



# DREEBEN SCHOOL *of* EDUCATION

## **TEACHER EDUCATION PROGRAM HANDBOOK 2022**

This handbook presents UIW Teacher Education Program (TEP)  
Information, requirements, and policies.

The UIW Teacher Education Program is accredited by the  
Texas Education Agency and the Association for Advancing Quality in Educator Preparation.



**UNIVERSITY OF THE  
INCARNATE WORD.**

DREEBEN SCHOOL  
*of* EDUCATION

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## **TEACHER EDUCATION PROGRAM 2022**

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

The requirements, policies, and procedures are revised as needed to reflect program and Texas Education Agency changes. The handbook is updated each January.

The Dreeben School of Education  
University of the Incarnate Word  
San Antonio, Texas

Revised January / March 2022

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# SECTION 1: TEACHER EDUCATION OVERVIEW

## Teacher Education Program Mission Statement

The Dreeben School of Education Teacher Education Program's mission is to prepare educators who are guided by compassion, social justice, human dignity, and innovation. We are committed to ensuring a high-quality teacher preparation experience that combines theory with practical application. Reflective of Catholic Social Teaching, we value a culturally sustaining approach to teaching, contributing to a diverse teaching profession, and nurturing strong relationships with students and the community.

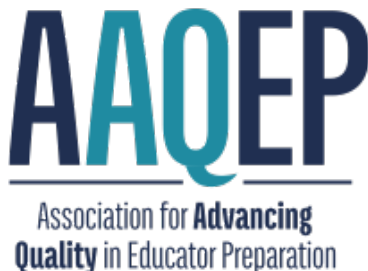
## Introduction

Teacher Education is a valued program of study at the University of the Incarnate Word because it so directly addresses the mission to which UIW is committed. The program incorporates a broad liberal arts education as a foundation for the more in-depth focus on academic teaching specializations and the body of knowledge associated with the teaching and learning process. The program prepares individuals for a profession in which they can affect society and humanity in significant, positive ways.

## Accreditation

The Teacher Education 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 UIW Teacher Education Program has been recognized with both national and state accreditation.

### National Accreditation



The University of the Incarnate Word is a member in good standing of the [Association for Advancing Quality in Educator Preparation \(AAQEP\)](#), a national accrediting organization recognized by the Council for Higher Education Accreditation. The degree programs listed below have been awarded full accreditation by AAQEP through December 31, 2028. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

### AAQEP-Accredited Programs at the University of the Incarnate Word

- Bachelor of Arts, Education-Elementary
- Bachelor of Arts, Education-Secondary & Biology (dual majors)
- Bachelor of Arts, Education-Secondary & Chemistry (dual majors)
- Bachelor of Arts, Education-Secondary & English (dual majors)
- Bachelor of Arts, Education-Secondary & History (dual majors)
- Bachelor of Arts, Education-Secondary & Mathematics (dual majors)
- Bachelor of Arts, Education-All Level & Art (dual majors)
- Bachelor of Arts, Education-All Level & Kinesiology (dual majors)
- Bachelor of Arts, Education-All Level & Spanish (dual majors)
- Bachelor of Arts, Education-All Level & Theater (dual majors)
- Bachelor of Music, Music Education, with Education Minor

## State Accreditation



The UIW Teacher Education Department offers degree programs to prepare Texas certified teachers. Graduates of the UIW Teacher Education Program meet state licensure requirements established by the [Texas Education Agency \(TEA\)](#). The Dreeben School of Education was first accredited by the TEA in January 1973 and maintains accreditation. The most recent Continuing Approval Compliance Audit was conducted in December 2015. The Teacher Education Program's next program review will be conducted in spring 2022. Accreditation ratings are issued annually and are available on the [TEA Accountability System for Educator Preparation](#) webpage.

### TEA Accreditation Ratings

2020-2021	Not Rated: Declared State Disaster
2019-2020	Not Rated: Declared State Disaster
2018-2019	Accredited
2017-2018	Accredited- Warned
2016-2017	Accredited

Candidates of the UIW Teacher Education Program have consistently demonstrated a high level of achievement on the 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
2020-2021	97%	100%
2019-2020	95%	96%
2018-2019	96%	97%
2017-2018	96%	100%
2016-2017	100%	100%

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

## **Consumer Information**

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

## **Supply and Demand of Texas Teachers**

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

The Texas Education Agency (TEA) requires Educator Preparation Programs to notify their candidates that teaching positions are more difficult to secure in districts along the I-35 corridor in Texas due to the number of teacher preparation programs providing candidates within those educational markets.

## **TEA Educator Skills and Responsibilities**

Texas Administrative Code: 19 TAC §228.30(a)

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

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

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

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

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

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

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

## **Criminal History Background Checks**

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

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.

UIW 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](#).



## **Professional Ethics & Responsibilities**

UIW students complete a focused review of teachers' ethical and professional expectations in EDUC 23055: Foundations of Education. This includes viewing and discussing the required TEA Ethics videos. TEP 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 Teacher Education Department.

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### TEXAS EDUCATORS' CODE OF ETHICS

Texas Administrative Code: 19 TAC §247.2

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#### **1) Professional Ethical Conduct, Practices and Performance.**

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

#### **2) Ethical Conduct toward Professional Colleagues.**

- A. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- B. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- C. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- D. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- E. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- F. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- G. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### 3) Ethical Conduct toward Students.

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

[Texas Educators' Code of Ethics](#)

[TEA Ethics Videos](#)

## SECTION 2: TEACHER EDUCATION PROGRAM STATUS

### Admission Requirements

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

The Teacher Education faculty and the University's Teacher Education Advisory Committee consider several factors in making the decision about an individual's admission to the Teacher Education Program (TEP). All students who plan to follow a program leading to initial certification must formally apply and be admitted to the Teacher Education Program. Students may not enroll in courses designated as "professional development" without a full TEP acceptance and a signed acceptance letter. Specific application dates are posted on the [UIW Teacher Education Program's Calendar](#) and can be obtained from the DSE Office and the Education Advisor.

Undergraduate students apply to TEP each fall semester. The professional development coursework sequence begins each spring.

MAT cohorts apply to TEP each summer with the professional development coursework sequence beginning each fall.

Admission requirements are informed by the Texas Administrative Code (§227.10. Admission Criteria) and the UIW Teacher Education Program. These criteria are reflected in the TEP 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 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
  - MAT applicants may satisfy this content requirement with the PACT
- Basic skill proficiency in reading, writing, and mathematics- Demonstrated with passing scores on the THEA or GRE (see the TEP application requirements for required scores)
- English language proficiency
- Program interview
- Professional disposition assessment
- Introductory coursework
- Review of performance (academic and dispositional) by the Teacher Education faculty and the Teacher Education Advisory Committee

## TEP 2022 APPLICATION REQUIREMENTS

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

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### *Undergraduate Students: TEP Application Requirements*

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

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

#### NOTE

Applicants must provide official transcripts from each institution attended (dated within 3 months of application). UIW transcripts will be obtained by the Teacher Education Department; students do not have to provide the UIW transcript.

- Group Interview - This requirement assesses an applicant's ability to communicate effectively and professionally.
- Two Faculty Feedback Forms- This requirement aids in assessing an applicant's professional disposition. The forms are provided in the application packet. Both forms must be completed and returned to the DSE Office before final decisions are made. At least one of the forms should be completed by a faculty member in your major. It is the responsibility of the applicant to ensure the forms are received. Additional feedback regarding professional disposition may be considered and solicited from university faculty.
- EDUC 2305: Foundations of Education has been successfully completed or is in progress.
- THEA Test Scores- This requirement demonstrates proficiency in the basic skills of reading, mathematics, and writing. The UIW required passing score is 230 on each of the three sections. If test scores are not available, a confirmation of a scheduled testing session should be provided.
- Current Texas Educators' Code of Ethics & TEA Ethics Video-Statement of Affirmation (typically completed in EDUC 2305: Foundations of Education)

## ***Graduate Students: TEP Application Requirements***

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

- Admission to UIW
- 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**

### **NOTE**

→ Applicants must provide official transcripts from each institution attended (dated within 3 months of application).

- Content Proficiency
  - a minimum of 12 credit hours successfully completed in the subject-specific content area for the certification sought (15 hrs. if math/sci. candidate)
  - OR
  - passing PACT (pre-admission certification test) scores
- Group Interview - This requirement assesses an applicant's ability to communicate effectively and professionally.
- Two Faculty Feedback Forms- This requirement aids in assessing an applicant's professional disposition. The recommendation forms are provided in the application packet. Both forms must be completed and returned to the DSE Office before final decisions are made. Whenever possible, the forms should be completed by UIW faculty; however, faculty from other institutions who can provide input regarding the applicant's professional disposition may do so. It is the responsibility of the applicant to ensure the forms are received. Additional feedback regarding professional disposition may be considered and solicited from university faculty.
- THEA or GRE Test Scores- This requirement demonstrates proficiency in the basic skills of reading, mathematics, and writing.
  - Passing THEA scores are a minimum of 230 on each section: reading, writing, and mathematics.
  - Passing GRE scores are a minimum of 150 on the Verbal and Quantitative sections; a minimum score of 3.5 on the Analytical Writing.
- Current Texas Educators' Code of Ethics & TEA Ethics Video-Statement of Affirmation

## **Dismissal from the UIW Teacher Education Program**

Texas Administrative Code: 19 TAC §228.20

The University of the Incarnate Word 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 Teacher Education Program prior to enrollment in designated professional development courses. TEP 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 Teacher Education Program permits advancement toward certification but does not guarantee program continuance or acceptance to clinical teaching.

Reasons candidates may be dismissed from the Teacher Education 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

### **Criminal History Evaluation**

Teacher candidates complete background checks throughout the program in relation to fieldwork with schools and community organizations. The level and restrictions of these checks vary by organization and the level of interaction with minors. Individuals convicted of an offense may be ineligible for the issuance of certification, regardless of background checks at earlier intervals. 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.](#)

### **Withdrawal from the UIW Teacher Education Program**

If at any point after TEP acceptance, and prior to program completion, a candidate chooses to complete the UIW degree without certification, he/she must complete a program form to document their intent to withdraw from the Teacher Education 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.

### **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 UIW Teacher Education 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 associated with pedagogy coursework (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 UIW Teacher Education Program prepares teacher candidates at the undergraduate and graduate levels. The UIW undergraduate and graduate catalogs provide detailed information and degree plans. Students may also access their degree plans and monitor their coursework progression on Degree Works.

#### **Program Update:** New Education Degree Plans

Effective spring 2022, Bachelor of Arts degrees in Education-Secondary and Education-All Level are offered by UIW. This allows teacher candidates to double major in both education and their intended certification area. The 2022 TEP cohort has the option of completing their current degree and certification plans with a major in the certification area and a minor in education or moving to the double major. Contact Mr. Charles Puente (Education Advisor) or Dr. Elda Martinez for more information.

The 2022 Elementary TEP Cohort will see a change of degree title from B.A. in Elementary Education to Education-Elementary. This change aligns with the new Education-Secondary and Education-All Level majors. The change will be processed in spring 2022. While the professional development courses have been revised, there is no change to the required credit hours for the degree.

#### **Program Update:** New Literacy Minor

Effective spring 2022, a new Literacy Minor replaces the Reading Minor. The 2022 TEP elementary cohort will see this change reflected in their degree plans. No additional coursework is required. Contact Mr. Charles Puente (Education Advisor) or Dr. Elda Martinez for more information.



## Undergraduate Students: Curriculum

Undergraduate students should declare their majors/minors upon admission to the university so that their degree plans and completed coursework is accurate on Degree Works. Current degree plans are also available on the [UIW Teacher Education Department](#) website.

### **Elementary Teaching Certification (Early Childhood-6<sup>th</sup> grade)**

#### **Core Subjects with Science of Teaching Reading**

Undergraduate students complete a B.A., in Education-Elementary degree with a minor in literacy and special education coursework. A special education minor is optional.

### **Secondary Teaching Certification (7<sup>th</sup>-12<sup>th</sup> 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 Language Arts & Reading
- History
- Life Science / Biology
- Mathematics
- Physical Science / Chemistry

### **All-Level Teaching Certification (EC-12<sup>th</sup> 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
- Theatre Arts
- Physical Education / Kinesiology
- Spanish

**Literacy Minor:** This minor addresses instructional considerations and strategies related to developing reading and writing skills. The coursework focuses on elementary grades, is grounded in the Science of Teaching Reading, and includes English language acquisition and dyslexia. The Literacy Minor is required in the Education-Elementary Major. This minor is available for students in any major.

- EDRD 3307: Essentials of Literacy Instruction
- EDRD 3327: Developing the Fluent Reader
- EDURD3337: Developing the Strategic Reader
- EDRD 3347: Differentiating Literacy Instruction (elementary teacher candidates)  
OR  
EDUC 3314: Disciplinary Literacy (all students other than elementary candidates)
- EDRD 3385: Writing in Literacy-Rich Environments

Reading Minor: The four-course reading minor addresses the progression of developing language and literacy skills for elementary students as well as English learners. This minor will be offered through 2022 for pending graduates. The Literacy Minor replaces the Reading Minor.

- EDUC/EDRD 3307: Essentials of Literacy Instruction
- EDUC/EDRD 3327: Developing the Fluent Reader
- EDUC/EDRD 3337: Developing the Strategic Reader
- EDUC/EDRD 3347: Differentiating Literacy Instruction

Special Education Minor: The special education minor was designed to prepare general education teachers to meet the academic, behavioral, and social needs of exceptional learners. The Education-Elementary Major requires three special education courses. Completion of a fourth course, Advocacy for Exceptional Learners, completes the special education minor. This minor is optional for all majors.

- EDUC 2315: Survey of Students in Diverse & Inclusive Settings (elementary focus)
- OR
- EDUC 2316: Survey of Special Education for Secondary Settings (secondary focus)
  - EDUC 3343: Teaching Students with Learning Differences
  - EDUC 3346: Teaching Students with Emotional/Behavioral Disabilities
  - EDUC 3335: Advocacy for Exceptional Learners

## Graduate Students: Curriculum

Graduate students apply to the Master of Arts in Teaching (MAT). Those accepted to the MAT Program must apply, and be accepted, to the Teacher Education Program within the first nine hours of study.

Certification options include elementary (EC-6), secondary (7-12), and all-level (EC-12) teaching fields. Secondary certification options: English Language Arts/Reading, History, Life Science, Mathematics, and Physical Science. All-level certification options: Art, Music, Theatre Arts, Physical Education, and Spanish.

The MAT degree is being revised in anticipation of a 2022 cohort beginning summer/fall 2022. Contact Dr. Elda Martinez for information.

### **Professional Development Course Overview**

Admission to the Teacher Education Program (TEP) identifies students as certification candidates and allows registration in the professional development courses. Candidates complete these courses the year before student teaching. The professional development courses combine theory with practice and require a significant fieldwork component including assessment of content knowledge, teaching practices, and professional disposition.

The professional development courses are identified on the program's degree plans and planning guides. Candidates must earn a minimum of a B- in each of the identified courses or must repeat the course to advance. While the candidate's professional disposition is assessed throughout the program, a particular emphasis is presented in the professional development courses.

In the field placement, candidates are expected to develop and deliver an instructional plan, observe, and support classroom management, assess student learning, and to work collaboratively with the classroom teacher. Background checks, processed by the school/district, are required prior to beginning the placements. The

professor will arrange for the field experiences. Under no circumstances, may a candidate make a request directly to a school/district.

Elementary Undergraduate Candidates

The professional development sequence is established to include full-day field experiences once a week in partnership schools and classes once a week on the UIW campus. In the first semester, candidates are placed in two schools: an early childhood placement and a primary grades placement. In the second semester, two intermediate placements are completed. Each elementary candidate completes four placements- four grades, in four different schools, and in varied districts. Classroom teacher evaluations provide assessment in addition to the university professors' observations and teaching evaluation.

Secondary/ All-Level Undergraduate Candidates

The professional development sequence is established to require a minimum of 60 clock hours of field experience. Over both semesters, candidates are placed in at least two schools. Classroom teacher evaluations provide assessment in addition to the university professors' observations and teaching evaluation.

MAT Graduate Candidates

The professional development sequence is established to require a minimum of three full days of field experience in the first semester, with an additional three full days in the second semester. Classroom teacher evaluations provide assessment in addition to the university professors' observations and teaching evaluation.

## SECTION 4: CLINICAL TEACHING & INTERNSHIP

### Clinical Teaching

#### NOTE



*A Clinical Teaching Handbook is provided directly to clinical teachers. The information provided in this TEP 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 UIW supervisor will provide continued guidance and support throughout the placement.

The clinical teaching placement dates are determined in advance by the Dreeben School 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 last day of the UIW semester's classes. The clinical teacher is expected to follow the school district's calendar, including campus reporting times. Specific placement dates are determined once the school district's calendars have been approved, typically by early April for the following academic year.

### **Requirements**

The clinical teaching course syllabi (EDUC 4905/63CS & EDUC 4305/6361) specify the requirements for the Clinical Teaching semester. These requirements include:

- Clinical teachers must pass 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 pass all associated state exams as a course requirement of the Clinical Teaching Seminar. This includes the STR (for elementary 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.

### ***DSE 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 UIW Teacher Education 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 clinical teaching, they may reapply to a future semester. However, the clinical teaching placement must be completed within three semesters (fall/spring) following the professional development course sequence.

## Internship (MAT Candidates Only)

### NOTE

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

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

MAT candidates are eligible to apply for either clinical teaching or internship placement. The internship experience is considered the capstone of the Teacher Education 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 UIW TEP. 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.

The University of the Incarnate Word is responsible for internships in terms of SBEC/TEA requirements and supervision. Therefore, all internships **MUST** be approved by the UIW Certification Officer prior to acceptance of a position in the school district.

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

Internship placements approved by the UIW TEP are full academic year placements and must begin in the fall semester. Intern Teachers enroll in the associated UIW courses. Intern candidates are responsible for obtaining teaching positions in TEA accredited schools. The UIW TEP will support this process but does not guarantee employment.

### ***Requirements***

The internship course syllabi (EDUC 66CS & EDUC 6361) specify the requirements for the Internship year. These requirements include:

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

### ***DSE 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 UIW Teacher Education Program standards. At a minimum, applicants must demonstrate content proficiency with a passing state exam score in their certification content area as well as demonstrate the professional disposition expected for a professional educator.

If candidates are denied or choose to defer the clinical teaching/internship, they may reapply to a future semester. Intern applicants may apply to clinical teach in the next semester. Internship applicants must wait for the application period for the next academic year. MAT students must complete their capstone (clinical teaching/internship) placement within three semesters (fall/spring) following the professional development course sequence.

## SECTION 5: CERTIFICATION

### 2022 Certification Testing Procedures

Certification candidates are eligible to begin testing upon acceptance to the Teacher Education Program (TEP). Practice tests are administered by the UIW Teacher Education Program. The practice test schedule is provided directly to TEP students and is available from the DSE Office (GB 124). Candidates must schedule content practice tests by contacting the DSE Certification Officer, Connie Sabo-Risley, at [sabo@uiwtx.edu](mailto:sabo@uiwtx.edu) / 210-829-3132. Two days' advance notice is required.

The following testing procedure is effective for 2022 and may be revised in 2023. The testing policy in effect at the time of testing applies to all UIW certification candidates.

NOTE: The program will continue to adhere to evolving COVID protocols and social distancing guidelines. Any changes to the certification testing policy or procedures will be communicated directly to the 2022 TEP cohort.

#### Content Testing

##### STEP 1- CERTIFY TEACHER

- In January, a group session is held for all TEP 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 \$35.00 is available using the UIW discount code (CARDINALS4728). A passing score will be confirmed by Connie Sabo-Risley, DSE Certification Officer, before progressing to the content practice test.

##### STEP 2- PRACTICE TEST

- Candidates contact the Certification Officer to schedule a practice test. A practice test schedule is published and provided directly to the TEP candidates and posted in the DSE Office.
- Candidates must earn a minimum score of 75% on the practice test for state exam approval. Core Subjects candidates must earn a minimum of 75% on all subtests. NOTE: The UIW Teacher Education 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 the minimum practice test score is obtained, candidates 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.

##### STEP 3- STATE EXAM

- Candidates register for the state exam directly through the testing vendor. The DSE 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.

**Science of Teaching Reading (STR) Testing \*ELEMENTARY CANDIDATES ONLY**

Effective January 1, 2021, Core Subjects with the Science of Teaching Reading (EC-6) candidates must also complete STR testing requirements. The Certify Teacher STR review is required for clinical teaching approval. The state STR exam must be passed by the end of the clinical teaching semester. Students are encouraged to begin this process as soon as the content state exam has been successfully completed.

**STEP 1: CERTIFY TEACHER**

- Candidates must complete the Certify Teacher STR review. The UIW discount code may be used (CARDINALS4728).

**STEP 2: PRACTICE TEST**

- Candidates contact the Certification Officer to schedule a practice test. A practice test schedule is published and provided directly to the TEP candidates and posted in the DSE Office.
- Candidates must earn a minimum score of 75% on the practice test for state exam approval. NOTE: The UIW Teacher Education 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 the minimum practice test score is obtained, candidates 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.

**STEP 3- STATE EXAM**

- Candidates register for the state exam directly through the testing vendor. The DSE 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 STR state exam is a requirement of EDUC 4305/6361: Clinical Teaching Seminar.

**Pedagogy and Professional Responsibility (PPR) Testing****STEP 1: CERTIFY TEACHER**

- Candidates must complete the Certify Teacher PPR review. The UIW discount code may be used (CARDINALS4728).

**STEP 2: PRACTICE TEST**

- Candidates contact the Certification Officer to schedule a practice test. A practice test schedule is published and provided directly to the TEP candidates and posted in the DSE Office.
- Candidates must earn a minimum score of 75% on the practice test for state exam approval. NOTE: The UIW Teacher Education 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 the minimum practice test score is obtained, candidates 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.

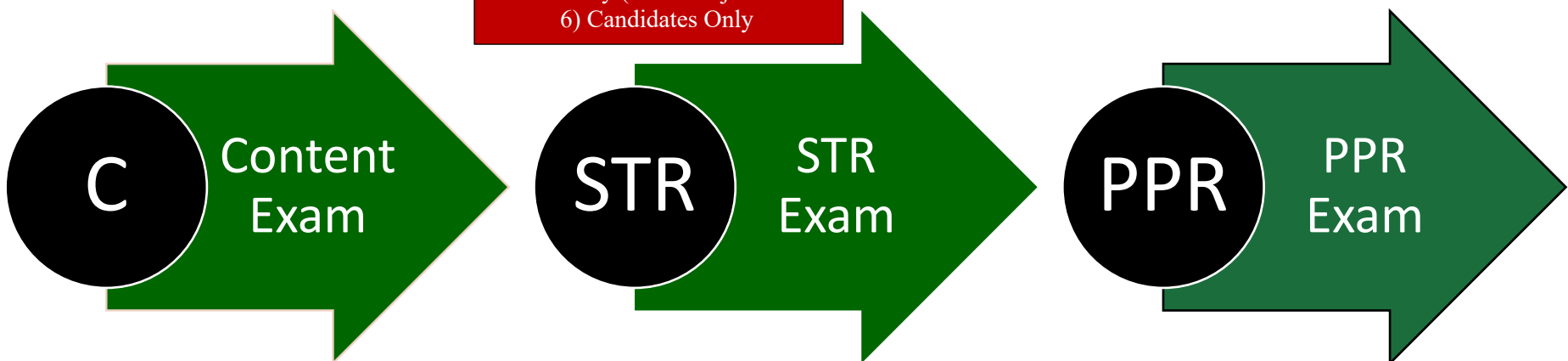
**STEP 3- STATE EXAM**

- Candidates register for the state exam directly through the testing vendor. The DSE 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 PPR state exam is a requirement of EDUC 4305/EDUC 6361: Clinical Teaching Seminar.



## Dreeben School of Education – Teacher Education Program Certification Testing Overview

Elementary (Core Subjects EC-6) Candidates Only



1. Certify Teacher review- earn a passing score on the exam (240).
  2. Use additional review material developed for the content exam
  3. Proceed to the content practice exam- earn a minimum of 75%.
  4. Proceed to the state exam. A minimum score of 240 is needed to pass.
  5. Additional preparation requirements will be assigned if an additional state exam attempt is needed.
- NOTE: The state content exam is a requirement for clinical teaching.**

1. Certify Teacher review- earn a passing score on the exam (240)
  2. Use additional review material developed for the STR exam
  3. Proceed to the STR practice exam- earn a minimum of 75%.
  4. Proceed to the state exam. A minimum score of 240 is needed to pass.
  5. Additional preparation requirements will be assigned if an additional state exam attempt is needed.
- NOTE: The STR exam must be completed as a requirement of the clinical teaching seminar.**

1. Certify Teacher review- earn a passing score on the exam (240)
  2. Use additional review material developed for the PPR exam
  3. Proceed to the PPR practice exam- earn a minimum of 75%.
  4. Proceed to the state exam. A minimum score of 240 is needed to pass.
  5. Additional preparation requirements will be assigned if an additional state exam attempt is needed.
- NOTE: The PPR exam must be completed as a requirement of the clinical teaching seminar.**

## **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 UIW 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. UIW TEP 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 UIW TEP recommends that candidates complete the state certification application by the end of clinical teaching/internship or upon completion of all required TExES state examinations, whichever comes first, to ensure that program changes, if any, do not affect the certification status of individual applying.
- Students seeking certification from the University of the Incarnate Word 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: UIW TEACHER EDUCATION 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.

UIW 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)

UIW's Teacher Education 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.

## Teacher Education Certification Testing Policy

Texas Administrative Code: 19 TAC §228.40 (d)

UIW certification candidates are eligible to begin the certification testing process upon acceptance to the Teacher Education Program (TEP). The program implements a three-step process to support the candidate's certification testing preparation. For each certification exam, the candidate must complete an online review, earn a passing score on the practice test, and earn a passing score on the state exam. In the event a candidate needs to retake a state exam, an intervention plan will be developed based on the candidate's demonstrated needs. This intervention plan must be completed before approval for state testing is provided.

Practice tests are available and administered by the UIW Teacher Education Program. The practice testing schedule is posted on the Teacher Education Program Canvas site and is accessible by all students in the Teacher Education Department.

The testing policy is reviewed for possible revision each calendar year and presented to teacher candidates as they begin their professional development coursework. The testing policy in effect at the time of testing applies to all UIW certification candidates. UIW students may not participate in certification testing preparation unless they have been officially accepted to the Teacher Education Program. Students must maintain good standing in TEP to continue in the testing process with UIW. UIW is not permitted to offer certification testing support to candidates in other programs.

See the [Certification Testing Procedure](#) section for more information and details.

## Teacher Education Program Completion Policy

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

UIW 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 UIW Teacher Education 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 cohort if they are denied or choose to defer clinical teaching; however, they must complete clinical teaching within three semesters (fall/spring) following completion of the professional development course sequence.

## Teacher Education Program Dismissal Policy

Texas Administrative Code, Chapter 228.20(h)

*Admitted TEP candidates sign a Dismissal Policy form within seven days of the official acceptance date. A signed copy is provided to the candidate, and another is placed in the candidate's file.*

The University of the Incarnate Word 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 Teacher Education Program prior to enrollment in designated professional development courses. TEP 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 Teacher Education Program permits advancement toward certification but does not guarantee program continuance or acceptance to clinical teaching.

Reasons candidates may be dismissed from the Teacher Education 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

## UIW Teacher Education Program Complaint Procedure Policy and Guidelines

Texas Administrative Code: 19 TAC §228.70 (b)

The University of the Incarnate Word's Teacher Education Program is committed to maintaining a high-quality, field-based program that adheres to specific laws and rules, generally related to state and federal requirements, set forth by the Texas Education Agency. The UIW Complaint Procedure Policy and Guidelines allow an applicant, candidate, current/former employee, school representative to submit a complaint about the Teacher Education Program for investigation and resolution in a timely and effective manner.

The following procedure guidelines explain the process an individual must follow in registering a complaint:

**1. Hold an informal meeting with the Director of the Teacher Education Program to resolve the complaint.**

If the complaint is not resolved, the complainant may decide to initiate a formal conference with the Director of the Teacher Education Program for the record. The complainant is provided with the full DSE Teacher Education Department's Complaint Procedure Guidelines which include the Formal Conference Documentation Form and the Appeal Form for Teacher Education Program Complaints.

**2. Hold a formal conference with the Director of Teacher Education after completing Part I of the Formal Conference Documentation Form.**

If the complaint is still not resolved to the satisfaction of the complainant, the complainant shall have the right to appeal a decision to the Dean of the Dreeben School of Education.

**3. Initiate the process of appealing to the Dean by completing the Appeal Form for Teacher Education Program Complaints.**

If the complaint is still not resolved to the satisfaction of the complainant, the complainant shall have the right to appeal a decision to the Texas Education Agency.

**4. Appeal the Dean's decision to the Texas Education Agency, if appropriate.**

The Texas Education Agency has the jurisdiction to investigate allegations of noncompliance regarding specific laws and rules. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). The Texas Education Agency does not have jurisdiction over complaints related to contractual arrangements with an Educator Preparation Program, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an Educator Preparation Program.

I understand the basic 4-step process for resolving a complaint related to the Teacher Education Program and realize that for further details I must read the Procedure Guidelines and Forms I have received. I also understand that the Dean of the Dreeben School is the appropriate administrator for making the final decision on the appeal. However, I understand that I am entitled to appeal the Dean's decision to the Texas Education Agency.

[TEA Complaints Against Educator Preparation Programs](#)