



UNIVERSITY OF MARY HARDIN-BAYLOR

Educator Preparation Program Handbook 2025

This handbook presents UMHB Educator Preparation Program (EPP) information, requirements, and policies

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

EDUCATOR PREPARATION PROGRAM

2025

The UMHB Educator Preparation Program Handbook provides an overview of the program for UMHB Teacher Candidates. This handbook is intended to support students as they proceed through the program, prepare to apply to the Educator Preparation Program, and complete teaching certification requirements.

The requirements, policies, and procedures are revised as needed to reflect program and Texas Education Agency updates.

UMHB College of Education
Belton, Texas

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SECTION 1: TEACHER EDUCATION OVERVIEW

Educator Preparation Program Mission Statement

The mission of the College of Education at the University of Mary Hardin-Baylor is to provide educational leaders with an exemplary, faith-based program that promotes excellence in academics, research, and character development.

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 student 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 www.tea.state.tx.us 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 supersedes 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
2024-2025	88%	94%
2023-2024	91%	93%
2022-2023	91%	97%
2021-2022	93%	95%
2020-2021	96%	97%
2019-2020	94%	99%

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.

National Criminal History Review Requirements for Certification and Employment

Regardless of the path chosen for certification, candidates should be advised that Texas law requires that all candidates in field experiences (including student 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. 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>

If you have questions or concerns, please feel free to contact Dr. Craig Hammonds, Dean of the College of Education, at rhammonds@umhb.edu.

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 participating 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 that 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, 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
Reading - 252	Reading – 78	Reading – 18 on Reading section	Reading – 500	Reading – 27
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

Multiple Attempts for Program Entry

Students who apply for the UMHB Educator Preparation Program but who do not meet entry requirements may reapply in the following semester (as long as they have not exceeded testing attempts). However, students may reapply 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.

Admission of International Students

In addition to meeting the requirements for Admission of International Students described in the UMHB catalog for all programs, international students seeking certification through the Education Preparation Program must have a TOEFL score of 24 or higher on the speaking subtest, 22 or higher on the listening subtest, 22 or higher on the reading subtest, and 21 or higher on the writing subtest. To be considered, the student must submit the following to the UMHB Educator Preparation Program certification coordinator:

- Degree evaluation by a Texas Education Agency-approved foreign credential service;
- TEA approved TOEFL scores in speaking, listening, reading and writing.

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/ESDP 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 student 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, with a 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, 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.

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

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, upon review by the Dean and Associate Dean for the College of Education.

Dismissal from Public School Campuses

UMHB works in partnership with several area independent school districts. In the event that a student teacher or intern is prevented from returning to a school to which he or she was assigned, procedures are in place to address the issue. (See Failure to Demonstrate Disposition to Teach 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, while student 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	Student Teaching
Graduate Students – Teacher Certification	COE Interview	EDUC 6103/6303	Student Teaching/Internship

A Professional Dispositions Notice (PDN) is used when any other dispositional concerns arise. To request a PDAR 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.

Depending on the nature of the dispositional concern, a range of options, including removal from the educator preparation program (EPP), may be considered. The instructor, staff member, or field supervisor identifying a deficiency or behavior inconsistent with established dispositions for teaching will follow these procedures:

1. To address an unacceptable disposition, the faculty member will submit a PDN to the associate dean. The student's file will be checked for evidence of previously reported concerns.
 - a. If no previous concerns are noted, the associate dean will determine whether or not consultation with other parties is called for. If so, the Associate Dean will set up a meeting with the instructor, the student, or other individuals involved at a time that is convenient to all parties. This meeting should occur within 10 days of the reported deficiency or behavior. The student will have the opportunity to explain her/his position and provide additional relevant information. The Associate Dean will determine whether additional faculty, staff or school personnel are required to the observed behavior.

The result of this meeting may be a decision to monitor the student's performance more closely but take no further action unless another notice is filed, development of a remediation action plan, or a recommendation to the Dean of the College of Education or Provost to remove the student from the Educator Preparation Program. The Associate Dean will make the decision for the next steps with input from the committee and will provide copies of the decision to the student and instructor within 10 class days. Documentation of the meeting's content, including any written agreements or action plans, will be placed in the student's file.

- b. If a previous concern was already in the file (based on the same deficiency or other behaviors of concern to one or more instructors/supervisors), the Associate Dean for Education will set up a meeting with the student at a time that is convenient to all parties. This meeting should occur within 10 days of the reported deficiency or behavior. The student will have the opportunity to explain her/his position and provide additional relevant information.

- c. If a third notice is provided to the Associate Dean for Education – or at any time when a program or school administrator determines it is necessary to remove the student teacher or intern because he/she poses a threat to the academic program or the students at a school campus – a meeting will be held involving the Associate Dean for Education, the Dean of the College of Education, the instructors/professors filing the original notices of concern, and/or UMHB personnel involved in such decisions (i.e. Vice-President for Human Resources, or Dean of Students) following established university processes for student conduct. The final decision, based on input from all involved, will be shared with the student. At this time, the student may be extended an opportunity for remediation or may be dismissed from the Educator Preparation Program.
2. Within ten (10) days after the PDN is filed, the certification team will develop a Professional Disposition Improvement Plan (PDIP) to identify strategies for improving the candidate's disposition(s). The plan will include clear, measurable expectations and a timeline. If the candidate agrees with the report, meets the outcomes in the PDIP, and secures approval from his/her/their faculty advisor, he/she/they may proceed in the program.
 3. If the candidate does not agree with the PDIP, he/she/they may file an appeal with the EPP within ten (10) class days after the PDAR is filed. The candidate will have the opportunity to explain his/her/their position and provide additional relevant information. Additional faculty, staff, or school personnel may be asked to provide information related to the observed behavior. Based on the appeal, the Associate Dean will either support or reverse the written decision.
 4. If a satisfactory resolution still is not reached, candidates may appeal to the Dean of the COE.

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 and master’s level students seeking teaching certification are expected to take the content-specific TExES prior to beginning student teaching. Students in the 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 student 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 student 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 Student Teaching – Undergraduate and Master’s

Student Teaching through the College of Education requires multiple processes.

- Once the application is received, the Certification Officer must verify the student’s eligibility. This is a multi-step process.
- The Certification Officer works with the State Board for Educator Certification in approving the student to sit for a variety of state examinations.
- The coordinator of student placements must contact local campus administrators to find schools willing to place student teachers in the fields and grade levels requested.
- Once the campuses are identified, the coordinator of student placements is responsible for providing letters and training documents to the principals and mentor teachers selected.
- The coordinator of student placements then assigns the student teacher to a university supervisor, based on geographic area and workload.
- Contracts for the university supervisors are issued based on workload.

SECTION 4: CLINICAL TEACHING & INTERNSHIP

Clinical Teaching

NOTE



*A Clinical Teaching Handbook is provided directly to clinical teachers.
The information provided in this EPP Handbook is for introduction only.*

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 the 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. Student 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, student 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)

NOTE



*An Internship Handbook is provided directly to Teacher Interns.
The information provided in this EPP Handbook is for introduction only.*

In January 1988, the State Board of Education adopted Rule (19 TIC 137.321) for people 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 it is 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 the 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 teach clinically in the next semester. Internship applicants must wait for the application period for the next academic year.

SECTION 5: CERTIFICATION

(This section is applicable only to the BSEd. It does not apply to Educational Advocacy.)

It should be clearly understood that the State of Texas Educator Certification System and Standards of the Texas Education Agency (TEA) regarding certification supersede UMHB rules and requirements. While the UMHB program may have requirements that exceed those of the state, they are never less than state requirements. There are two paths leading to teacher certification at UMHB. The Undergraduate Program is a traditional teacher certification coupled with the pursuit of the bachelor's degree. The Post-Baccalaureate program is for candidates with bachelor's degrees who are pursuing teacher certification through the UMHB master's program. The requirements for each are described below.

Note:

International students must meet the same standards required of all candidates. In addition, based on state law, prior to admission, they are required to take all sections of the TOEFL and meet state standards through transcript review.

Undergraduate Program

A. Admission - Gateway #1

1. Pass criminal history check.

Texas law requires that all students in field experiences and student teaching must satisfactorily complete a criminal background review. Any student who cannot be cleared to teach because of a criminal record will not be allowed to student teach and cannot obtain teacher certification. Students who may be unable to clear a criminal background review are urged to clarify their ability to teach before considering the Educator Preparation Program. (See Felony or Misdemeanor Conviction.) A pre-check process is available through the Texas Education Agency for those who want to verify their status.

2. Pass the College of Education interview and writing sample.

3. Successfully complete EDUC 3315 with a grade of "C" or better.

4. As part of the admission process into the Educator Preparation Program, satisfy an Academic Proficiency requirement. Because of shifting state requirements, prospective students should consult the current standard as posted on the College of Education site on the UMHB web page or through the Gateway pages on the student's MyCampus home page. The required scores must be submitted to the UMHB College of Education Certification Coordinator no later than the semester when the student takes EDUC 3315.

5. Sign and adhere to the Texas Educators' Code of Ethics statement.

6. Earn a cumulative GPA of 2.75 or higher.

7. Submit a signed COE FERPA form.

8. Complete 12 or more hours in the content field (15 if math or science). A GPA of 2.5 or higher is required in these courses. (TAC228.40b,d).

9. Submit an application for admission into the program. (This is not the same as admittance into the university) Students apply via Gateway #1 on their MyCampus account page. Students who meet all program requirements will be invited to join the Educator Preparation Program.

10. Accept the invitation for admission. Per state law, a student must accept the invitation for admittance.

11. Demonstrate and maintain a “disposition to teach.” Research reveals specific behaviors exhibited by successful educators. These are described in the College of Education Student Handbook.

NOTE: A minimum of 18 hours must be taken after acceptance into the Educator Preparation Program but prior to student teaching. Students are encouraged to take [EDUC 3315](#) by the end of the second semester of their sophomore year. Failure to meet program standards at that point may delay the student’s graduation.

B. Student Teaching – Gateway #2

1. Senior standing with no more than 6 semester hours remaining (with special permission from the Dean) to meet the degree plan requirements after the semester of student teaching.

a. All professional development courses must be completed before student teaching.

b. Students working toward 7-12 and all-level certification may student teach if they lack no more than one course in the area(s) of certification (with special permission from the Dean).

2. Completion of all state compliance standards (as per the Texas Education Agency, the Texas Education Code, and the Texas Administrative Code). This includes field experiences. Many of the teacher preparation courses offered at UMHB are “field-based,” meaning that they are taught on public school campuses so that teacher candidates receive hands-on experience. Students who take the regular, daytime classes will automatically get sufficient hands-on experience. Students who take education coursework in night classes or summer sessions may be required to complete field hours during a subsequent semester.

3. A grade of “C” or higher in public speaking.

4. For Bachelor of Science in Education (BSEd) candidates, a combined GPA of 3.0 or higher across the courses in Academic Support and Professional Development. For secondary (7-12) or special areas (EC-12), a GPA of 3.0 in the “Major” block as well as a 3.0 in the Pedagogy and Professional Practices block, with these blocks calculated independently.

5. A completed application submitted to the Educator Preparation Program. Applications are submitted via Gateway #2 on the student’s MyCampus account page. Applications for student teaching should be in the College of Education Office by April 1 for individuals planning to student teach the following fall semester or October 1 for individuals planning to student teach the following spring semester.

Note - Students are placed for student teaching in one of 16 public school districts within a 60-mile radius of UMHB. Placements are determined by the Certification Coordinator.

C. Certification– Gateway #3

1. Completion of all program requirements as indicated in Gateways 1-3. (The Gateways may be accessed on the student’s MyCampus account page.)

2. Completion of a baccalaureate degree.

3. Completion of the UMHB Educator Preparation Program, including meeting and maintaining the GPA requirements.
 4. Passing score on the specific TExES (certification) examination(s) for the certificate sought, as prescribed by the State of Texas under the Texas Education Agency, Texas Administrative Code, and Texas Education Code.
 5. Recommendation from the Educator Preparation Program via the College of Education Certification Coordinator.
 6. Submission of an official fingerprinting report to the state certification system.
 7. Application to the state certification system, along with required fees.
 8. Submission of the UMHB application form for certification to the UMHB College of Education.
- All requirements as prescribed by the State of Texas certification office and the Texas Education Agency must be completed, and an application must be made for initial certification within one (1) year of graduation. Students who return to the university after that time may be required to take additional coursework or to provide additional evidence of proficiency in the certification area sought.

Post-Baccalaureate Program

UMHB meets all requirements for persons with Bachelor's Degrees seeking initial teacher certification through approved Texas colleges and universities (Post-Baccalaureate Certification). Chapter 21.049, Texas Education Code. The Master of Education Program Director coordinates the Post-Baccalaureate Program as part of the Master's with Teaching Certification program. Coursework for completing the content of the master's program is addressed in the Graduate Catalog. However, participation in the Educator Preparation Program is required as follows:

A. Admission – Gateway #1

Each candidate for an initial teaching certificate who possesses a bachelor's degree from an accredited institution must submit the following in order to be considered for Educator Preparation Program entry:

1. Official transcript verifying Bachelor's degree.
2. Passed PACT (TExES) content exam in an area consented to by the Master of Education Program Director and the Certification Coordinator.
3. Signed COE FERPA form.
4. Signed Educator Code of Ethics form.
5. Permission for criminal background check. Note: The Texas Education Agency provides an opportunity for students to do a pre-check of criminal history to ensure they will not be blocked from teaching or field experiences.
6. Interview, transcript review, and acceptable writing sample with the Master of Education Program Director.
7. Documentation of GPA of 2.75 or higher for previous degree conferred or on the last 60 hours of coursework.
8. Demonstrated competence in educational technology and in public speaking, through coursework or through prior experiences verified by the program director.
9. Application for admission via Gateway #1 on the student's MyCampus account page. If the student has met all program requirements at this point, an invitation to join the Educator Preparation Program will be extended.

10. Acceptance of invitation, as per state law.

B. Student Teaching or Internship – Gateway #2

1. Completion of all state compliance standards (as per the Texas Education Agency, the Texas Education Code, and the Texas Administrative Code. This includes field experiences. Many of the teacher preparation courses offered at UMHB are “field-based,” meaning that they are taught on public school campuses so that teacher candidates receive hands-on experience. Post-bac students should contact the Director of Field Experiences early to set up field hours during the semester prior to the internship or student teaching.
2. Cumulative GPA of 2.75 or higher and GPA of 3.0 in pedagogy courses.
3. A completed application submitted to the Educator Preparation Program. (This is not the same as application to the graduate program at UMHB). Applications are submitted via Gateway #2 on the student’s MyCampus account page. Applications must be in the Education Office by April 1 for individuals planning to student teach/intern the following fall semester or October 1 for individuals planning to student teach/intern the following spring semester.

Note - Students are placed for student teaching in one of 16 public school districts within a 60-mile radius of UMHB. Placements are determined by the Certification Coordinator. Interns are required to secure their own positions as teachers of record for the internship and to submit their Teacher Service Record to the Certification Coordinator at UMHB verifying their year of completion.

C. Certification – Gateway #3

1. Successful completion of a one-year internship as the teacher of record OR successful completion of one semester of student teaching.
2. Master’s degree posted by the Registrar.
3. Completion of the UMHB Educator Preparation Program, including meeting and maintaining the required GPA.
4. Satisfactory passing score on all required TExES exams, as prescribed by state statute.
5. Recommendation for certification from the UMHB Educator Preparation Program via the Certification Coordinator.
6. Submission of an official fingerprinting report to the state certification system.
7. Application to the state certification system.
8. Submission of the UMHB application form for certification to the UMHB College of Education.

All requirements as prescribed by the State of Texas certification office and the Texas Education Agency must be completed and application made for initial certification within one (1) year of graduation. Students who return to the university after that time may be required to take additional coursework or to provide additional evidence of proficiency in the certification area sought.

State Guidelines for All Certification Paths

Candidates are required to:

1. Be of good moral character.
2. Be a citizen of or be legally eligible to be employed in the United States.

3. Be at least 18 years old.
4. Believe in and uphold the Constitution of the United States and the State of Texas.
5. Speak and understand the English language.
6. Apply for certification and pay the appropriate fee.
7. Adhere to and support the Educator Code of Ethics.

Felony or Misdemeanor Conviction

“Per 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).

Dismissal from Public School Campuses:

UMHB works in partnership with several area independent school districts.

Procedures are in place to address the issue of student teachers or interns being prevented from returning to the school to which they were assigned. These are available on the College of Education website.

Certification Areas for Preparation of Teachers (Note: Other certification areas may be available for students in the Post-Baccalaureate program. This should be determined through a meeting with the Certification Coordinator.)

BSEd

Areas of specialization include:

EC-6 Core Subjects

4-8 Core Subjects

EC-12 Special Education

Secondary Certificate areas (typically 7-12) include:

English Language Arts and Reading

History

Life Sciences

Mathematics

Composite Social Studies

Science

Speech

All Level Certificate areas include:

Art

Music

Physical Education

(This section is applicable only to the BSEd. It does not apply to Educational Advocacy.)

It should be clearly understood that the State of Texas Educator Certification System and Standards of the Texas Education Agency (TEA) regarding certification supersede UMHB rules and requirements. While the UMHB program may have requirements that exceed those of the state, they are never less than state requirements.

There are two paths leading to teacher certification at UMHB. The Undergraduate Program is traditional teacher certification coupled with the pursuit of the bachelor's degree. The Post-Baccalaureate program is for candidates with bachelor's degrees who are pursuing teacher certification through the UMHB master's program. The requirements for each are described below.

Note:

International students must meet the same standards required of all candidates. In addition, based on state law, they are required to take all sections of the TOEFL and meet state standards through transcript review prior to admission.

Undergraduate Program

A. Admission - Gateway #1

1. Pass criminal history check.

Texas law requires that all students in field experiences and student teaching satisfactorily complete a criminal background review. Any student who cannot be cleared to teach because of a criminal record will not be allowed to student teach and cannot obtain teacher certification. Students who may be unable to clear a criminal background review are urged to clarify their ability to teach before considering the Educator Preparation Program. (See Felony or Misdemeanor Conviction.) A pre-check process is available through the Texas Education Agency for those who want to verify their status.

2. Pass the College of Education interview and writing sample.

3. Successfully complete EDUC 3315 with a grade of "C" or better.

4. As part of the admission process into the Educator Preparation Program, satisfy an Academic Proficiency requirement. Because of shifting state requirements, prospective students should consult the current standard as posted on the College of Education site on the UMHB web page or through the Gateway pages on the student's MyCampus home page. The required scores must be submitted to the UMHB College of Education Certification Coordinator no later than the semester when the student takes EDUC 3315.

5. Sign and adhere to the Texas Educators' Code of Ethics statement.

6. Earn a cumulative GPA of 2.75 or higher.

7. Submit a signed COE FERPA form.

8. Complete 12 or more hours in the content field (15 if math or science). A GPA of 2.5 or higher is required in these courses. (TAC228.40b,d).

9. Submit an application for admission into the program. (This is not the same as admittance into the university) Students apply via Gateway #1 on their MyCampus account page. Students who meet all program requirements will be issued an invitation to join the Educator Preparation Program.

10. Accept the invitation for admission. Per state law, a student must accept the invitation for admittance.

11. Demonstrate and maintain a “disposition to teach.” Research reveals specific behaviors exhibited by successful educators. These are described in the College of Education Student Handbook.

NOTE: A minimum of 18 hours must be taken after acceptance into the Educator Preparation Program but prior to student teaching. Students are encouraged to take EDUC 3315 by the end of the second semester sophomore year. Failure to meet program standards at that point may delay the student’s graduation.

B. Student Teaching – Gateway #2

1. Senior standing with no more than 6 semester hours remaining (with special permission from the Dean) to meet the degree plan requirements after the semester of student teaching.

a. All professional development courses must be completed before student teaching.

b. Students working toward 7-12 and all-level certification may student teach if they lack no more than one course in the area(s) of certification (with special permission from the Dean).

2. Completion of all state compliance standards (as per the Texas Education Agency, the Texas Education Code, and the Texas Administrative Code). This includes field experiences. Many of the teacher preparation courses offered at UMHB are “field-based,” meaning that they are taught on public school campuses so that teacher candidates receive hands-on experience. Students who take the regular, daytime classes will automatically get sufficient hands-on experience. Students who take education coursework in night classes or summer sessions may be required to complete field hours during a subsequent semester.

3. A grade of “C” or higher in public speaking.

4. For candidates on the Bachelor of Science in Education (BSEd), a combined GPA of 3.0 or higher across the courses in Academic Support and Professional Development. For secondary (7-12) or special areas (EC-12), a GPA of 3.0 in the “Major” block as well as a 3.0 in the Pedagogy and Professional Practices block, with these blocks calculated independently.

5. A completed application submitted to the Educator Preparation Program. Applications are submitted via Gateway #2 on the student’s MyCampus account page. Applications for student teaching should be in the College of Education Office by April 1 for individuals planning to student teach the following fall semester or October 1 for individuals planning to student teach the following spring semester.

Note - Students are placed for student teaching in one of 16 public school districts within a 60-mile radius of UMHB. The Certification Coordinator determines placements.

C. Certification– Gateway #3

1. Completing all program requirements as indicated in Gateways 1-3. (The Gateways may be accessed on the student's MyCampus account page.)
2. Completion of a baccalaureate degree.
3. Completing the UMHB Educator Preparation Program, including meeting and maintaining the GPA requirements.
4. Passing score on the specific TExES (certification) examination(s) for the certificate sought, as prescribed by the State of Texas under the Texas Education Agency, Texas Administrative Code, and Texas Education Code.
5. Recommendation from the Educator Preparation Program via the College of Education Certification Coordinator.
6. Submission of an official fingerprinting report to the state certification system.
7. Application to the state certification system, along with required fees.
8. Submission of the UMHB application form for certification to the UMHB College of Education.

All requirements as prescribed by the State of Texas certification office and the Texas Education Agency must be completed, and an application must be made for initial certification within one (1) year of graduation. Students who return to the university after that time may be required to take additional coursework or to provide additional evidence of proficiency in the certification area sought.

Post-Baccalaureate Program

UMHB meets all requirements for persons with Bachelor's Degrees seeking initial teacher certification through approved Texas colleges and universities (Post-Baccalaureate Certification). Chapter 21.049, Texas Education Code. The Master of Education Program Director coordinates the Post-Baccalaureate Program as part of the Master's with Teaching Certification program. Coursework for completing the content of the master's program is addressed in the Graduate Catalog. However, participation in the Educator Preparation Program is required as follows:

A. Admission – Gateway #1

Each candidate for an initial teaching certificate who possesses a bachelor's degree from an accredited institution must submit the following in order to be considered for Educator Preparation Program entry:

1. Official transcript verifying Bachelor's degree.

2. Passed PACT (TExES) content exam in an area consented to by the Master of Education Program Director and the Certification Coordinator.
3. Signed COE FERPA form.
4. Signed Educator Code of Ethics form.
5. Permission for criminal background check. Note: The Texas Education Agency provides an opportunity for students to do a pre-check of criminal history to ensure they will not be blocked from teaching or field experiences.
6. Interview, transcript review, and acceptable writing sample with the Master of Education Program Director.
7. Documentation of GPA of 2.75 or higher for previous degree conferred or on last 60 hours of coursework.
8. Demonstrated competence in educational technology and in public speaking, through coursework or through prior experiences verified by the program director.
9. Application for admission via Gateway #1 on the student's MyCampus account page. If the student has met all program requirements at this point, an invitation to join the Educator Preparation Program will be extended.
10. Acceptance of invitation, as per state law.

B. Student Teaching or Internship – Gateway #2

1. Completion of all state compliance standards (as per the Texas Education Agency, the Texas Education Code, and the Texas Administrative Code. This includes field experiences. Many of the teacher preparation courses offered at UMHB are “field-based,” meaning that they are taught on public school campuses so that teacher candidates receive hands-on experience. Post-bac students should contact the Director of Field Experiences early to set up field hours during the semester prior to the internship or student teaching.
2. Cumulative GPA of 2.75 or higher and GPA of 3.0 in pedagogy courses.
3. A completed application submitted to the Educator Preparation Program. (This is not the same as application to the graduate program at UMHB). Applications are submitted via Gateway #2 on the student's MyCampus account page. Applications must be in the Education Office by April 1 for individuals planning to student teach/intern the following fall semester or October 1 for individuals planning to student teach/intern the following spring semester.

Note - Students are placed for student teaching in one of 16 public school districts within a 60-mile radius of UMHB. Placements are determined by the Certification Coordinator. Interns are required to secure their own positions as teachers of record for the internship and to submit their Teacher Service Record to the Certification Coordinator at UMHB, verifying their year of completion.

C. Certification – Gateway #3

1. Successful completion of a one-year internship as the teacher of record OR successful completion of one semester of student teaching.
2. Master's degree posted by the Registrar.
3. Completion of the UMHB Educator Preparation Program, including meeting and maintaining the required GPA.
4. Satisfactory passing score on all required TExES exams, as prescribed by state statute.
5. Recommendation for certification from the UMHB Educator Preparation Program via the Certification Coordinator.
6. Submission of an official fingerprinting report to the state certification system.
7. Application to the state certification system.
8. Submission of the UMHB application form for certification to the UMHB College of Education.

All requirements as prescribed by the State of Texas certification office and the Texas Education Agency must be completed, and an application must be made for initial certification within one (1) year of graduation. Students who return to the university after that time may be required to take additional coursework or to provide further evidence of proficiency in the certification area sought.

State Guidelines for All Certification Paths

Candidates are required to:

1. Be of good moral character.
2. Be a citizen of or be legally eligible to be employed in the United States.
3. Be at least 18 years old.
4. Believe in and uphold the Constitution of the United States and the State of Texas.
5. Speak and understand the English language.
6. Apply for certification and pay the appropriate fee.
7. Adhere to and support the Educator Code of Ethics.

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).

Dismissal from Public School Campuses:

UMHB works in partnership with several area independent school districts.

Procedures are in place to address the issue of student teachers or interns being prevented from returning to the school to which they were assigned. These are available on the College of Education website.

Certification Areas for Preparation of Teachers (Note: For students in the Post-Baccalaureate program, other certification areas may be available. This should be determined through a meeting with the Certification Coordinator.)

BSEd

Areas of specialization include:

EC-6 Core Subjects

4-8 Core Subjects

EC-12 Special Education

Secondary Certificate areas (typically 7-12) include:

English Language Arts and Reading

History

Life Sciences

Mathematics

Composite Social Studies

Science

Speech

All Level Certificate areas include:

Art

Music

Physical Education

2025 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.
- A passing score on the content state exam is a requirement for clinical teaching approval.

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 75% on the practice test for state exam approval. NOTE: The UMHB Educator Preparation Program recognizes 75% 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](#)

[Preparation Manuals](#)

[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 the 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.

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 3 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
- 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