

STUDENT HANDBOOK

COLLEGE OF EDUCATION
2019-2020

I hereby acknowledge receipt of a copy of the Texas A&M International University, College of Education student handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

The information in this handbook is subject to change. I understand that changes in College of Education policies may supersede, modify, or render obsolete the information summarized in this handbook. As the University provides updated policy information, I accept responsibility for reading and abiding by the changes.

Name

Student ID

Date

Texas A&M International University
College of Education
Office of the Dean, Sue and Radcliffe Killam Library 429
5201 University Boulevard • Laredo, Texas 78041



TEXAS A&M
INTERNATIONAL
UNIVERSITY



TABLE OF CONTENTS:

1. About the College.....	2
2. About the Dean.....	3
3. Transfers Policy.....	4
4. Admissions and Withdrawals from the College.....	6
a. Undergraduate Students Seeking Admissions into the College of Education	
b. Graduate Students Seeking Admissions into the College of Education	
c. Withdrawals from the College of Education	
5. Late Hires.....	11
6. Procedures for Clinical Teaching/Internship.....	12
a. Signing up for Field and Clinical Experiences	
b. Signature Procedure	
c. Block I	
d. Block II	
e. Block III	
f. Placing Candidates	
g. Conflict of Interest	
h. Placement Clusters	
i. Out-of-Area Placements	
j. Transportation	
k. Purpose of Field-Based Experiences	
l. Field Experiences Learning Outcomes	
m. Purpose of Clinical Teaching	
n. Clinical Teaching	
o. Eligibility for Clinical Teaching	
p. Placement Application Processes for Clinical Experiences	
q. Requirements for Clinical Teaching	
r. Clinical Semester Time Commitment	
s. Attendance and Absenteeism	
t. Seminars for Clinical Teaching	
7. Criteria to Determine Readiness to Test.....	22
a. Certification Areas	
b. Educational Aide Program Requirements	
c. Representative Exam	
d. Approval To Test	
e. Five Times Rule for Taking State Exams	
f. State Exam Registration	
g. Logging into TEAL	
h. Exam Approval Status	
i. State Exam Registration	
8. Process of Recommending for Certification.....	25
a. Applying for Initial Certification	
b. Eligibility for Recommendation for Certification	
9. Filing Complaints/Grievances Against the College of Education.....	26

ABOUT THE COLLEGE



Sue & Radcliffe Killam Library

The Texas A&M International University College of Education has over 1100 students and over 40 faculty and staff devoted to preparing competent and ready teacher to serve the South Texas Area. Located in the Sue and Radcliffe Killam Library building, our departments work collaboratively to prepare students to educate future generations in a variety of capacities. Our new and exciting initiatives include a new professional core, aligned to the PPR for all certification areas. In addition, we work very closely with the TAMIU College of Arts and Sciences to prepare those interested in teaching at the middle and /or high school levels, in a specific content area, such as math, science, and English. Current statewide and national critical shortage areas include teachers with specializations in math and science, as well as in special education.

The College also shares a strong partnership with the Hector J. García Early College High School, which serves local high school students allowing them to take up to 60 college credit hours during their high school years. Annually, we have between 20 and 30 students enrolled in the LISD ECHS who have been inducted to the College’s Pre-Education track.

A Member of The Texas A&M University System, TAMIU provides over 7,800 students with a learning environment anchored by the highest quality programs built on a solid academic foundation in the arts and sciences.. Programs focus on developing undergraduate and graduate offerings with a progressive international agenda for global study and understanding across all disciplines.



Accredited by the
**State Board of
Educator
Certification**



College of Ed
Teacher Certification
Exams Passing Rate **95%**



COED Graduates employed in
**153 Texas School
Districts**



4.7/5 Satisfaction
rating on Fall 2016
Faculty Evaluation

MESSAGE FROM DEAN JAMES O'MEARA

"Education is simply the soul of a society as it passes from one generation to another." -G. K. Chesterson

My name is James O'Meara, an Australian by birth and a resident of Laredo by choice. I serve at the Dean of the College of Education at TAMIU and the President of the International Council on Education of Teaching. I am the son of parents who never finished high school and wanted something better for their children. I represent a success story of my teachers who challenged me to 'Go Beyond' and supported me to make it happen. I am a member of the we Teach Texas Family who believes every success starts in a classroom. I am the leader of the We Teach Laredo family who wants every child to have access to an educator who is ready to teach from day one in the classroom.

For every child in Laredo to have access to a classroom-ready educator we must



1. Recruit candidates who represent La Cutura (culturally-based leaders) by celebrating their culture and modeling 'Respect, Integrity, Service and Excellence (RISE)' as described in the dichos of their abuelos .
2. Prepare educators and leaders who can model Juntos (community leaders) by sharing the vision of 'a quality teacher for all' and recognizing the importance of a paso a paso approach when realizing this vision.
3. Provide international opportunities for educators to develop Adelante (globally-minded leaders) by forming the international connections required to prepare graduates for leadership roles with local, state, national, and global settings.
4. Support our Alumni to be Si Se Puede (social justice leaders) who RISE above their daily challenges and connect with local groups to make a difference in the communities they serve.

Members of the South Texas community, if you are someone who wants to be a professional who RISE's daily to shape the future of Laredo by teaching the future of Laredo, then we want to hear from you. If you want to support a future teacher of Laredo by contributing to our We Teach Laredo Fund, then we want to hear from you. If you want to partner with us to provide a quality teacher for every child in South Texas and Beyond then we want to hear from you.

Colleagues, friends and families, now is the time to make a difference for if not now, when will begin to deliver on our commitment of quality teachers for all. Together we can make a difference for if not us, who will recruit, prepare and support the future educators of South Texas. We cannot wait for the perfect time to provide quality teachers for all, the 50th anniversary of the College of Education in Laredo, is the perfect time to ensure we are providing quality teachers for all. I invite you to join us in this important mission because the families of South Texas deserve nothing less!

TRANSFERS POLICY

1. Texas A&M International University's admission policy for transfer students requires an applicant to have official transcripts sent from all previous institutions. Credit is allowed for work completed in other institutions which are approved by the appropriate regional accrediting agency.
2. The transfer of courses from other institutions in the state of Texas to TAMIU are guided and controlled by the general provisions of the Texas Higher Education Coordinating Board (THECB) Rules and Regulations regarding transfer of credit, core curriculum and field of study courses.
3. A student who successfully completes the core curriculum of another state-assisted institution of higher education in Texas may transfer that block of courses to TAMIU. The student will receive academic credit for each of the courses transferred. A student transferring to TAMIU who has not completed the common core curriculum will be required to complete his or her common core curriculum as specified by TAMIU.
4. The approved field of study curricula as defined by the THECB has been incorporated into the appropriate bachelor degree programs at Texas A&M International University.
5. Common course numbers are intended to allow students to visualize their progression through a course of study and to make a smooth transition from one institution to the next. TAMIU publishes a brochure each year entitled "Texas A&M International University Texas Common Course Numbers Equivalency Chart and Transfer Information" which lists those freshman and sophomore level courses taught at TAMIU, the corresponding Texas Common Course Number (TCCN), and the corresponding course number at Laredo College (LC).
6. TAMIU maintains a satellite office on the campus of LC with a full-time advisor staffing that office four days of the week. All students are welcome to discuss the possibility of transfer and how courses will transfer. In addition, 2 + 2 plans are published each year as a guide for the prospective transfer student from LC. These guides are available in the Outreach Office and in the LC Advising Office. Similar guides are available for the programs at Southwest Texas Junior College. TAMIU also has an articulation agreement with South Texas Community College.
7. All students admitted as transfer student should make an appointment with an advisor in the Office of Admissions to review their transfer credit and how it will apply to their chosen degree program.
8. College preparatory course work in remedial math, reading and writing are not transferable do not satisfy college-level requirements at TAMIU.
9. When a course is repeated, only the last enrollment for that course will be used in computing the grade point average. The second grade will be used to determine credit earned for the course.
10. Courses that transfer but do not have exact equivalent numbers at TAMIU are listed as generic credit. At the discretion of the major department these courses may fulfill specific degree requirements. Core courses completed at other Texas public colleges and universities will satisfy core requirements at TAMIU. The transfer grade point average will be used to determine

admissibility to the University and scholarship eligibility. Official cumulative grade point average is calculated only on courses taken at TAMIU.

11. The evaluation of academic semester hours and course work is the responsibility of the Office of the University Registrar unless otherwise noted.

12. Advanced Placement and Experiential Learning Policies and procedures guiding the awarding of credit by examination are published in the University Catalog in the section regarding University College. Credit is awarded through the following examination programs:

- Advanced Placement Program of the College Board and,
- College Level Examination Program of the College Board,

13. Credit may also be awarded for military training programs. TAMIU follows the recommendations of the American Council on Education (ACE) as published in the Guide to the Evaluation of Educational Experiences in the Armed Forces in granting credit for military schools.

For consideration of credit from military schools, the applicant must submit the following military records:

- Credit for Physical Education with a DD-214 and Honorable Discharge or General Discharge (under Honorable Conditions).
- Joint Service Transcript or Community College of the Air Force transcripts.
- College Credit for Heroes Official Evaluation.

Credit(s) will be awarded based on ACE and College Credits for Heroes recommendations and content of course.

ADMISSIONS AND WITHDRAWALS FROM THE COLLEGE

UNDERGRADUATE CANDIDATES SEEKING ADMISSION INTO THE COLLEGE OF EDUCATION'S EDUCATOR PREPARATION PROGRAM (EPP):

In order to register for junior and senior level education courses for a degree program, students must apply to the Educator Preparation Program (EPP), or Alternative Certification Program (ACP) with the College of Education. Admission to the programs is contingent upon meeting full admission requirements, which is a separate application process from the University's admission procedures. Acceptance to the University does not ensure acceptance into the College of Education. Students who are fully admitted to the programs will be eligible to enroll in 3000-4000 junior/senior level courses in their degree program and courses that apply to ACP.

Formal admission requirements are:

1. **Application:** Submit an application form available [online](#). Students must apply for readmission to the Educator Preparation Program, Alternative Certification Program if not enrolled for one academic year. Any admissions program requirements in place at the time of readmission must be met.
2. All applicants must formally acknowledge acceptance into the appropriate EPP, AND ACP (the date of the acknowledgement will be the date of formal admission to the EPP), after which applicants may enroll in COE coursework.
3. **Courses:** Junior classification and completion of all freshman and sophomore level courses including the all core curriculum coursework with a grade "C" or better.
4. Applicant must demonstrate English language proficiency skills.
5. **Basic Skills Requirement:** Demonstration of basic skills in reading, written communication, and mathematics by meeting the requirements established by TAC 4.54 (http://txrules.elaws.us/rule/title19_chapter4_sec.4.54), Note: Test scores exceeding a five year period will not be accepted.
6. Applicants must complete a screening instrument to determine appropriateness of applicant's knowledge, experience, skills, and aptitude.
7. **Successfully complete (with a "C" or better) the following:** core curriculum courses for Elementary Education Certification; completion of a minimum of 12 SCH in the single subject content area for Grades 7-12 certification; completion of a minimum of 15 SCH for Math and Science Grades 7-12 certification **or** a passing score on the PACT examination.
8. **GPA:** Have a grade point average (GPA) of 2.75 in the last 60 SCH on all coursework previously attempted at which the applicant is currently enrolled or from the most recent bachelor's degree. For undergraduate initial certification, a 2.75 GPA must be maintained to remain in good standing, except for Graduate and Alternative Certification Programs which require a 3.0 GPA in the last 60 SCH.

9. **Foreign Language Requirement:** Meet the University's Foreign Language graduation requirement. This may be demonstrated by fulfilling *one of the following requirements*:

- a. completion of three years of high school study of a single foreign language with a minimum grade of 80 (3.0) at the end of the third year.
- b. earning a minimum grade of "C" in 6 SCH in one foreign language.
- c. CLEP or AP exam scores that award 6 SCH in one foreign language. NOTE: Bilingual Education Emphasis applicants may not use this option to meet the foreign language requirement.
- d. completion of two foreign language courses in one language with a "C" or better from the University's International Language Institute.
- e. completion of two American Sign Language courses with a "C" or better.

10. The TOEFL IBT is required of all students having academic studies from a country where English is not the native language. A minimum TOEFL IBT score of 26 in each of the four areas (reading, listening, speaking and writing) is required.

11. **Criminal Background Check:** Candidates will complete a criminal background check as well as a fingerprint clearance, as determined by the school district for required fieldwork, and will be required to have a criminal history background check prior to employment as an educator.

12. The College of Education has the right to graduate, but not necessarily recommend that a completer sit for the TEXES state certification exam(s).

13. **3000-4000 Level Courses:** In order to register for any 3000-4000 level College of Education course, candidates must be fully admitted to the Educator Preparation. A 2.75 GPA must be maintained to remain in good standing in coursework, except for the Alternative Certification program which requires a 3.0 GPA.

14. Applicant must read, complete, and sign the FERPA and Code of Ethics.

15. All applicants must formally acknowledge acceptance into the appropriate EPP or ACP (the date of the acknowledgement will be the date of formal admission to the EPP), after which applicants may enroll in COE coursework.

GRADUATE STUDENTS SEEKING ADMISSIONS INTO THE COLLEGE OF EDUCATION'S EDUCATOR PREPARATION PROGRAM (EPP):

These programs have additional requirements in order to obtain certification:

- [Educational Diagnostician \(Code-153\)](#)
- [Master Reading Teacher \(Code-085\)](#)
- [Principal \(Code-68\)](#)
- [School Counselor \(Code-152\)](#)
- [Superintendent \(Code-195\)](#)

2. All applicants must formally acknowledge acceptance into the appropriate EPP, or ACP (the date of the acknowledgement will be the date of formal admission to the EPP), after which applicants may enroll in COE coursework.

WITHDRAWALS FROM THE COLLEGE OF EDUCATION:

The College of Education follows the same policies for dropping coursework and withdrawing from the university as Texas A&M International University as a whole. To learn more, please visit https://www.tamtu.edu/registrar/drop_withdrawal.shtml

PROCEDURES:

Complete Registration/Drop Form (pre-census date) or Drop Form (post-census date) in Office of the University Registrar ; or

Drop using Uconnect, before the final late registration date.

Student should verify the drop has been processed as soon as possible by checking his or her schedule through Uconnect.

WITHDRAWAL FROM THE UNIVERSITY

DEFINITION Students who drop all classes for which they are enrolled are considered to have withdrawn from the university for that semester.

Students who find it necessary to withdraw from all courses must notify the Office of Student Success in Zaffirini Success Center 224. Refer to the Refund of Fees section of the catalog for refund schedules.

IMPORTANT NOTE

Drops or withdrawals are student initiated through the above procedures only; not attending class does not initiate a drop, withdrawal, or refund, and may result in failing grades.

FINANCIAL AID IMPACT

Approval required from staff at the Office of Financial Aid

Exit counseling required for federal student loan if withdrawing or reducing load to less than 6 hours. Call (956) 326-2225 for further information.

ABSENCE FROM CLASS

It is assumed that a vital part of every student's education is regular attendance of class meetings. Every faculty member keeps a current attendance record on all students. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may

preclude a passing grade or cause a student to be dropped from one or more courses by the respective faculty with approval of his or her Chair and Dean.

A student who abandons courses without officially withdrawing will receive a grade of "F" in each course, regardless of when that student ceases to attend classes (See Refund of Fees).

MINIMUM GRADE POINT AVERAGE FOR GOOD STANDING WITH THE UNIVERSITY

To be in good standing, an UNDERGRADUATE student must have a 2.0 grade-point average on his/her cumulative record as well as on his/her current semester record.

To be in good standing, a GRADUATE student must have a 3.0 grade-point average on his/her cumulative record as well as on his/her current semester record.

ACADEMIC PROBATION

An UNDERGRADUATE student will be placed in academic probation if his or her cumulative grade point average is below a "C" (2.0/4.0) or if work for any semester falls below a "C".

A GRADUATE student will be placed in academic probation if his or her cumulative grade point average is below a "B" (3.0/4.0) or if work for any semester falls below a "B".

REMOVING ACADEMIC PROBATION

A student who has been placed on academic probation will be removed from such probation at the conclusion of the semester or summer term at Texas A & M International University when the cumulative grade point average required for their classification, and the current semester has been achieved.

ACADEMIC SUSPENSION (ENFORCED WITHDRAWAL)

Students who have been placed on Academic Probation, and fail to achieve the minimum institutional cumulative grade point average during the next long semester will be placed on Academic Suspension. Students on Academic Suspension will be required to sit out one long semester and may re-enroll after such absence under Academic Probation. Prior to enrolling, the returning student must meet with an academic advisor to develop an academic improvement plan. The advisor will then meet with the student throughout the semester to monitor the student's progress in meeting established goals and determine appropriate subsequent actions.

The student may appeal the Academic Suspension to the Dean of the College/School, or the Dean's designate, in which he/she is pursuing a degree by submitting a petition for academic reinstatement and a student self assessment. If the petition is approved, the student will be permitted to enroll on Academic Probation. Prior to enrolling, the returning student must meet with the dean to develop an academic improvement plan. The dean or designate will meet with the student throughout the semester to monitor the student's progress in meeting established goals and determine appropriate subsequent actions.

LATE HIRES

A late hire is defined by the Texas Education Agency as “An individual who has not been accepted into an educator preparation program before June 15 and who is hired for a teaching assignment by a school after June 15 or after the school's academic year has begun.” TAC §228.2.13

TAC §228.35: “A late hire for a teaching position shall complete 30 clock-hours of field-based experience as well as 80 clock-hours of initial training within 90 school days of assignment. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology based method.”

TAC§228.35 (2) For initial certification, each educator preparation program shall also provide one of the following:

- (A) student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;
- (B) clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks; or
- (C) internship, as defined in §228.2 of this title, for a minimum of one academic year (or 180 school days) for the assignment that matches the certification field for which the individual is accepted into the educator preparation program. The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data. An educator preparation program may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

You can learn more about late hires through the Texas Education Agency at <https://tea.texas.gov/>

PROCEDURES FOR CLINICAL TEACHING/INTERNSHIP

For dates and deadlines for Clinical Teaching/Internship, please visit:

<https://www.tamtu.edu/coedu/blocks.shtml>

SIGNING UP FOR FIELD AND CLINICAL EXPERIENCES

Distribution of Placement Applications for Block I and Block II may be picked up in KL 426. Packet includes:

- Placement Applications
- Criminal Background Forms (LISD & UISD)
- Pre-Employment Affidavit (LISD & UISD)
- DPS Form (Sign & Date Only)
- TB Tests Results

TB Test results need to fall within the accepted timeframe. Visit the webpage at <https://www.tamtu.edu/coedu/blocks.shtml> for most up to date information.

- Degree Works
- Copy of TAMTU ID
- Copy of Driver's License or State ID

All due in KL 426 in order to receive a placement for the Spring 2020 Semester.

* Submitting Placement Application does not guarantee enrollment in Coursework.

**Applications may be submitted pending TB results.

Placements for field experiences are made only for the Fall and Spring long semesters.

Application packets **must** be turned in before the start of term in order to receive placement.

- **FOR PLACEMENT DURING THE FALL SEMESTER (LATE AUGUST-DECEMBER), PACKETS ARE TYPICALLY DUE IN EARLY AUGUST.**
- **FOR PLACEMENT DURING THE SPRING SEMESTER (JANUARY-MAY), PACKETS ARE TYPICALLY DUE IN EARLY DECEMBER.**
- **FOR THE MOST ACCURATE DUE DATES AND PACKET INFORMATION, PLEASE VISIT OUR BLOCKS WEBSITE: <http://www.tamtu.edu/coedu/blocks.shtml>**

BLOCK I (INDUCTION LEVEL REQUIREMENTS)

Block IA (EDCI 3301) & Block IB (EDCI 3302) Field Requirements Include:

- 2-3 hours per week, 10 weeks of instructional field time
- Participate in group activities.
- Correct papers
- Assist in preparation of bulletin boards and instructional models
- Complete and teach 2 lessons, which will be evaluated by the cooperating teacher.

Block IAB (EDCI 3301 & 3302) Field Requirements Include:

- 5 Hours per week, 10 weeks of instructional field time
- Participate in group activities.
- Correct papers
- Assist in preparation of bulletin boards and instructional models
- Complete and teach 2 lessons, which will be evaluated by the cooperating teacher.

BLOCK II (APPRENTICE LEVEL) REQUIREMENTS

Field requirements include:

- 7 hours per week, for 11 weeks, of instructional classroom field time
- Participate in group activities -Correct papers
- Assist in preparation of bulletin boards and instructional models
- Complete and teach 6 lessons, 4 of which will be evaluated by the classroom mentor, and 2 will be evaluated by the Field University Teaching Supervisor (FUTM)

BLOCK III (PRE-PROFESSIONAL LEVEL) REQUIREMENTS

Field requirements include:

- One week of pre-service at TAMIU
- 40 hours per week, for 14 weeks, of instructional classroom field time
- Full control of class for 3 weeks
- Turn in their lesson plans to their cooperating teacher on a weekly basis
- Cooperating teachers complete a field performance evaluation each week

PLACING CANDIDATES

Candidates are placed with cooperating teachers within the candidates' areas of certification (e.g., All level certification, 7-12, or Elementary grades (EC-6)). Further, diversity of placement sites are sought based on such factors as district size, socioeconomic status levels, ethnicity, and/or language.

Candidates will be in two - three different placement settings for which they are being certified. Because placement assignments are made in advance in consultation with school-based personnel, assignments are non-negotiable and are only changeable at the discretion of the Director of Field and Clinical Experiences

CONFLICT OF INTEREST

In order to obtain a fair assessment of candidates' abilities in classroom settings, we will not assign candidates to sites where family members are employed. Neither will we assign placements in settings where candidates are currently or were recently employed. By following these procedures, we minimize any conflict of interest.

PLACEMENT CLUSTERS

As much as possible, the Office of Field and Clinical Experiences strives to cluster undergraduate placements in nearby schools. Such clustering allows candidates to develop camaraderie with each other, peer support, and even the ability to car pool together.

OUT-OF-AREA PLACEMENTS

Clinical placements made away from our local service area are possible and considered on a case-by-case basis. Our local service area is considered to be a radius of 60 miles from Laredo. Out-of-area placements are made only during the fall and/or spring terms of the Clinical Teaching semester.

In some cases, depending on the placement, candidates may work with the Director of Field and Clinical Experiences to locate a placement site, cooperating teacher, and/or university-based supervisor. When an out-of-area placement is made, the candidate may be responsible for additional costs incurred by the Field Based Supervisor, or other fees that maybe associated with the out-of-area placement.

TRANSPORTATION

Typically, school placement sites are located in United Independent School District (UISD), Laredo Independent School District (LISD) or Webb Consolidated Independent School District (Webb CISD) County schools, within driving distance to the University. Candidates enrolled in clinical or field-based experiences are expected to make their own transportation arrangements. Most placement schools have designated parking spaces for candidates. Please check with the placement site secretary regarding parking needs. An attempt is made to cluster field assignments whenever possible to facilitate carpooling and minimize fuel expenses.

PURPOSE OF FIELD-BASED EXPERIENCES

The purpose of field-based experiences is to ensure that all candidates in an initial certification program are prepared for the educator's role in which they plan to obtain certification. Through field-based experiences, candidates are provided opportunities to demonstrate, practice, and refine learned "best practices", instructional strategies, and assessment practices in various authentic educational settings.

All future educators in traditional certification programs complete field-based experiences prior to eligibility for a full semester of clinical practices, known as clinical teaching (a.k.a. Student Teaching). The field-based experience component of your educator preparation program provides well-designed and purposeful sequenced experiences that are intended to prepare you for clinical teaching and your career. Many of these field-based experiences include observation, tutoring individual or small groups of students (EC-12), co-teaching, and preparing and implementing lessons in various areas. The lessons include the full range of teacher tasks and responsibilities, requiring dedicated amounts of time in EC-12 educational settings.

“Field-based experiences” is a general term that encompasses all classroom- and school-based experiences prior to the clinical teaching semester. The TAMIU educator preparation program (EPP) is designed to provide *essential opportunities* to learn and fully develop the *knowledge, skills, and dispositions* required by state and professional standards. Candidates in field experience courses spend anywhere from 8-80 hours a semester in fieldwork in assigned schools. Courses with required field experiences are listed in the course catalog and are as follows:

EDCI 1102, 2210, 3224
EDCI 3301 (Block I a)
EDCI 3302 (Block I b)
EDCI 3315, 4310 (Block II)

**It is important that teacher candidates note courses with a field experience assignment as this may impact scheduling of other courses in a semester.*

Note: Educational aides who are pursuing certification will be required to complete fieldwork related to course requirements in field-based courses.

FIELD EXPERIENCES LEARNING OUTCOMES

Following the path from early field-base experiences to the culminating experience of clinical teaching, candidates are expected to meet the following Candidate Learning Outcomes (CLOs):

1. Design and implement standards based (i.e., TEKS and ELPs) instruction appropriate for all EC-12 students that reflect an understanding of relevant content, based on continuous and appropriate assessment of students’ (EC-12) learning; (ELPS Blurbs is attached in Appendix B.)
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence;
3. Promote student (EC-12) learning by providing responsive, assessment-informed instruction that makes use of effective communication techniques; instructional strategies that actively engage EC-12 students in the learning process; and provides timely, high-quality feedback; and,
4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession in accordance with the Texas Education Agency (TEA) Educator’s Code of Ethics Chapter 247.

The above expectations are considered best practices and learner-centered proficiencies in compliance with the State Board for Educator Certification Teaching. In addition, the above expectations are assessed on the TExES Pedagogy and Professional Responsibilities (PPR) exam, required for an initial Texas state license.

PURPOSE OF CLINICAL TEACHING

The purpose of clinical teaching is to ensure that all candidates in an initial certification program are prepared for the educator's role in which they plan to obtain certification. Through clinical teaching, candidates are provided opportunities to demonstrate, practice, and refine learned "best practices", instructional strategies, and assessment practices in various authentic educational settings.

CLINICAL TEACHING

Clinical teaching is a capstone school-based experience required for certification in traditional educator preparation programs candidates. Clinical teaching encompasses a full semester in EC-12 classrooms, as appropriate to certification areas. This full-day, semester-long interactive field-based clinical (public) school experience emulates the professional responsibilities pre-service educators will face as they become certified professionals in their chosen fields. Texas Education Agency requires that student teachers participate in the start of the school year at their assigned campus as indicated in the following:

19 TAC 228.35(e)(2)(F) - Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year.

*Consequently, your semester may begin before the TAMIU semester begins.

Clinical/student teachers also are expected to participate with their cooperating teachers in all relevant school-based, professional activities that occur during the clinical teaching semester, such as school, departmental or grade level faculty meetings, in-service sessions, tutoring, and/or parent conferences.

Clinical experiences have specific, complex, and sometimes overlapping eligibility and admission requirements. Both of these culminating experiences are only offered during the fall or spring semesters. There are also specific deadlines for applying to clinical teaching. Please pay close attention to all the information below when completing an application for Clinical Teaching.

A full-time clinical practice (i.e., clinical teaching) occurs during the last semester in your program. Candidates receive quality support and feedback from a certified cooperating educator in the same area of certification the candidate seeks. Additionally, feedback is obtained from a currently approved university field based instructor who is assigned to guide and assist you during your clinical placement. During the culminating clinical practice, candidates are assigned to a cooperating teacher for the full semester. As the clinical teaching semester progresses,

candidates increasingly assume full responsibility for planning, teaching, and students' (EC-12) learning. Clinical teaching culminates with approximately four weeks of full "all day, every day" total responsibility for all teaching and learning. During this timeframe, candidates conduct all the equivalent tasks of their assigned cooperating teacher under the guidance, mentorship, and supervision of their cooperating teacher and university supervisor, as well as building-level administrators.

Candidates are expected to meet the following Student Learning Outcomes (SLOs):

Design and implement standards based (i.e., TEKS and ELPs) instruction appropriate for EC-12 students that reflect an understanding of relevant content, based on continuous and appropriate assessment of students' (EC-12) learning;

Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence;

Promote student (EC-12) learning by providing responsive, assessment-informed instruction that makes use of effective communication techniques; instructional strategies that actively engage EC-12 students in the learning process; and provides timely, high-quality feedback; and,

Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession in accordance with the Texas Education Agency Educator's Code of Ethics Chapter 247

The above expectations are considered best practices and learner-centered proficiencies in compliance with the Texas Educator Teaching Standards. In addition, the above expectations are assessed on the TExES Pedagogy and Professional Responsibilities (PPR) exam, required for an initial Texas state license

ELIGIBILITY FOR CLINICAL TEACHING (STUDENT TEACHING)

Candidates applying for the Clinical experiences must be in good standing in the College of Education. All coursework¹ on the degree plan except EDSE 4350 must be completed or in process the semester, prior to Clinical experiences. EDSE 4350 is completed concurrently during the clinical teaching semester for the undergraduate program. Any "Incomplete" or "F" grades must be completed successfully prior to beginning the Clinical experiences.

Eligibility for Clinical experiences is contingent upon the following requirements:

Attain an Institutional GPA of 2.75 for undergraduate candidates,

Specialization/Major GPA 2.75, for undergraduate candidates

Successful completion of all previous field-based experiences and coursework

Complete all specialization/major coursework with a "C" or better for undergraduate candidates.

Complete and pass pertinent TExES core subject or content exams in the certification areas

PLACEMENT APPLICATION PROCESSES FOR CLINICAL EXPERIENCES

The Clinical Experience placement application packet is available from the Office of the Director of Clinical and Field Experiences, College of Education, in KL 426 C.

Applications are accepted in the semester prior to your planned placement for Clinical experiences.

Completed applications must include the following documents:

1. Completed Criminal Background and Department of Public Safety (DPS) Forms
2. Negative TB test results that are within the timeframe specified by school districts (see office of field experiences for timeframes)
3. Verification of passing your TExES content exam in your area of certification
4. Copy of Driver's License or State ID

REQUIREMENTS FOR CLINICAL TEACHING

During the Clinical Experience semester, each candidate is assigned to a certified teacher in an approved (public) school who has the same certification as the pre-service pre-professional candidate teacher is seeking. This assignment is for a full semester, undertaking the roles and responsibilities of an in-service teacher and under the tutelage of several additional individuals.

Note: Clinical Experience is conducted during regular school hours. Candidates who work full or part-time will need to make arrangements to be away from their employment during the semester enrolled in the Clinical Experience.

CLINICAL SEMESTER TIME COMMITMENT

During the clinical semester, each candidate is assigned to a teacher in an approved school with the same certification sought by the teacher candidate. This assignment is for a full semester or year as appropriate, undertaking the roles and responsibilities of a professional educator and under the tutelage of several additional individuals.

Expectations during the clinical semester are that you participate fully in the day to day activities of your assigned classroom and school. While the state requires a minimum of 14 weeks of clinical practice, you should anticipate up to a full semester in your clinical semester schedule. You will follow the calendar of your assigned school district and school, NOT the TAMIU calendar. The length of your typical school day will correspond to that of your cooperating teacher, observing special classrooms and school events, and holidays. You are expected to be present and "on task" even if your cooperating teacher is absent, assisting the substitute teacher assigned.

A detailed listing of clinical semester assignments, tasks, required documents, and evidence will be provided by the instructor of the course in which you are enrolled (EDCI 4693 or 5693). Timelines and deadlines for completion and submission of these documents and evidence will be in the course syllabus and/or provided during the first meeting of the clinical seminar. Clinical seminar will take place the first week of classes and candidates must attend all sessions.

During clinical teaching, candidates shadow, mirror, and assume the role of the assigned cooperating teacher, including a three to four continuous weeks of full-time teaching. The timing and nature of this full-time teaching commitment is determined by the candidate's readiness to assume the roles and responsibilities of a professional educator, under the guidance of the cooperating teacher and university supervisor. A university supervisor is assigned to oversee planning, progress, and formal and informal observations/evaluations of each clinical teacher throughout each clinical placement. Some of these observations/evaluations are pre-planned; some may be unannounced.

ATTENDANCE AND ABSENTEEISM

All candidates enrolled in clinical teaching are expected to be prompt and attend all placement assignments. Cooperating teachers, and the EC-12 students count on you to follow through and complete tasks as assigned. However, circumstances (e.g., illness, family emergencies, or other unforeseen events) may occasionally require candidates to be absent from their assigned setting/school/classroom. You are expected to be at your respective placement school for the full school day, each and every official school day during the placement semester. Candidates enrolled in clinical teaching are required to complete a full semester in an approved (public) school-based placement. Your semester schedule for the semester is the placement school's schedule, not the TAMIU schedule.

Should an absence be necessary, candidates are to act professionally and responsibly by notifying the placement site, cooperating teacher, the Field Based Instructor, and the Office of Clinical and Field Experiences as soon as possible. Arrangements to make up the days missed will be at the discretion of the cooperating teacher and Field Based Instructor/professor in consultation with the Director of Field and Clinical Experiences as appropriate. Please note: There is a minimum number of days required in the placement. Extended time away will more than likely cause candidates to repeat these experiences, add time to their placement, and/or delay course completion and thus, potentially, impact graduation plans. TEA requires that your hours at school be documented.

The College of Education requires that all absences during clinical teaching be made up before final grades are submitted and credit hours awarded for the clinical teaching experience. In general, absences will be made up by adding days to the end of the placement in which they occur. When absenteeism requires placements to extend beyond the regular TAMIU semester, final grades for the clinical teaching experience will be an "Incomplete" until all absences/performance issues have been made up/resolved. Candidates must complete and file an Incomplete form which delineates the unfulfilled requirements needed to complete the placement requirements and course, with timelines. A copy of this form is maintained in your file. Receiving an "Incomplete" may impact graduation and degree completion timelines. In rare cases, a candidate may need to repeat the clinical teaching semester due to excessive absences. When this occurs, the candidate should withdraw from the course before the deadline, rather than receive an "F" for the course, which is the case after the withdrawal deadline.

Field Based Instructors maintain a record of each candidate's absences, which is forwarded to the Director of Clinical and Field Experiences, as appropriate at midpoint and again at the end of the placement term. The Director of Field and Clinical Experiences informs candidates of the number of absences with the number of days to be made up (as well as any other requirements or expectations associated with those days) to fully satisfy the requirements and expectations of the clinical practices. Timeframes for completion of missed days/experiences will also be delineated and documented on the Incomplete form.

Two absences are allotted to each candidate enrolled in clinical teaching. Students who accumulate more than two absences will be dropped a letter grade.

No absences are allowed the first week of class during seminars. Seminars the first week of class are mandatory.

If the clinical/student teacher is absent for more than two days due to illness, family emergencies, or other reasons, clinical practices will likely be extended to compensate for the time lost and/or the clinical/student teacher may be required to repeat the clinical/student teaching experience due to excessive absences.

In case of illness/absence, the clinical/student teacher must inform the school, the cooperating teacher, and the university supervisor immediately. The clinical/student teacher should not be excused from teaching assignments for any reason that is not approved by the cooperating teachers and in which the university supervisor is notified. (see TAMIU Policy for excused absences)

CHECKLIST OF PROCEDURES TO FOLLOW IF ABSENT:

- ✓ Contact your **cooperating teacher**, the placement school, and inform the secretary you will be absent.
- ✓ If you are unable to reach your cooperating teacher, call the placement school office to leave a message for the cooperating teacher by speaking to a reliable person. (Keep trying the school's phone number until someone answers the phone; do not leave a message on the school's answering machine.) Make sure you know with whom you left the message.
- ✓ Contact, call, email, or text the Field Based Instructor, as applicable, explaining the reason for your absence.
- ✓ Contact, call, email, or text the Director of Field and Clinical Experiences to notify them of your absence as well.
- ✓ Submit the Field Placement Absence form found [here](#). A link to this form will also be provided to you on Blackboard.

CLINICAL PRACTICES AND EXTRACURRICULAR ACTIVITIES

Where feasible, candidates are encouraged to participate in school-related extracurricular events/activities in which their cooperating teachers are directly involved (e.g., coaching athletic teams, or serving as a sponsor of student (EC-12) clubs and organizations).

Occasionally, however, candidates may be invited to participate in school-related extracurricular activities in which their cooperating teacher is **not** directly involved. The College of Education encourages candidates to engage in as much of school life as feasible, provided that the following are met:

- a. The extracurricular activity does not compromise or interfere with the candidate's ability to meet the primary expectations, requirements, and responsibilities of the clinical practice;
- b. Monetary compensation for participation is *not* accepted, and
- c. Serving as a substitute teacher in a classroom is not acceptable, including in your assigned placement.
- d. Candidates are *not* permitted to ride on any district-owned vehicles – school busses, vans, etc.

SEMINARS FOR CLINICAL TEACHING

Candidates are expected to attend all mandatory seminars held during the culminating semester. Seminars provide important and vital information to aid you through this culminating experience, some of the topics include: preparing for interviews and preparing for and taking the PPR, School safety, Child Abuse prevention, Instructional Strategies, Interview Skills, and Employment recruiters among others.

CRITERIA TO DETERMINE READINESS TO TEST

CERTIFICATION AREAS

Texas A&M International University's College of Education offers teaching certifications in a variety of areas through both undergraduate and graduate pathways. Graduate students have the option of certifying through a post-baccalaureate degree program or Alternative certification program.

The following are the areas of certification offered through the TAMIU College of Education

Undergraduate	Post-Baccalaureate/ACP
Art (EC-12)	Core Subjects (4-8)
Bilingual (BTLPT and Supplemental)	Core Subjects (EC-6)
Core Subjects (EC-6)	Educational Diagnostician (EC-12)
English Language Arts and Reading (7-12)	English Language Arts and Reading (4-8)
English as a Second Language (ESL)	English Language Arts and Reading (7-12)
History (7-12)	History (7-12)
Languages Other Than English-Spanish (EC-12)	Languages Other Than English-Spanish (EC-12)
Mathematics (7-12)	Mathematics (4-8)
Music (EC-12)	Mathematics (7-12)
Physical Education (EC-12)	Principal (EC-12)
Science (7-12)	Reading Specialist (EC-12)
Special Education (EC-12)	School Counselor (EC-12)
	Science (4-8)
	Social Studies (4-8)
	Social Studies (7-12)
	Superintendent (EC-12)

EDUCATIONAL AIDE PROGRAM REQUIREMENTS

TAMIU does not offer a certification program for Educational Aides. Educational Aides are no longer exempt by state rule from meeting all of the program and field requirements for completion of the Educator Preparation Program. A portion of the fieldwork may be fulfilled in the educational aide's place of employment. This will be negotiated with the Director of Field and Clinical Experience and with authorization from the candidate's employer.

REPRESENTATIVE EXAM AND REVIEW REQUIREMENTS FOR ALL CONTENT AREAS

Candidates are required to take a content area representative exam in their area of certification before they are approved to sit for the state certification exams. In most cases, candidates take two certification exams, the content area exam and the Pedagogy and Professional

Responsibilities exam. Candidates seeking bilingual certification are responsible for taking the Bilingual Target Language Proficiency Test (BTLPT) and the Bilingual Supplemental test in addition to the content exam and PPR for a total of four exams.

Requirements for eligibility to take representative exams are handled through the office of Student Support Services at the TAMIU College of Education.

APPROVAL TO TEST

Candidates are only eligible to register for exams in their identified area of certification. The first certification exam that a candidate is eligible to take is that of the identified content area. After the candidate has met the requirements they must submit the “Approval to Test” form in order to register for the TExEs exam. If the candidate has met the TAMIU requirements, they will be approved to test through the TEA online approval process.

Eligibility Requirements to Test

Candidates are to complete assigned tasks as provided by the office of Student Success and the TExES Coordinator, which include minimum passing scores as assigned to teacher content area. If a teacher candidate does not meet minimum passing scores and wishes to appeal their score to challenge the state exam, the following criteria below is required for appeal to the committee:

1. EC-6 candidates must have one content domain with a minimum score of 80%. All other core domains with a minimum score of 75%.
2. Demonstrate progress
3. Demonstrate good academic standing.

To appeal student will go to the following link: [Appeal](#)

FIVE TIMES RULE FOR TAKING STATE EXAMS

All candidates for initial and professional certification may only take the same state exam for a total of five times. The five attempts include the first attempt to pass the exam and the four retakes.

The State Board of Educator Certification (SBEC) determines rules for a waiver.

STATE EXAM REGISTRATION

All candidates seeking certification are required to have approval to test before they may register for their certification exams.

Candidates will request TEAL login account by completing the following steps on the TEA Website.

LOGGING IN TO TEAL FOR THE FIRST TIME

1. Click on ECOS for Educators at the top of the page
2. Click on Login to TEAL
3. Select “Educator” as your Organization Type on the TEAL New User Registration form. TEAL will prompt you to enter your Social Security Number.
4. After you have created your TEAL User account, you will receive an email with your new user name and password.
5. After changing your password and establishing your security question, you will be redirected to the TEAL landing page, where you can access the ECOS for Educators application by clicking on the link.

EXAM APPROVAL STATUS

1. To check exam approval status, go to the TEA website and login to TEAL. Click on “View Examinations”.
2. “Approval to test” will only be granted to teacher candidates that have successfully completed TAMIU eligibility requirements prior to submitting the Eligibility Form.

STATE EXAM REGISTRATION

1. Visit the ETS Website to register for a TExES State Exam.
2. Follow the “Quick Start” directions to set up a new account.
3. You will need your TEA ID Number each time you register for a TExES State Exam.
4. Print a copy of your Admission Ticket.
5. A copy of your admission ticket and a valid and acceptable identification document(s) with name, signature and photo is required to be permitted to take the State Exam. For more details, see the “TExES-On The Day of the Test”

*Please contact the College of Education Certification Exam Coordinator (Dr. Jesse Salazar) should you need additional information.

PROCESS OF RECOMMENDING FOR CERTIFICATION

APPLYING FOR INITIAL CERTIFICATION

Applications for all Texas Educator Certificate are now made online at the Texas Education Agency website.

1. At the website, click on “Educator Login/Account Set up” and follow the directions. You must first set up an account if you have not done so previously. You are applying for a STANDARD certificate, and the recommending entity is Texas A&M International University- UNIVERSTIY BASED
2. When you have completed the process, TAMIU will receive notification that you have applied for your certificate, If you are eligible, TAMIU will complete the recommendation and you will be notified by email that you have been recommended.

Note: you will not be officially certified until TEA has:

1. Received and applied the required fee
2. Received your fingerprint card (if applicable) and
3. Completed a criminal history background check.

ELIGIBILITY FOR RECOMMENDATION FOR CERTIFICATION

Note: Do not begin the application process until you are eligible to be recommended. You are eligible if ALL of the following requirements have been met:

1. You are enrolled in your final course (clinical teaching)
2. Your final grades have been posted
3. You have passed all required TExES State Exams for the certification area you are seeking
4. The required degree has been awarded and posted on your transcript

FILING COMPLAINTS/GRIEVANCES AGAINST THE COLLEGE OF EDUCATION

If you are a student and wish to make a complaint about the College of Education, please fill out this [complaint resolution form](#), which is also available at the bottom of our homepage: www.tamui.edu/coedu. A formal complaint is a signed written statement of complaints or concerns relating to the University's EPP. Complaints must be submitted in writing, using the designated form and should include any supporting documentation. This form should be filled out and mailed to the Dean's Office of the College of Education:

Office of the Dean
Texas A&M International University
College of Education
Sue and Radcliffe Killam Building, 429
5201 University Boulevard
Laredo, TX 78041

The College of Education will acknowledge receipt of the complaint within 10 business days. The complaint will be reviewed and addressed by the Dean of the College of Education.

The College of Education will provide a written response to you within 20 business days of receipt of the complaint. The response will include either (a) a summary or the resolution or the complaint or (b) an estimated timeline for resolving this complaint if the College of Education is unable to complete the review within 20 days.

Appeal Process

Complainants not satisfied with the resolution may appeal the resolution to the Dean of the College of Education. Appeals must be in writing within 5 business days of receipt of the resolution and state the basis for the appeal. Complainants not satisfied with the resolution of their complaint through the University may file a complaint against the University EPP with the Texas Education Agency (TEA). The official TEA Complaint process can be found [here](#).

As per the Texas Education Agency, the complaint process allows for an applicant, candidate, employee or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution.

The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate's transfer into or out of a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. 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). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.

For more information, please visit the Texas Education Agency (TEA) [website](#).