- If applicable, attend prescribed courses/trainings as required by TEA for certificate issuance.
- Participate in self-tracked test preparation on Certify Teacher and/or 240Tutoring as assigned to me by EPP faculty and staff.
- Complete test prep assignments according to the schedule provided by CEHD faculty and EPP staff.
- Score a minimum 80% on all domains on Certify Teacher exam mode.
- Complete and submit any remediation program as assigned by EPP staff/faculty.

I understand that:

- failure to pass a TExES exam on the first attempt will increase the cut score required to earn a second attempt
- I am limited to five (5) attempts on any TExES exam title
- I must notify EPP staff if I voluntary withdrawal from the program.
- If I am inactive from the A&M University - Central Texas coursework for greater than 12 months, I will be removed from the EPP as a teacher candidate and will no longer have TExES exam eligibilities.
- If I am inactive from Texas A&M University - Central Texas for greater than 12 months, I will need to reapply to the University and the EPP
- Policies in effect at the time of reapplication will apply to the new admission.