



Educator Preparation Program Handbook 2025

The UMHB Educator Preparation Program is accredited by the
Texas Education Agency

EDUCATOR PREPARATION PROGRAM

2025

Purpose of this Handbook

This Handbook provides information about rules, policies, and guidelines relating to the University of Mary Hardin-Baylor's College of Education Educator Preparation Program (EPP). This Handbook supplements UMHB's course catalogs, Student Handbook, website, course syllabi, and other announcements and policies provided to students from time to time.

UMHB's course offerings, fees, academic regulations, and other information and policies described above are not contractual commitments by the university. UMHB reserves the right to supplement or modify policies applicable to the university or the program at any time.

Students in the College of Education's EPP are responsible for reviewing and comprehending the purpose, policies, and procedures of UMHB and the program. The program Handbook is available online from any computer with access to the university's website.

In the entirety of this handbook, the terms "university" or "UMHB" shall mean the University of Mary Hardin-Baylor.

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Belton, Texas

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SECTION 1: TEACHER EDUCATION OVERVIEW

Educator Preparation Program Mission Statement

The UMHB College of Education prepares future teachers, advocates, and administrators to serve and lead our community through faith-informed decision-making.

Introduction

Guidelines and procedures for the UMHB Educator Preparation Program (EPP) are reviewed and approved by the UMHB EPP Advisory Board, a committee composed of representatives from local school districts, private schools, regional education service centers, higher education institutions, and business or community organizations. In accordance with 19 TAC §228.25(a) and (b), the Advisory Board provides input on program design, delivery, evaluation, and major policy decisions. It meets twice per academic year, and members are annually informed of their roles and responsibilities.

UMHB offers multiple pathways to educator certification:

- **Undergraduate Program** – Traditional teacher certification paired with a bachelor's degree.
- **Post-Baccalaureate Program** – Certification for candidates with a bachelor's degree, often pursued through the UMHB master's program.
- **Master of Education (MEd) Program** – Certification in teaching (Curriculum & Instruction track) or principal certification (Educational Administration track).
- **Doctor of Education (EdD) in Educational Administration** – Optional superintendent certification as part of the degree program.

Practicum, internship, field experience, and clinical teaching requirements are detailed in course syllabi and handbooks. Candidates pursuing teacher certification (undergraduate and master's) must review the Candidate Handbook, available on the College of Education website. Those seeking principal or superintendent certification receive a program-specific handbook.

For concerns or complaints regarding the EPP, individuals may contact TEA's Educator Certification division at <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/complaints-against-educator-preparation-programs> or mail correspondence to Texas Education Agency, 1701 North Congress, Austin, TX, 78701. Complaints can also be submitted through the Complaint Process link on the College of Education's Forms and Resources webpage or via TEA's Complaints Against Educator Preparation Programs site.

Accreditation

The Educator Preparation Program provides field-based experiences in school settings to support teacher candidates as they connect theory and practice, observe effective teaching practices, interact with diverse populations, and explore and develop their teaching skills in close interaction with classroom teachers and university faculty. The UMHB Educator Preparation Program has been recognized with state accreditation.

Because the Educator Preparation Program is approved and accredited by the Texas Education Agency, as a division of the State of Texas, the State of Texas Educator Certification System and Standards of the Texas Education Agency (TEA) regarding educator certification supersede UMHB rules and requirements. While the UMHB Educator Preparation Program may have requirements that exceed those of the state, at no time are they less than state requirements.

The UMHB College of Education offers degree programs to prepare Texas certified teachers. Graduates of the UMHB Educator Preparation Program meet state licensure requirements established by the Texas Education Agency (TEA). The UMHB College of Education was first accredited by the TEA in February 1972 and maintains accreditation. The most recent Continuing Approval Compliance Audit was conducted in 2021. The Educator Preparation Program 's next program review is anticipated to be in the spring of 2026. Accreditation ratings are issued annually and are available on the [TEA Accountability System for Educator Preparation](#) webpage.

TEA Accreditation Ratings

Candidates of the UMHB Educator Preparation Program have consistently demonstrated a high level of achievement on certification exams.

The pass rates for the last five years are as follows:

Academic Year	Content Certification Exams: Passing Rate	PPR Certification Exams: Passing Rate	STR Exam Passing Rate
2024-2025	88%	94%	100%
2023-2024	91%	93%	96%
2022-2023	91%	97%	92%
2021-2022	93%	95%	97%
2020-2021	96%	97%	100%

Texas Education Code: TEC §21.044 (e)(3)

Consumer Information

The Texas Education Agency (TEA) posts information about the state's educator preparation programs, including UMHB, on their website: [Consumer Information about Texas Educator Preparation Programs](#).

Supply and Demand of Texas Teachers

Texas Education Code: TEC §21.044 (e)(3)

In any profession, it is critical to know about job prospects and opportunities for employment. In terms of teaching positions, Texas is currently experiencing shortages in several areas, including:

*Bilingual/ESL
Career and Technical Education
Computer Science/Technology Applications
Mathematics
Special Education (Birth-Age 5)
Speech Pathology (K-Grade 12)
Working with the Visually Impaired*



Some districts offer signing bonuses for teachers who hold certification in one of these areas.

The following sites provide more detailed information about state and national shortage areas, salary ranges, and hiring patterns. We encourage all candidates to research information that is pertinent to their plans for joining the education profession.

TEACHING CANDIDATES

The following site provides information about Texas teaching shortages and opportunities for student loan forgiveness, if a candidate chooses to teach in schools meeting certain criteria:

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/2020-2021-teacher-shortage-areas-and-loan-forgiveness-programs>

The following site from the Bureau of Labor and Statistics provides information (including salary ranges) for multiple specific teaching roles (i.e. secondary chemistry teacher).

https://www.bls.gov/oes/current/oes_tx.htm#25-0000

The following site from the Bureau of Labor and Statistics provides information (including salary and hiring data) for elementary school teachers. <https://www.bls.gov/oes/current/oes252021.htm>

PRINCIPAL AND SUPERINTENDENT CANDIDATES

The following site for the Texas Association of School Boards deals with hiring trends and attrition rates for the teaching population.

<https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/texas-teacher-supply-2020-update.aspx>

The following site provides administrators with data about retaining teachers and trends in teacher attrition.

<https://learningpolicyinstitute.org/product/teacher-turnover-brief>

The following site from the Bureau of Labor and Statistics provides salary and hiring information for educational administrators, including some data specific to Texas:

<https://www.bls.gov/oes/current/oes119032.htm>

TEA Educator Skills and Responsibilities

Texas Administrative Code: 19 TAC §228.30(a)

The UMHB Education Program prepares teacher candidates in teaching content proficiency, instructional pedagogy, and professional disposition. The TEA Commissioner's Rules Concerning Educator Standards (TAC §149.1001) presents the following teacher standards that are addressed throughout our program.

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Criminal History Background Checks

Texas Education Code (TEC), §22.083 & §22.0835

Regardless of the path chosen for certification, candidates should be advised that Texas law requires that all candidates in field experiences (including clinical teaching, the internship associated with post-bac teaching certification, and the practicum associated with principal or superintendent certification) must pass a national criminal history review. Any candidate who cannot be cleared because of a criminal record will not be approved for a field experience and cannot obtain certification or be employed as an educator in the state of Texas. Candidates who are unsure about their ability to clear a national criminal history review are urged to clarify their ability to certify before considering the Educator Preparation Program. A Preliminary Criminal History Evaluation process is available through the Texas Education Agency for those who want to verify their status in this regard. All certification candidates are presented with this option at the time of their admission. For information about the process and the state parameters, see the following link: <https://tea.texas.gov/texas-educators/investigations/national-criminal-history-checks-faqs>

All teacher candidates must comply with the background check requirements of all field experience sites (schools and organizations). If a student does not pass a background check, the program will be notified only of the status. The student will be directed to the organization's contact to get detailed information. Background checks will be conducted at different levels based on the organization's procedures and the level of interaction with minors. The inability to complete field experience requirements due to a background check may prevent students from completing the course and continuing in the program. Students who have any concerns about this requirement should contact the associate dean early in the program to discuss options.

UMHB students should expect background checks to take place throughout the program and in professional practice, including:

- Prior to fieldwork associated with coursework
- Prior to clinical teaching/internship
- Upon application for Texas teaching certification
- Prior to employment as an educator

Preliminary Criminal History Evaluation

Potential and current students have the right to request a criminal history evaluation conducted by the Texas Education Agency. A Preliminary Criminal History Evaluation (PCHE) is an evaluation of eligibility for a Texas educator certificate based on self-reported criminal history. As a service to prospective candidates, TEA staff may perform an evaluation for a non-refundable fee. The evaluation is voluntary and non-binding. The TEA website provides additional information about the process: [Preliminary Criminal History Evaluations](#).

Professional Ethics & Responsibilities

UMHB students complete a focused review of teachers' ethical and professional expectations in EDUC 3315: Students and Learning. This includes viewing and discussing the required TEA Ethics videos. EPP applicants must sign an affirmation form to confirm viewing the videos and acknowledging knowledge of these expectations. Professional disposition feedback is provided throughout all coursework in the College of Education.

TEXAS EDUCATORS' CODE OF ETHICS

Texas Administrative Code: 19 TAC §247.2

1) Professional Ethical Conduct, Practices and Performance.

- A. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- B. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- C. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- D. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- E. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- F. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- G. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- H. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- I. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- J. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- K. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- L. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- M. Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2) Ethical Conduct toward Professional Colleagues.

- A. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- B. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- C. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- D. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

- E. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- F. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- G. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3) Ethical Conduct toward Students.

- A. Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- B. Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- C. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- D. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- E. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- F. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- G. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- H. Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- I. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - i. the nature, purpose, timing, and amount of the communication;
 - ii. the subject matter of the communication;
 - iii. whether the communication was made openly or the educator attempted to conceal the communication;
 - iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - v. whether the communication was sexually explicit; and
 - vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the

[Texas Educators' Code of Ethics](#)

[TEA Ethics Videos](#)

SECTION 2: EDUCATOR PREPARATION PROGRAM STATUS

Admission Requirements

Texas Administrative Code: 19 TAC §227.1(c)(1)

Admission requirements are informed by the Texas Administrative Code (§227.10. Admission Criteria) and the UMHB Educator Preparation Program. These criteria are reflected in the EPP application requirements. At a minimum, the application requirements include:

- Enrollment in an accredited institution of higher education (undergraduates) or an earned bachelor's degree from an accredited institution of higher education (graduates)
- A minimum cumulative GPA of 2.75
- A minimum 2.5 GPA in the content area
- A minimum of 12 completed credit hours in the content area associated with the intended certification: a minimum of 15 credit hours for math and science candidates
- Basic skill proficiency in reading, writing, and mathematics- Demonstrated with passing scores on the SAT, ACT, or Accuplacer (see the EPP application requirements for required scores)
- English language proficiency
- Program interview and assessment of disposition *
- Introductory coursework
- The candidate must successfully complete the initial course in the professional development sequence, EDUC 3315. (Grade must be "C" or better)
- When receiving the formal invitation email, the student must respond within an assigned deadline

Students may not proceed with Education "academic support" and "professional development" (pedagogy and professional practices) courses until EDUC 3315 has been successfully completed, with a full EPP acceptance and a signed acceptance letter. With advisor approval, students may take EDUC 3330 (Social Studies Strategies) prior to admission. Specific application dates are posted on the UMHB Educator Preparation Program's [Calendar](#) and can be obtained from the COE certification coordinator.

* All students seeking admission into the Educator Preparation Program at the University of Mary Hardin-Baylor are required to meet an established standard on a face-to-face interview. Interviews are scored on a standard rubric which addresses communication skills, attitude about the teaching profession, professional demeanor and disposition, work ethic/responsibility, and the ability to read and respond to reading in a way that demonstrates effective communication of ideas.

Procedure:

- Students complete Interview I when they take EDUC 3315 (Students and Learning). (The interview is conducted by a team of three faculty members or certification officers from the College of Education.)
- Within two weeks, students are notified via UMHB e-mail if they met the minimum standard.
- Students who fail to meet the minimum standard may ask for a second interview by contacting the Associate Dean for the College of Education. The request should be submitted no later than the end of the semester following the semester in which the student took Students and Learning. The request may be made in writing or through face-to-face contact.
- Students complete Interview II. (The interview is conducted by the Associate Dean and two other faculty members representing who were not included on the original interview team.)
- Within two weeks, students are notified via UMHB e-mail if they met the minimum requirements on Interview II. Students who are unsuccessful in the second interview will not be allowed to continue in the Educator Preparation Program at UMHB.

Undergraduate Academic Proficiency Requirements

Basic skill proficiency in reading, writing, and mathematics must be demonstrated with passing scores on the SAT, ACT, or Accuplacer (see table for required scores). If SAT and ACT scores are not available or do NOT meet the requirements in one or more areas, students may use Accuplacer scores, in which testing would occur in the COE Office. Students have five total attempts on each Accuplacer Subject Exam

Next Generation Accuplacer	Accuplacer	ACT	SAT	Redesigned SAT	SAT 2024
Reading - 252	Reading – 78	Reading – 18 on Reading section	Reading – 500	Reading – 27	Reading/Writing 525
Math - 256	Math – 80	Math – 20	Math – 500	Math – 530	
Writing – 258 on Skill section 6 or higher on essay	Writing – 80 on skill section/6 or higher on essay	Writing – 19 OR English - 19	Writing – 450	Writing – 26	Math 525

Multiple Attempts for Program Entry

Students who apply for entry into the UMHB Educator Preparation Program but who do not meet entry requirements may re-apply in the following semester (as long as they have not exceeded testing attempts). However, students may re-apply no more than three times before becoming ineligible for program entry.

Declining Entry

If students who are eligible to enter the program decline the offer for admittance during the designated “entry level” course and decline to submit required documents for admission, no coursework taken after that point will be considered as satisfying certification requirements.

Credit for Military Experience

Some military experiences may be considered for possible credit toward program entry requirements or program completion. Examples include training or extensive experience with technology applications for graduate program admittance, in-depth involvement in public speaking or communications for graduate program admittance, physical training for Exercise Activity Course credit for the undergraduate program (EXAC), and field experience credit for the undergraduate program if it involves direct instruction or observation of direct instruction in an academic setting for school-aged children. These are addressed during the interview process for graduate programs. For undergraduate programs, candidates meet with an academic advisor who is familiar with the EXAC courses for which military service exempts candidates. The final decision about the credit of military experience to satisfy a program entry requirement is made by the Associate Dean for the College of Education or the Dean for the College of Education. Decisions about course credit are made by the UMHB Registrar. All candidates with military experience should provide their military training transcripts to the UMHB Registrar for review, since up

to 21 hours of elective course credit can be awarded based on military experience. If so, the candidate's transcript will be noted for reference by the academic advisor.

Introductory Course Parameters - Undergraduate

- EDUC 3315 (Students and Learning) is considered the “entry” course in the undergraduate program. While students may take EDUC 2311 or 2399 prior to this class, most EDUC/READ/EDSL/ESDP courses may not be taken until EDUC 3315 has been completed.
- Students who transfer credit for the equivalent of EDUC 3315 are responsible for contacting the Educator Certification Office at UMHB to arrange for an interview, complete paperwork associated with program entry, and document GPA and skill-level requirements.
- Students who earn a grade of D or below in EDUC 3315 three times are no longer eligible to apply for entry into the Educator Preparation Program at UMHB.

Retaking Coursework - Undergraduate

Students who have been approved for entry into the Educator Preparation Program may retake a class with an EDUC/READ/EDSL/EDSP prefix no more than two times or they will be dropped from the Educator Preparation Program.

Permission to Test after Absence from the Program

When students have not maintained participation in the Educator Preparation program for more than two semesters (including failure to attempt the state certification exams after graduation), their ability to take and pass the certification examinations may diminish. When candidates fail these assessments, this negatively impacts both the student and the Educator Preparation Program. For this reason, when candidates wish to test after they have been away from the program for a year or more (up to five years), a review of the student's record by the UMHB Certification Officer and by the Associate Dean is required to determine next steps. The candidate may be asked to take and pass practice tests or to demonstrate activity in an online preparation course. Other requirements may include additional coursework (including courses the student took previously if the certification examination has changed significantly), a College of Education interview, tutoring with a College of Education faculty member, or other means of covering tested content. If permission to test is granted, it is the student's responsibility to test immediately, and the student must agree to RETAKE a failed certification exam within 30 days. This requirement shows good faith that the candidate does not intend to allow a significant time to pass again between test review and completion of the program.

Students who have been absent from the program for five years or more, as per state guidelines, must retake the coursework required for certification through the Educator Preparation Program. In addition to classes, this may include clinical teaching, internships, the practicum, field experiences, and travel-related experiences.

EPP 2025 APPLICATION REQUIREMENTS

** The EPP application requirements are subject to change to reflect TEA and UMHB revisions.
The application packet issued to the applicant provided includes the current requirements.*

Undergraduate Application Requirements

Students are responsible for providing the associated documentation and/or completing all admission requirements, including:

- A completed application form
- Current Official Transcript(s) listing all completed coursework from each institution attended (college or university) to establish:
 - a minimum of at least 60 credit hours completed cumulative Grade Point Average of **2.75 or greater** (before admission is granted)
 - a minimum of 12 credit hours successfully completed in the subject-specific content area for the certification sought (15 hrs. if math/sci. candidate)

*Applicants must provide official transcripts from each institution attended (dated within 3 months of application).
UMHB transcripts will be obtained by the College of Education.*

- Group Interview - This requirement assesses an applicant's ability to communicate effectively and professionally, demonstrating an appropriate disposition to teach.
- EDUC 3315: Foundations of Education has been successfully completed or is in progress.
- Accuplacer Test Scores (or SAT/ACT) - This requirement demonstrates proficiency in the basic skills of reading, mathematics, and writing (see UMHB score requirements). If test scores are not available, a confirmation of a scheduled testing session should be provided.
- Current Texas Educators' Code of Ethics & TEA Ethics Video-Statement of Affirmation (typically completed in EDUC 3315 Students and Learning)

Graduate Student Application Requirements

Students are responsible for providing the associated documentation and/or completing all admission requirements, including:

- Admission to UMHB
- A completed application form
- Current Official Transcript(s) listing all completed coursework from each institution attended (college or university) to establish:
 - conferral of a bachelor's degree
 - cumulative Grade Point Average of **2.75 or greater**

Applicants must provide official transcripts from each institution attended (dated within 3 months of application). UMHB transcripts will be obtained by the College of Education.

- Content Proficiency - a minimum of 12 credit hours successfully completed (2.5 or greater GPA) in the subject-specific content area for the certification sought (15 hrs. if math/sci. candidate) AND passing PACT (pre-admission certification test) scores
- Group Interview - This requirement assesses an applicant's ability to communicate effectively and professionally, demonstrating an appropriate disposition to teach.
- Current Texas Educators' Code of Ethics & TEA Ethics Video-Statement of Affirmation

Withdrawal from the UMHB Educator Preparation Program

Texas Administrative Code: 19 TAC §228.20

UMHB acknowledges a responsibility to prepare and certify candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, and professional qualities.

Candidates must apply and be accepted to the Educator Preparation Program prior to enrollment in designated professional development courses. EPP application requirements must be met at the point of application and maintained throughout the remainder of the program. Candidates are continuously assessed for academic proficiency as well as professional disposition. If a candidate's academic achievement does not meet program requirements or if issues arise concerning a candidate's fitness to be an educator, the candidate may be dismissed. Acceptance to the Educator Preparation Program permits advancement toward certification but does not guarantee program continuance or acceptance to clinical teaching/internship.

Reasons candidates may be dismissed from the Educator Preparation Program include, but are not limited to, the following:

- Cumulative GPA falls below 2.75
- Multiple professional disposition reports for minor-moderate infractions
- Significant professional disposition (TEA Educator Code of Conduct) violation
- A criminal background check that precludes field placement***
- Transfer from the university or a one-year period of non-attendance (prior to clinical teaching)
- Failure to complete all certification requirements within three years of clinical teaching placement
- Significant changes in the standards or test requirements for the certification field in which the candidate was prepared due to any period of inactivity

***** NOTE: Field placement assignments are made by the UMHB Educator Program and cooperating field placement sites. Students in the Educator Preparation Program must be eligible for field placement at Temple ISD and Belton ISD, at a minimum.** Each student is responsible for ensuring that he or she will be able to complete the required field placement requirements. Students who doubt their eligibility to complete a field placement site at Temple ISD and Belton ISD (at a minimum) should confirm their eligibility as soon as possible by contacting the Associate Dean of the College of Education. The university is not responsible for any student's delay in graduation or inability to complete field placement requirements due to decisions made by third-party facilities.

If at any point after EPP acceptance, and prior to program completion, a candidate chooses to complete the UMHB degree without certification, he/she must complete a program form to document their intent to withdraw from the Educator Preparation Program. The student will request a change of major/minor as needed and all remaining degree requirements apply. Degree requirements may be impacted; therefore, students are strongly encouraged to meet with their advisor before making this decision.

Student Decision to Leave the EPP

If a student who has been formally accepted into the EPP decides not to continue with certification prior to program completion, a dated form specifying withdrawal (and reason) from the certification program must be submitted by the candidate to the Certification Coordinator in the EPP. That document initiates the process of formal removal in the state and federal certification platforms. The student is responsible for working with an advisor to notify the Registrar through completion of the Change of Major forms. The Certification Coordinator

will issue a notice of dismissal to the student, for potential use if pursuing certification through other programs in the future.

Inactive Candidates

In accordance with 19 TAC §228.31, inactive candidates will be dismissed/removed from the EPP after one academic year (two consecutive long semesters) of inactivity. An inactive candidate is one who is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.

Felony or Misdemeanor Conviction

“In accordance with Article 6252-13c, Texas Civil Statutes, the commissioner of education may suspend or revoke a teaching certificate, or refuse to issue a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to duties and responsibilities of the teaching profession.” All applicants for Texas certificates will be screened (fingerprinted) for a record of felony or misdemeanor conviction through the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI). Failure to pass a criminal history review will result in removal from placement and may result in removal from the Educator Preparation Program.

Dismissal from Field Placement Sites

UMHB works in partnership with several area independent school districts and other field placement sites. In the event that a clinical teacher or intern is prevented from returning to a field placement site to which he or she was assigned, procedures are in place to address the issue. (See Failure to Demonstrate Disposition to Teach section below.)

Professional Dispositions Policy

Disposition to teach is considered a relevant and critical aspect of effective instruction. According to the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance.” An educator candidate’s disposition to teach will be assessed at UMHB through educator preparation courses, through the College of Education interview process, during any field experience, clinical teaching, and/or in other instructional settings associated with teacher preparation.

As part of the EPP application process, each candidate will submit a signed commitment contract acknowledging awareness and understanding of the [Texas Educators Code of Ethics](#) and the UMHB EPP’s Professional Dispositions Policy. Over the course of their preparation program, candidates will be evaluated to ensure they are upholding the standards in the dispositions policy. This policy will apply only to those candidates seeking educator certification through UMHB.

Professional Dispositions

1. Adherence to established classroom, program, department/division, college, university, public-school, and neighborhood policies.
2. Adheres to and models established classroom, program, department/division, college, university, public-school, and neighborhood policies.
3. Demonstrates competence and professionalism in all oral, written, and electronic interactions.
4. Models competence and professionalism in all oral, written, and electronic interactions.

5. The ability to solicit, accept, and learn from feedback.
6. The ability to collaborate productively, respectfully, and effectively with stakeholders from diverse backgrounds.
7. Responsibility for their own learning and that of their students (during a field assignment).
8. Professional appearance at all times.
9. Professional demeanor (e.g., Remain poised and confident; communicate calmly and respectfully).
Professionalism in communication, collaboration, and presentation of yourself among stakeholders.
10. Professional relationships with students and all stakeholders in and out of the P-12 classroom.

Procedures for Assessing Dispositions

Professional Dispositions are evaluated on an ongoing basis by UMHB faculty and staff members. An educator candidate's professional dispositions may be assessed in UMHB courses related to educator preparation coursework, during any clinical field experience, and in other instructional settings associated with educator preparation. While dispositions can be assessed at any time and in connection with any course, the following items/courses have disposition assessments assigned to them:

Program	Benchmark 1	Benchmark 2	Benchmark 3
Undergraduate Students EC-6, 4-8	EDUC 3315; COE Interview	READ 3320	READ 3624
Undergraduate Students 7-12, PE, Music, Art	EDC 3315; COE Interview	EDUC 4385	Clinical Teaching
Graduate Students – Teacher Certification	COE Interview	EDUC 6103/6303	Clinical Teaching/Internship

A Notice of Concern form is used when any other dispositional concerns arise. To request a form, contact UMHB EPP Certification Coordinator Kim Newton-Hunter (knewtonhunter@umhb.edu). Concerns regarding the ten dispositional criteria would be noted on the form. In addition, the faculty or staff member should also include comments related to the events that led to the completion of the PDN along with a plan for improvement.

Depending on the nature of the dispositional concern, a range of options, including removal from the educator preparation program (EPP), may be considered. Unless the issue results in program dismissal, a Professional Disposition Improvement Plan will be provided to the student to identify strategies for improving the candidate's disposition(s). The plan will include clear, measurable expectations and a timeline.

If the candidate does not agree with the Professional Disposition Improvement Plan, s/he may request further discussion/reconsideration, or s/he may file an academic appeal using the university's published academic appeal process. The Academic Appeal process and form can be found here: [The https://www.umhb.edu/report-it/academic-grade-appeal#1845](https://www.umhb.edu/report-it/academic-grade-appeal#1845)

Educator Preparation Program Transfers

A teacher candidate may be enrolled in only one educator preparation program (EPP) at a time. If a candidate wishes to change programs once he/she has been admitted to an approved EPP leading to certification in Texas, a candidate transfer form must be completed. Candidates have the right to transfer from one program to another, provided they have not completed the program requirements and are in good standing with the program the candidate is leaving. All fees, tuition, coursework, etc., required by the receiving program are the responsibility of the candidate. A program transfer form is maintained by both programs.

SECTION 3: CURRICULUM

Program Completion Requirements

Texas Administrative Code: 19 TAC §227.1 & §228

Program completion requirements are informed by the Texas Administrative Code (§228) and the UMHB Educator Preparation Program. These criteria are reflected in the degree and course requirements and include:

- Ability to pass the criminal history background checks required of field experience sites (schools and community organizations)
- Successful completion of all coursework listed on the degree plan (minimum grades noted on syllabi)
- Successful completion of all fieldwork associated with coursework
- Demonstration of the professional dispositions expected of professional educators
- Demonstration of the content knowledge associated with the intended certification area
- Demonstration of pedagogy and professional responsibilities skills
- Successful completion of field-based experiences (required hours, assignments, and evaluation criteria and instruments are referenced in the course syllabi)
- Successful completion of clinical teaching/internship (attendance requirements, evaluation criteria, and instruments are referenced in the course syllabi)
- Successful completion of all initial certification exams (Clinical Teaching/Internship Seminar course requirements)

Degree Plans & Course Requirements

The College of Education offers undergraduate, post-baccalaureate, and alternative certification educator preparation programs for Early Childhood through Grade 6, Grades 4-8, Special Education, and secondary level English, math, sciences, speech, and history. Also offered are programs for all-level art, music, physical education, and Spanish. All educator certification paths, including graduate programs to prepare educational leaders, are endorsed by the Texas State Board for Educator Certification.

The UMHB undergraduate and graduate catalogs provide detailed information and degree snapshots. Undergraduate students should declare their majors/minors upon admission to the university so that their degree plans and completed coursework is accurate on and easily monitored on MyDegree. Current degree plans are also available on the [UMHB College of Education](#) website.

Undergraduate Degree Options for Teacher Certification

Elementary Teaching Certification (Early Childhood-6th grade)

Core Subjects with Science of Teaching Reading

Undergraduate students complete a B.S. in Education degree (EC-6).

Interdisciplinary Studies (Early Childhood-6th grade and Special Education)

Core Subjects with Science of Teaching Reading

Undergraduate students complete a B.S. in Education degree (EC-6 with a Special Education emphasis).

Middle School Teaching Certification (4-8 grade)

Core Subjects with Science of Teaching Reading

Undergraduate students complete a B.S. in Education degree (4-8).

Secondary Teaching Certification (7th-12th grade)

Secondary teacher candidates major in the discipline in which they plan to certify and minor in education.

Optional minors in literacy/reading and special education are available.

- English
- Mathematics
- Sciences
- Speech
- History

All-Level Teaching Certification (EC-12th grade)

All-level teacher candidates major in the discipline in which they plan to certify and minor in education.

Optional minors in literacy/reading and special education are available.

- Art
- Music
- Physical Education
- Spanish

Graduate Degree Options for Teacher Certification

Master of Education in Curriculum and Instruction (Teacher Certification)

The Master of Education in Curriculum and Instruction degree is a 30-hour program which will prepare specialists in curriculum and instruction design, management, and implementation in PK-12 and post-secondary learning environments. In addition to this focus, a student-selected cognate will afford the opportunity for advanced study in a complementary area. Candidates seeking teaching certification must be admitted into the Education Preparation Program prior to beginning coursework.

Testing Parameters – Undergraduate and Master’s

Beginning with Fall 2019, undergraduate level students seeking teaching certification are expected to take the content-specific TExES prior to beginning clinical teaching. Master’s level students are required to pass the content exam to be eligible for an internship. Students in Certification Preparation Seminar must attempt the PPR at least one time during the semester. If the student fails to meet both requirements, a grade of “I” (Incomplete) will be entered until the student has tested.

Prior Experience Credit for Field Hours – Undergraduate and Master’s

In accordance with 19 TAC §228.35, a teaching certification candidate may be credited with up to 25 hours of field experience only if the prior experience meets the stated standards and is directly related to the certificate being sought. Determination of credit requires approval of the Dean of the College of Education, the Associate Dean for the College of Education, and the UMHB Certification Officer.

Professional Behavior and Dress – Undergraduate and Master’s

Candidates for teaching certification are expected to exhibit professional behavior and dress during field experiences, internships, and clinical teaching or any time they are visiting a public or private school campus as part of program requirements. Jeans and t-shirts are prohibited except on campus-designated “jeans” days. Candidates should adhere to the dress code established by the school, avoiding clothing that is revealing or distracting in any way. Use of a cell phone when observing in classrooms or clinical teaching is not acceptable other than in an emergency, since it gives the impression to other professionals that the teacher candidate is not attentive or interested. Candidates are expected to respect campus authority and the authority of the teachers they observe. Criticizing district employees or speaking to district employees in a rude or disrespectful way is considered unprofessional. Unprofessional demeanor, behavior or dress may lead to the issuance of a Notice of Concern: Disposition to Teach.

Multiple Applications for Clinical Teaching – Undergraduate and Master’s

Clinical Teaching/Internships through the College of Education requires multiple processes.

- Once the application is received, the College of Education’s Certification Coordinator will verify the student’s eligibility. This is a multi-step process.
- The Certification Coordinator works with State Board for Educator Certification in approving the student to sit for a variety of state examinations.
- The Certification Coordinator will contact local campus administrators to find schools willing to place clinical teachers/interns in the fields and grade levels requested.
- Once the campuses are identified, the Certification Coordinator will provide letters and training documents to the principals and cooperating/mentor teachers selected.

SECTION 4: CLINICAL TEACHING & INTERNSHIP

Clinical Teaching

Clinical teaching is the final stage of the candidate's certification preparation. In collaboration with our partnership schools, the candidate will be assigned a placement at the level and in the subject area of their intended certification. Both the cooperating teacher and a UMHB supervisor will provide continued guidance and support throughout the placement.

The clinical teaching placement dates are determined in advance by UMHB's College of Education and the cooperating districts. Whenever possible, the placement will begin during the inservice/workdays prior to the start of the district's semester and will continue until the Wednesday before UMHB's graduation. The clinical teacher is expected to follow the school district's calendar, including campus reporting times.

Requirements

The clinical teaching course syllabi (EDUC 4501/4502/6303 & EDUC 4250/5338) specify the requirements for the Clinical Teaching semester. These requirements include:

- Clinical teachers must take the state content exam prior to clinical teaching. This demonstrates the content knowledge needed to successfully plan and provide instruction in the respective content area.
- Clinical teachers must take all associated state exams as a course requirement of the Clinical Teaching Seminar. This includes the STR (for elementary, 4-8, and ELAR candidates) and the PPR (for all candidates) to demonstrate mastery of the educator standards associated with clinical teaching.
- Clinical teachers must earn a successful summative evaluation from the cooperating teacher and supervisor.
- Clinical teachers must demonstrate the professional disposition expected of an educator.
- Clinical teachers must meet the attendance requirements.
- All of the requirements noted on the Clinical Teaching and Clinical Teaching Seminar syllabi.

COE Program Progression: Clinical Teaching

Clinical teacher applicants must meet all requirements applicable to the semester to which they apply. Requirements will be noted on the application packet and are subject to change to reflect current Texas Education Agency and UMHB Educator Preparation Program standards. At a minimum, applicants must demonstrate professional disposition expected for a professional educator. If candidates are denied or choose to defer clinical teaching, they may reapply to a future semester.

Candidates who have met all program requirements for approval for clinical teaching are typically placed within the UMHB Educator Preparation Program Cooperative school districts. Attempts are made to place the student within a 30-mile radius of UMHB. Clinical teachers and interns are not placed on campuses where a family member has a role that might be deemed by the program to be a conflict of interest. For example, clinical teachers are not placed on campuses where a parent is a principal or teacher, without special permission from the Dean of the College of Education.

Internship (MEd Candidates Only)

In January 1988, the State Board of Education adopted Rule (19 TIC 137.321) for persons seeking initial teacher certification who **already hold a baccalaureate degree**. One of the provisions in the certification requirement is: **“(D)...a field internship of one school year where the intern may be employed as a teacher of record and where the intern is jointly supervised by the college or university and a cooperating school district accredited or recognized by the Texas Education Agency...” (137.321)**

M.Ed. candidates are eligible to apply for either clinical teaching or internship placement. The internship experience is considered the capstone of the Educator Preparation Program and provides supported experience in the school setting. The Intern Teacher is a full-time employee of the district and is considered the teacher of record. The Intern Teacher must also complete certification requirements for the UMHB EPP. Each Intern Teacher will be assigned a Mentor Teacher at the school and a University Supervisor to be a part of an educational support team to support the Intern Teacher’s development.

UMHB is responsible for internships in terms of SBEC/TEA requirements and supervision. Therefore, all internships **MUST** be approved by the UMHB Certification Officer prior to accepting a position in the school district.

The intern candidate must meet the eligibility requirements described by the Texas Academic Code. The internship may be extended for one year if determined necessary by the school district and the university.

Internship placements approved by the UMHB EPP are full academic year placements and may begin in the fall or spring semesters. Intern Teachers enroll in the associated UMHB courses. Intern candidates are responsible for obtaining teaching positions in TEA accredited schools. The UMHB EPP will support this process but does not guarantee employment.

Requirements

The internship course syllabi (EDUC 5338 & EDUC 6103) specify the requirements for the Internship year. These requirements include:

- Interns must pass the state content exam prior to internship. This demonstrates the content knowledge needed to successfully plan and provide instruction in the respective content area.
- Interns must pass all associated state exams as a course requirement of the Internship Seminar. This includes the STR (for elementary candidates) and the PPR (for all candidates) to demonstrate mastery of the educator standards associated with the internship.
- Interns must earn a successful summative evaluation from the campus administrator, mentor teacher, and supervisor.
- Interns must demonstrate the professional disposition expected of an educator.
- Interns must meet the attendance requirements.
- All requirements noted on the Internship and Internship Seminar syllabi.

COE Program Progression: Internship

Intern applicants must meet all requirements applicable to the semester to which they apply.

Requirements will be noted on the application packet and are subject to change to reflect current Texas Education Agency and UMHB Educator Preparation Program standards. At a minimum, applicants must demonstrate content proficiency with a passing state exam score in their certification content area as well as demonstrate the professional disposition expected for a professional educator.

If candidates are denied or choose to defer the clinical teaching/internship, they may reapply to a future semester. Intern applicants may apply to clinical teach in the next semester. Internship applicants must wait for the application period for the next academic year.

SECTION 5: CERTIFICATION

2025 Certification Testing Procedures

Certification candidates are eligible to begin testing upon acceptance to the Educator Preparation Program (EPP). Practice tests are administered by the UMHB Educator Preparation Program. The practice test schedule is provided directly to EPP students and is available from the COE Office. Candidates must schedule content practice tests by contacting the COE Certification Officer, Kim Newton-Hunter, at knewtonhunter@umhb.edu / 254-295-4572. Two days' advance notice is required.

Content Testing

CERTIFY TEACHER

- Each semester, a group session is held for students to set up their Certify Teacher account and to complete the initial benchmark test. Candidates then proceed through the review on their own.
- Candidates must successfully complete the Certify Teacher preparation review for their content area. A discounted registration fee of \$50.00 is available using the UMHB discount code (crunk4728). A passing score will be confirmed by Kim Newton-Hunter, COE Certification Officer, before progressing to the content practice test. Additional support through 240 Tutoring is available to students.

PRACTICE TEST

- A group practice test will be scheduled each semester. In addition, candidates may contact the Certification Officer to schedule a practice test.
- Candidates are encouraged to earn a minimum score of 75% on the practice test for state exam approval. Core Subjects candidates are encouraged to earn a minimum of 75% on all subtests. NOTE: The UMHB Educator Preparation Program recognizes 75% as an indicator, not a guarantee, of testing readiness. Continued preparation is strongly encouraged.
- Within 1-2 business days, candidates will receive their practice test score by email. Within a week, candidates will receive a test analysis by email with their performance by competency.
- Once candidates have demonstrated proficiency on practice tests, they will receive notification of state exam approval and instructions for registration. Approval is good for 30 days. If testing has not been scheduled in this time, another practice test may be required.

STATE EXAM

- Candidates register for the state exam directly through the testing vendor. The COE Certification Officer is available to assist with this process.
- In the event a candidate does not pass the state exam, additional preparation requirements will need to be completed before state exam approval will be provided.

Pedagogy and Professional Responsibility (PPR) Testing

CERTIFY TEACHER

- Candidates must complete the Certify Teacher PPR review. The UMHB discount code may be used (crunk4728).

PRACTICE TEST

- Candidates take a practice test during seminar.
- Candidates are encouraged to earn a minimum score of 80% on the practice test for state exam approval. NOTE: The UMHB Educator Preparation Program recognizes 80% as an indicator, not a guarantee, of testing readiness. Continued preparation is strongly encouraged.
- Once candidates demonstrate proficiency, they will receive notification of state exam approval and instructions for registration. Approval is good for 30 days. If testing has not been scheduled in this time, another practice test may be required.

STATE EXAM

- Candidates register for the state exam directly through the testing vendor. The UMHB Certification Officer is available to assist with this process.
- In the event a candidate does not pass the state exam, additional preparation requirements will need to be completed before state exam approval will be provided.

TEA Certification Examination Retake Policy

As of September 1, 2015, candidates are limited to five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes. The five attempts include any of the test approval methods (PACT, EPP, out of state, charter, and CBE). All attempts to pass a certification examination before September 1, 2015 count as one attempt. If a candidate chooses to register again for the same test after completion of the fifth testing attempt, scores will not be counted towards certification and candidates will assume responsibility for test fees paid. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to HB 2205, 84th Texas Legislature, 2015.

Certification Testing Resources & Information

The Pearson website provides certification testing information and resources.

[Preparation Materials](#)

[Registration Information](#)

[What to Expect the Day of the Test](#)

Application for Texas Teaching Certification

The UMHB Certification Officer provides clinical teachers and interns with the needed information to apply for Texas teaching certification. The process will begin toward the end of the clinical teaching/internship placement. UMHB EPP approval of certification requirements is provided once all coursework, clinical teaching/internship, and required state-administered certification (TExES) exams have been successfully completed.

NOTES

- The UMHB EPP recommends that candidates complete the state certification application by the end of clinical teaching/internship or upon completion of all required TExES state examinations, whichever comes first, to ensure that program changes, if any, do not affect the certification status of individual applying.
- Students seeking certification from UMHB are subject to any additional or new requirements set forth by legislative mandates or action taken by the State Board for Educator Certification, Texas Education Agency.

SECTION 6: UMHB EDUCATOR PREPARATION PROGRAM POLICIES

Criminal History Background Check Policy

Texas Education Code: TEC §22.083 & §22.0835

All teacher candidates must comply with the background check requirements of all field experience sites (schools and organizations). If a student does not pass a background check, the program will be notified only of the status. The student will be directed to the organization's contact to get detailed information. Background checks will be conducted at different levels based on the organization's procedures and the level of interaction with minors. The inability to complete field experience requirements due to a background check may prevent students from completing the course and continuing in the program. Students who have any concerns about this requirement should contact the Director of Teacher Education early in the program to discuss options.

UMHB students should expect background checks to take place throughout the program and in professional practice, including:

- Fieldwork associated with coursework
- Prior to clinical teaching
- Upon application for Texas teaching certification
- Prior to employment as an educator

Preliminary Criminal History Evaluation

Potential and current students have the right to request a criminal history evaluation conducted by the Texas Education Agency. A Preliminary Criminal History Evaluation (PCHE) is an evaluation of eligibility for a Texas educator certificate based on self-reported criminal history. As a service to prospective candidates, TEA staff may perform an evaluation for a non-refundable fee of \$50. The evaluation is voluntary and non-binding. The TEA website provides additional information: [Preliminary Criminal History Evaluations](#).

Credit by Military Service, Training, or Education Policy

Texas Administrative Code: 19 TAC §228.35 (a)(5)

UMHB's Educator Preparation Program will evaluate and may accept military service, training, or education toward the fulfillment of program prerequisite admission requirements. Military service, training, or education must be directly related to the certificate being sought and may not take the place of certification examinations. Service, training, or education may not count as part of the internship, clinical teaching, or practicum requirements and must have been provided by an approved Educator Preparation Program or accredited institution of higher education within the past five years. The Director of Teacher Education will determine whether military service, training, or education is relevant and could be applied as a substitution.

Credit for Experience

For additional questions regarding credit for non-military experience, see UMHB catalog under awarding of transfer credit.

Educator Preparation Program Completion Policy

Once accepted to the Educator Preparation Program, continual enrollment is expected. If a candidate is not enrolled for a year or more, re-application to the EPP is required. The program requirements in place at that time will apply.

UMHB teacher candidates must meet all requirements of the Clinical Teaching Cohort applicable in the semester to which they apply. Requirements will be noted on the associated application packet and are subject to change to reflect current Texas Education Agency and UMHB Educator Preparation Program standards. At a minimum, applicants must demonstrate content proficiency with passing state exam score(s) in their certification content area as well as demonstrate the professional disposition expected for a professional educator. Candidates may reapply to a future clinical teaching semester if they are denied or choose to defer clinical teaching; however, they must complete clinical teaching within three semesters of completing coursework.

UMHB Dismissal Policy

Texas Administrative Code, Chapter 228.20(h)

UMHB acknowledges a responsibility to prepare and certify candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, and professional qualities.

Candidates must apply and be accepted to the Educator Preparation Program prior to enrollment in designated professional development and support courses. EPP application requirements must be met at the point of application and maintained throughout the remainder of the program. Candidates are continuously assessed for academic proficiency as well as professional disposition. If a candidate's academic achievement does not meet program requirements or if issues arise concerning a candidate's fitness to be an educator, the candidate may be dismissed. Acceptance to the Educator Preparation Program permits advancement toward certification but does not guarantee program continuance or acceptance to clinical teaching.

Reasons candidates may be dismissed from the Educator Preparation Program include, but are not limited to, the following:

- Cumulative GPA falls below 2.75
- Multiple professional disposition reports for minor-moderate infractions
- Significant professional disposition (TEA Educator Code of Conduct) violation
- The results of a criminal background check that results in declination by the field placement site to place the student.
- Transfer from the university or a one-year period of non-attendance (prior to clinical teaching)
- Failure to complete all certification requirements within three years of clinical teaching placement
- Significant changes in the standards or test requirements for the certification field in which the candidate was prepared due to any period of inactivity

APPENDIX A: NOTICE OF NONDISCRIMINATORY POLICY

The University of Mary Hardin-Baylor (UMHB) admits qualified students of any race, color, sex, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not unlawfully discriminate on the basis of race, color, sex, religion, age, nationality, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, UMHB does not unlawfully discriminate on the basis of handicap in the recruitment and admission of students and the operation of any of its programs and activities, as specified by federal laws and regulations.

UMHB is authorized under federal law to enroll non-immigrant alien students. The university is a private institution and reserves the right to deny admission to an applicant for any lawful reason.

The University is required (by Title IX of the Education Amendments Act of 1972 and its implementing regulations at 34 C.F.R. Part 106) not to discriminate unlawfully on the basis of sex in any education program or activity that it operates. This requirement extends to admissions and employment. However, the University exercises its rights under Title IX to make undergraduate admission decisions on the basis of sex and to apply its religious tenets even if in conflict with provisions of Title IX.

Inquiries about the university's non-discrimination policies should be directed to the designated coordinator for university compliance with non-discrimination policies identified below. Inquiries about Title IX may be also be referred to the U.S. Department of Education's Office for Civil Rights.

To report information about conduct that may constitute discrimination or make a complaint of discrimination, a student, employee or applicant should contact the designated coordinator for university compliance with nondiscrimination policies:

Holly Edwards, Title IX Coordinator and Non-Discrimination Compliance Officer, Bawcom Student Union, 2nd floor, , 900 College Street, Belton, Texas 76513, (254)-295-4870, hedwards@umhb.edu.

A report or complaint regarding discrimination may also be made at <https://www.umhb.edu/report-it>. The University' non-discrimination grievance procedures can be located at <https://www.umhb.edu/resources/titleix/policies-and-definitions#1845>

APPENDIX B: STUDENT SERVICES

As part of the University fees students pay when registering for graduate courses at UMHB, many resources, services, and facilities are available. These include counseling services, disability services, Student Health Services Center, spiritual life services, Mayborn Campus Center, Dining Services, and Townsend Memorial Library. We invite you to participate in and take advantage of these opportunities. More information can be found in the [UMHB Graduate Catalog](#).

UMHB Campus

Information regarding academic, administrative, and other buildings, as well as athletic facilities and points of interest, can be found in the [UMHB Graduate Catalog](#).

Contact Info	
Bookstore (Bawcom Student Union)	(254) 295-4628
Bursar (Sanderford Administrative Complex.)	(254) 295-4533
Career Services (Mabee Student Success Ctr., Second Floor)	(254) 295-4691
Center for Academic Excellence (Mabee Student Success Ctr., Second Floor)	(254) 295-4475
Cru Card and Copy Services (Mabee Student Success Ctr., First Floor)	(254) 295-4218
Financial Aid (Sanderford Administrative Complex.)	(254) 295-4517
IT Help Desk	(254) 295-4658
Mayborn Campus Center	(254) 295-5576
Post Office (Mabee Student Success Ctr., First Floor)	(254) 295-5665
Registrar (Sanderford Administrative Complex)	(254) 295-4272
Spiritual Life (Bawcom Student Union)	(254) 295-4234
Student Counseling Health Services (Mabee Student Success Ctr., Third Floor)	(254) 295-4696
Student Disability and Testing Services (Mabee Student Success Ctr., Third Floor)	(254) 295-4731
Townsend Memorial Library	(254) 295-4637
Title IX Coordinator and Non-Discrimination Compliance Officer	(254) 295-4870
University Police (Mabee Student Success, First Floor)	(254) 295-5555

Students Disability Services

The UMHB Student Handbook and website provide specific information for students with disability-related issues. Students who are otherwise qualified for a university program or course and who desire accommodation(s) for a disabling condition are responsible for providing acceptable documentation in a timely manner prior to the period of stated need. Contact:

Student Disability Services
UMHB Box 8437
900 College Street
Belton, Texas 76513
Office: (254) 295-4731
Email: disabilityservices@umhb.edu

Students are encouraged to submit requests for accommodations in a timely manner, preferably before a class begins. A student may request an accommodation at any time, but an accommodation cannot be granted by the Student Disability Services Office until the request is processed and the disability is documented. Accommodations, if approved, cannot be applied retroactively.

Students who have been granted disability accommodations by UMHB that are also needed for a clinical setting must present an approved UMHB Letter of Accommodation to the clinical facility. Students should be aware that many clinical facilities may not be able to provide the same accommodations for student clinical experiences that have been provided by UMHB for the academic portion of the MSPA program. Students should promptly contact the Student Disability Services office **directly** to discuss any issues or concerns with a clinical facilities' ability to implement student accommodations granted by UMHB or if a student requires different accommodations for the clinical experience.

While the program works in conjunction with the Student Disability Services office to coordinate reasonable accommodations, disability documentation and students' individual diagnoses remain confidential. For more information, visit the [UMHB Disability Services](#).

Resources for Students During Pregnancy, Childbirth, or a Related Condition

The University of Mary Hardin-Baylor continues to provide access to its education programs to students who are affected by pregnancy, childbirth, or a related condition, including lactation. Any student may meet with UMHB's Title IX Coordinator to learn how the university supports and encourages students in continuing their education. Depending on the circumstances, the university may be able to help students with excused absences, a leave of absence from school, or other reasonable alterations to academic programs in order to help students remain in school in spite of limitations which may be recommended by a health care provider.

Students who anticipate a need for assistance with their academic program because of pregnancy, childbirth, or a related condition are encouraged to contact the Title IX Coordinator rather than individual faculty or staff members. The Title IX office will work with the student and with faculty /staff as needed to develop an individualized plan that will ensure access to the university's programs and provide affected students the best opportunity to complete their education. Contact: Holly Edwards, Title IX Coordinator and Non-Discrimination Compliance Officer, Bawcom Student Union, 2nd floor, , 900 College Street, Belton, Texas 76513, 254-295-4870, hedwards@umhb.edu

Student Health Services

A vital component of the university experience for UMHB students is a healthy lifestyle. The goal of the Student Health Services Center is to educate students on health issues and encourage healthy lifestyles. Health fairs, wellness screenings, and health topic presentations are examples of UMHB's effort to educate and empower students to make informed decisions about their health.

A full-time Registered Nurse serves as Coordinator of the Student Health Services Center and provides a range of student health services, including first aid, nursing assessment for wellness and illness, immunizations, patient education, and referrals to local healthcare providers and community health resources as needed.

The Student Health Services Center is available to UMHB students during regular business hours, with or without an appointment. Tele-health options are available as well. The Student Health Services Center is located in the Mabee Student Center on the third (3rd) floor.

UMHB assumes no responsibility for medical expenses incurred by students, and strongly recommends all students maintain individual medical insurance.

Various health insurance applications are available for the student's convenience at the health center. It is up to the individual student/parent to choose which healthcare plan would best meet their needs. A recommended site for resources if a student becomes ill after hours is found [here](#).

Some medical insurance policies require students to use an approved network of doctors, hospitals, and clinics. Students should contact their insurance carrier for details and if applicable, obtain a list of approved healthcare providers in the Belton/Temple area and determine what steps, if any, are necessary to change their point of service (POS) to this area. Belton's zip code is 76513.

Students should have their insurance card for medical, dental or other health coverage with them while attending UMHB, or a copy of the front and back of the insurance card(s).

Student Counseling Services

Professional and confidential clinical counseling services are available to students in need of assistance with a wide variety of issues. Crisis counseling, stress management, and a range of other emotional issues are addressed, as appropriate, on an individual and support group basis. In person or video counseling options are available to currently enrolled students.

Free counseling services are offered to currently enrolled students on a short-term basis by appointment only. When appropriate, referrals are made to mental health providers in the local area. Confidentiality is maintained according to state regulations, and disclosure of the information is made only with the student's written consent unless required by law.

Learn more about Student Counseling Services [here](#).

Please note: Due to ethical conflicts of interest, faculty and staff from the university departments of Psychology, Social Work, Master of Arts in Counseling program, Master of Science in Occupational Therapy program, Doctor of Physical Therapy program, Master of Science in Physician Assistant program, Scott & White School of Nursing programs, the Cru Community Clinic, or Exercise and Sport Science programs do not provide student counseling or health services and are not affiliated with the UMHB Student Counseling or Health Centers.

Help Desk

For assistance with any UMHB Information Technology services, contact the help desk at (254) 295-4658 or infotech@umhb.edu.

Network Access

The UMHB Information Technology department strives to provide students with the technology needed to succeed. Info-Tech offers wired and wireless internet in the residential and academic buildings, plus online access to registration, grades, and finances.

MyCampus

The online portal for courses, grades, registration, and finances can be accessed at MyCampus.

Identification Cards (CruCard Services)

The University Police Department, located on the first floor of the Mabee Student Success Center, issues identification (ID) cards (CruCard) for all members of the campus community.

Each student is required to have a CruCard, which must be carried at all times. Students will use this card in the following ways:

- as a library card
- as the meal card
- to record attendance at chapel
- for photo identification to cash checks or receive student work checks
- to gain admission to free activities on campus, most athletic events, and campus concerts
- to get student discounts to events
- to gain access to residence halls and certain apartments after closing hours.
- to gain access to certain academic and support facilities after closing hours.

Students are strictly prohibited from allowing another person to use their CruCard.

If a student loses his/her CruCard, he/she must immediately report it lost here (online) to disable the lost card and then visit the University Police Department as soon as possible to obtain a replacement card. The replacement fee is \$10. All funds and privileges are automatically transferred to the new CruCard.

If a student withdraws during the year, he/she must surrender his/her identification card to the Registrar.

A student ID may be credited with CruCash, a university and participating local merchant student cash account system. A wide range of local merchants accept a student's ID for payment of goods and services.

The university is not responsible for lost funds due to loss or theft of a student's CruCard.

[Learn more about Cru Card](#)

APPENDIX C:

ANNUAL SECURITY AND FIRE SAFETY REPORT (CLERY REPORT) AND OTHER SAFETY INFORMATION

In compliance with federal reporting requirements contained in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of Mary Hardin-Baylor Police Department publishes an Annual Security and Fire Safety Report. This report includes statistics for the previous three years concerning reported crimes and fires that occurred on-campus in certain off-campus buildings or property owned or controlled by UMHB and on public property within, or immediately adjacent to and accessible from the campus. This report also includes UMHB's policies concerning campus security and fire safety.

Each year, an e-mail notification that provides the website containing this report is sent to the UMHB email address of all current students, faculty, and staff. Additionally, all prospective students and prospective employees are entitled to request a copy of the University of Mary Hardin-Baylor Annual Security and Fire Safety Report. Printed copies of the report may also be obtained at the University Police Department located in suite 107 of the Mabee Student Success Center, by calling (254) 295-5555, by emailing police@umhb.edu or by writing to:

UMHB Police Department UMHB Box 8350
900 College
Belton, Texas 76513

Daily Crime and Fire Log

The University Police Department maintains a combined Daily Crime and Fire Log. This log provides limited information pertaining to all crime and fire incidents reported to the Department. The University Police publishes the Daily Crime and Fire Log, Monday – Friday, when the University is opened. This log is available for inspection at the UMHB Police Department located at 905 Moore Ave, Belton Texas.

Alcohol and Other Dangerous Drugs Biennial Report

The university publishes an Alcohol and Other Dangerous Drugs Biennial Report. The purpose of this report is to comply with the Drug-Free Schools and Campuses Regulation (EDGAR Part 86). Institutions of Higher Education (IHE) receiving federal funds or financial assistance are required to maintain programs which prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. To comply with this regulation, IHE, such as the University of Mary Hardin-Baylor, are required to complete biennial reviews of their Alcohol and Other Drug (AOD) program to determine effectiveness and consistency of enforcement of sanctions, along with the number of alcohol and drug violations.

For a printed copy of either report, please contact the UMHB Police Department at (254) 295-5555, or visit in person at 905 Moore Avenue, Belton, Texas, 76513.

Sexual Assault or Sexual Violence

The University strives to create a campus environment that is free from sexual violence, sexual assault, sexual harassment, or gender-based harassment, all of which are prohibited by university policy and by federal law. Detailed information about reporting crimes, sex offenses, or violations of the university's policies can be found in the Student Handbook at <https://www.umhb.edu/students/student-handbook>, the university's Title IX webpage at <http://www.umhb.edu/titleix> and UMHB's Annual Security and Fire Safety Report at <https://www.umhb.edu/resources/police/policies-reports#1845>. In accordance with state law, the university also has an anonymous reporting portal on its homepage at <https://www.umhb.edu/>.

University Police

The University of Mary Hardin-Baylor Police Department operates under the authority given to private universities in section 51.212 of the Texas Education Code and section 2.12 of the Texas Code of Criminal Procedures. The University of Mary Hardin-Baylor Police Department functions as an organized police department within the State of Texas.

As part of the Campus Planning and Support Services Division, the department employs both full- time and part-time police officers. Each UMHB police officer is licensed and certified by the Texas Commission on Law Enforcement. Each of our officers is vested with all rights, powers, and privileges associated with the position of Peace Officer in the State of Texas and has arrest authority. In addition, UMHB officers are authorized to take enforcement action on property owned or controlled by the university and at off-campus locations when performing duties assigned by the University.

The UMHB Police Department is staffed 24 hours a day, 365 days a year. The UMHB Police Department is located on the first floor of the Mabree Student Success Center at 905 Moore in Belton, Texas. Administrative offices are closed on campus holidays and weekends. The UMHB Police emergency number is answered 24 hours a day, 7 days a week, including holidays. Individuals in need of Police assistance should call 911 or (254) 295-5555, or 5555 from any campus telephone.

[Learn more about the University Police Department](#)

Inclement Weather and University Cancellation Notices

During inclement weather, university officials may use the CruAlert system and local news media outlets to disseminate information regarding changes to university class schedules, office operations, and/or special events. In addition, information pertaining to change in the university's normal schedule is available on the university's website.

Please do not contact the university police for routine schedule information during times of a weather emergency.

In the event of severe weather, the CruAlert system will provide information and instructions. This information may be sent using one or more of the following methods:

- Text message to cell phone (automatically opted in)
- 1. Audio message to a cell phone or other telephone (including parents/guardians)
- 2. Email notification to UMHB email account

3. Outdoor mass notification system
4. Designated websites (www.umhb.edu)
5. Radio and TV alerts through local news media
6. Other emerging communications platforms (e.g., Twitter, Facebook, etc.)
7. The University's Website and the University Police Department's webpage are immediately accessible via computer by all employees, students, and guests.

When a TORNADO WARNING is issued, occupants should move to designated interior classrooms, offices, restrooms, locker rooms, or other secure locations. When possible, do not shelter in areas with windows or exterior walls/doors.

Learn more about the university's [CruAlert System](#).

Reporting a Crime or Emergency

The University is part of the Bell County 911 system. When summoning emergency assistance, individuals should:

First, call 911 directly:

1. To summon an ambulance to the UMHB campus for medical emergencies
2. To summon the Fire Department for on-campus fires
3. To report a crime in progress

In addition to dispatching medical and fire personnel, 911 dispatchers should also notify university police department. **When calling 911:**

- First, provide the emergency dispatcher with your specific campus location (especially if you are calling from a cell phone).
- Second, as time and circumstances allow:
 - Call the University Police Department at (254) 295-5555 immediately after you disconnect from 911
 - Send a reliable person to watch for and guide emergency personnel to the scene.
- Third, as time and circumstances allow:
 - For MEDICAL EMERGENCIES: provide basic first responder care as needed (within the scope of your training) until emergency personnel arrive.
 - For FIRE: activate nearby alarms, evacuate the areas and assist others.
 - For CRIMES IN PROGRESS: evacuate or shelter in place, as appropriate to the situation.

For non-emergency situations on campus

Call the University Police Department directly at (254) 295-5555.

In addition, reports of suspected criminal activity or past fires may be made to an individual identified as a Campus Security Authority.

Fire Safety, Fire Drills and Fire Alarms

The university has adopted a number of procedures designed to prevent fires on campus, including prohibitions regarding open flames, cooking devices, space heaters, etc. Additional information is located in the [Guide to Campus Housing](#) for students who reside on campus.

If you discover a fire or any signs of a fire in a UMHB building, parking lot, or on the grounds of the campus, you should immediately call 911. If time allows, also call the UMHB Police Department at (254) 295-5555.

If you observe smoke or other signs of fire in a building, exit immediately. As you approach the exit, you will find a red fire alarm pull station. Follow the directions on the pull station to activate the building's fire alarm system.

If you find evidence of a fire that has already been extinguished and you are not sure whether the police department has responded, please notify the police department so they have the opportunity to investigate and document the incident.

Upon activation of any fire alarm system, all building occupants are required to evacuate and follow staff directions to the nearest assembly point. When evacuating a building you should:

1. Use the nearest unaffected exit.
2. Use stairs and not the elevator.
3. Use your hand to test the door for heat prior to attempting to open any closed door.
4. Stay low to the ground and proceed to the nearest exit or shelter in place if you encounter smoke.
5. Close all doors during the evacuation to limit the spread of fire and/or smoke.
6. Once you are safely away from the building, call 911. If time allows, call the UMHB Police Department at (254) 295-5555.

When a fire alarm is activated, the elevators in most buildings will be recalled to the first floor and stop automatically. If caught in the elevator, push the emergency phone button. The emergency elevator phones typically ring to the UMHB Police Department.

All alarm activations are investigated and documented by the UMHB Police Department. In addition to the police department's response, the City of Belton Fire Department responds to alarm activations upon requests.

Fire drills

Unless a drill has been announced, any fire alarm should be treated as an actual fire event. It is the responsibility of all occupants of university buildings to be familiar with building exits, and follow all instructions given during an evacuation.

Fire alarm locations

Residence Halls and UMHB facilities are equipped with a fire alarm system, which may be activated, by a:

- manual pull
- heat detector
- smoke detector
- sprinkler system
- standpipe system

Upon activation, an audio/visual warning device will alert the buildings occupants of a potential hazard.

Some of the university's apartments and houses are equipped with single-station automatic smoke detectors. These devices will sound an alarm at the device once smoke is detected.

All of the university's alarm systems are local alarm systems, and are not monitored at a remote location. In addition to fire detection equipment, all UMHB facilities have fire extinguishers located throughout the building. Use good judgment to determine your ability to extinguish a fire. Never attempt to extinguish a fire unless it is small and manageable and you have been trained to do so. Fire extinguishers are meant for small fires. Again, it is safer to evacuate the building than try to extinguish a fire if you are unfamiliar with how to properly use a fire extinguisher.

Automatic sprinkler systems are located in several buildings on campus.

All fire alarm systems and fire suppression systems are inspected on an annual basis by a licensed contractor. In addition, UPD personnel also inspect fire extinguishers on a routine basis.

"Never Walk Alone" CAMPUS Safety Escort

The UMHB Police Department provides safety escorts for any member of the university community from dusk to dawn. In addition, safety escorts during daylight hours may be provided when documented safety concerns exist. This service is limited to locations on the campus.

Clinical Facilities often have similar services.

Weapons on Campus

UMHB prohibits the possession of

1. any dangerous weapon as defined by Chapter 46 of the Texas Penal Code (either openly or in a concealed manner), or
2. facsimiles of dangerous weapons such as “hoax bombs”, water guns or toy guns and knives, on campus and at all University-sponsored events and trips.
3. Prohibited weapons include (but are not limited to) Clubs, Explosive Weapons, Handguns, Firearms, “location-restricted” Knives with a blade over 5 1/2 inches, Chemical dispensing devices (*other than a small chemical dispenser such as pepper spray sold commercially for personal protection*), and Conducted Energy Device - CED or “tasers” (*other than a small CED which is sold commercially for personal protection and does not resemble a firearm*).

Any personal protective device allowed on campus should not be displayed except when the need for self-defense can be reasonably anticipated.

If allowable personal protection devices or any object allowed on campus is displayed or otherwise misused by a person in a manner or circumstance that would reasonably be perceived as a threat, that conduct will be considered a violation of the university’s rules of conduct and also may constitute a crime under state or federal law.

Student-owned sporting firearms or other weapons (including all BB and pellet guns) are the responsibility of the owner and must be stored at an appropriate off-campus location.

As a private religious university, UMHB policy, as allowed by state law, prohibits the possession of firearms, explosives, weapons, or any item that may be construed as such, in any building or property under university control.

This prohibition applies regardless of whether a state license to carry a firearm has been issued to the possessor. There are some limited exceptions to this policy including, but not limited to certified and licensed law enforcement personnel who are authorized to carry a firearm. Anyone found violating the university’s weapons policy shall be subject to the disciplinary policies and procedures applicable to students, as well as criminal prosecution.

University policy does not prohibit the storage or transportation of a firearm or ammunition in a locked, privately owned or leased motor vehicle by a person who is authorized to possess the firearm.

Emergency Preparedness and Alert Systems

In the event of an emergency on campus, the university will, to the best of its ability, activate its Mass Notification System. This system uses a variety of methods to provide information to the UMHB community. The following means of communication comprise the mass notification system:

- Two outdoor sirens
- Telephone notification

- Text notification
- Email notification
- Intranet/internet notification
- UMHB TV and Public Broadcast Stations.

It is the responsibility of each student to maintain updated and accurate contact information with the UMHB Registrar's Office

Timely Warnings

When a situation arises either on or off campus that, in the judgment of the Chief of Police, constitutes an ongoing or continuing threat to the campus, a campus-wide warning may be issued.

Anyone with information warranting a timely warning should report the circumstances to the UMHB Police Department by phone at (254) 295-5555 or in person at the office located at 905 Moore Street in the Mabee Student Success Center.

Public Access to UMHB Campus

The University of Mary Hardin-Baylor is private property, accessible to members of the public who have a legitimate need to visit the campus. The times in which campus buildings as well as recreational areas are closed will fluctuate throughout the year. Once a building is secured, access is restricted to authorized personnel only. Students needing access to “closed” buildings must provide the university police department with written authorization from their instructor or other authorized university administrator.

University buildings and facilities are open during normal business hours Monday-Friday and for limited hours on Saturday and Sunday. The campus is considered closed during university approved holidays and at other times designated by the university. Any individual found in or trying to enter a “closed” building is subject to disciplinary action and/or criminal prosecution.

Information regarding student and visitor access to residential buildings may be found in the [Guide to Campus Housing](#).

Students should notify the University Police Department for assistance regarding concerns about visitors on campus.