

# ***HUSTON-TILLOTSON UNIVERSITY***

## **Educator Preparation Program**



## **Policy Handbook 2016-2017**

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The Huston-Tillotson University Educator Preparation Program (HT EPP) is accredited by the Texas Education Agency State Board of Educator Certification.

This Handbook has been prepared for the use of Huston-Tillotson University students who are seeking Texas teacher certification. Carefully study the information and documents within this manual and make it a part of your professional library.

Portions of this Handbook adapted with permission from the Policy Handbooks of the University of Texas at El Paso, Stephen F. Austin University, and Tarleton State University.

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## **Background**

Huston-Tillotson University is a historically black university affiliated with The United Methodist Church and the United Church of Christ. The mission of the University is to provide its increasingly diverse student body with an exemplary education that is grounded in the liberal arts and sciences, balanced with professional development, and directed to public service and leadership. The University prepares students with the integrity and civility to thrive in a diverse society, fosters spiritual development, preserves and promotes interest in the accomplishments and experiences of the University's historic constituents and evolving populations, and creates and sustains supportive relationships which advance the Huston-Tillotson University community.

Huston-Tillotson University is the oldest institution of higher education in Austin. Tillotson Collegiate and Normal Institute opened on January 17, 1881 and Samuel Huston College opened in the fall of 1900. Huston-Tillotson College was formed when Tillotson College and Samuel Huston College merged in 1952. Huston-Tillotson University awards undergraduate four year degrees in business, education, the humanities, natural sciences, social sciences, science, and technology. A multi-cultural, multi-ethnic, and multi-faith institution, the University welcomes students of all ages, races, and religions.

## **Huston-Tillotson University Policies**

All policies contained in the *Huston-Tillotson University Bulletin, 2014-2015* apply to all candidates, student teachers, faculty, and staff of the Huston-Tillotson University Educator Preparation Program (HT EPP). The *Huston-Tillotson University Bulletin, 2014-2015* is available online at <http://htu.edu/academics/university-bulletin>.

## **HT Core Competencies**

### **Critical, Creative Thinking, Scientific and Quantitative Reasoning**

*The ability to think logically, critically and creatively; to generate ideas, to interrogate, analyze and evaluate ideas, to employ scientific and quantitative reasoning, and to identify problems, propose solutions, and to assess the effectiveness of solutions. The ability to evaluate beauty in nature and in human culture, particularly in the arts. The ability to analyze and assess information sources.*

### **Communication and Human Expression**

*The ability to create, send, receive, and understand verbal, visual and written messages competently in public, technologically mediated, group and interpersonal contexts. The ability to use multimedia tools to gather, analyze and convey information. The basic ability to communicate in another language. The ability to select and employ terminology, genres, and styles appropriate for specific contexts. The ability to express aesthetic perceptions effectively and to communicate and express oneself in an artistic medium.*

### **Ethics, Social Justice, and Cultural Diversity**

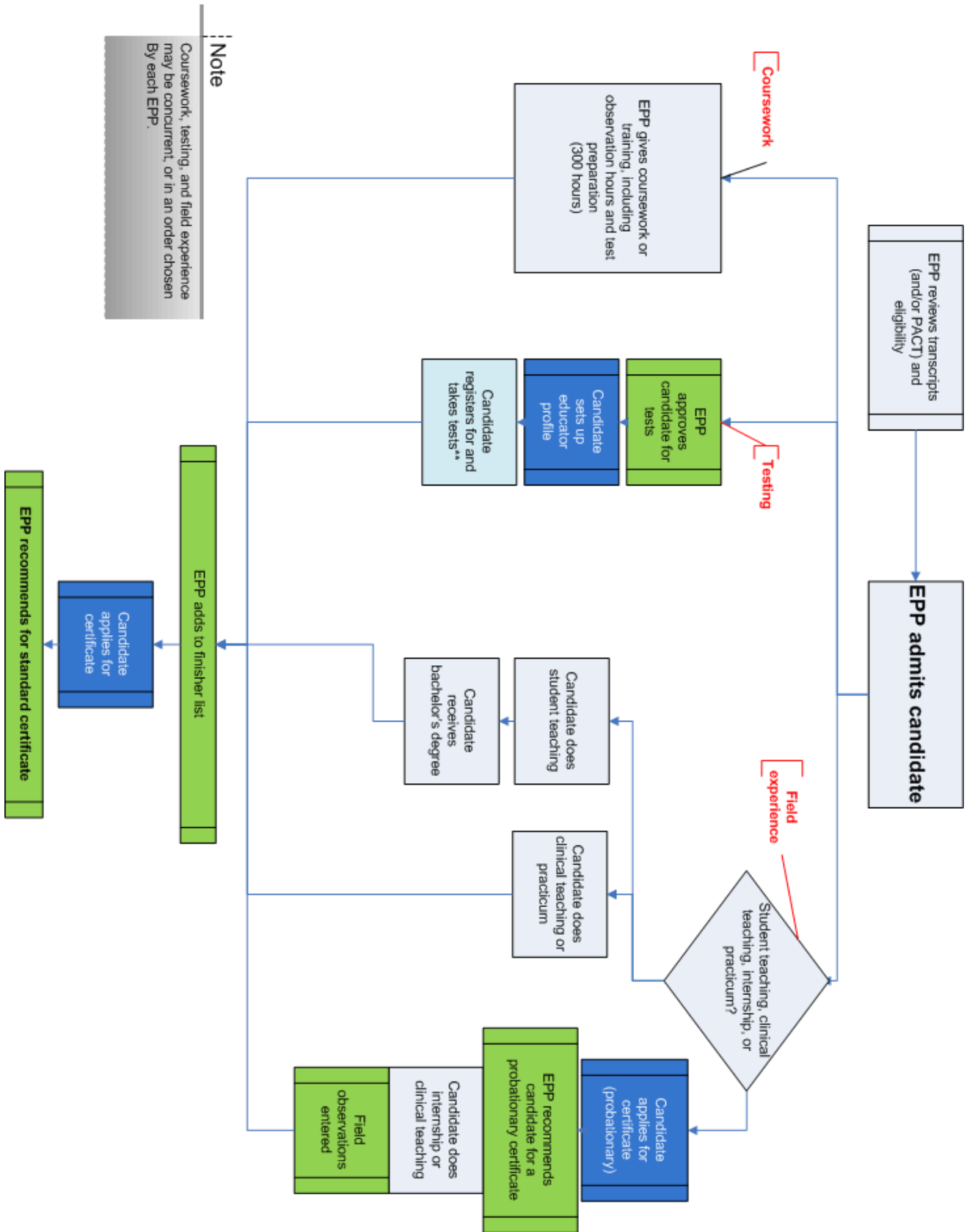
*Awareness, appreciation, and respect for diverse peoples, cultures and historical periods in the United States and around the world. The development of a personal foundation for ethical decision making and moral integrity, with knowledge of diverse ethical systems. Knowledge of the interrelationship between self, society, and environment. Knowledge of historical and contemporary social issues, especially those of African Americans and other peoples of color.*

### **Practical, Spiritual, and Experiential Development**

*Knowledge and skills learned through practice, experience and application. The development of mental, emotional, spiritual and physical well-being through reflection and practice. Learning through participation in laboratories, arts and cultural activities, athletic activities, self-examination and life-skill experiences.*

## The Road to Certification in a Nutshell

1. Candidate registers for EDUC 1301
2. Candidate earns 60 hours
3. Candidate applies for admission to HT EPP (including interview)
4. Candidate is admitted to HT EPP
5. Candidate meets with advisor regularly to ensure all required courses are completed with a C or better
6. Candidate completes at least 30 hours of field experiences and submits written reflections to instructors
7. Candidate sets up educator profile on TEA website with user name and password (for testing and certification)
8. Candidate sets up account on ETS with user name and password (to register and pay for exams)
9. Candidate receives at least 6 hours of test preparation+
10. Candidate attends test preparation sessions and uses test prep resources
11. Candidate scores at least 80% correct on practice exam(s)
12. HT EPP approves candidate to register for TExES exam(s)
13. Candidate registers for TExES exam(s)
14. Candidate takes and passes the content TExES exam(s) and PPR exam (recommended but not required)
15. Candidate completes all requirements and coursework and maintains 2.75 GPA
16. Candidate applies for student teaching
17. Candidate is assigned to a school campus and a cooperating teacher by HT Field Education Supervisor
18. Field supervisor and cooperating teacher observe student teacher at least three (3) times per semester for at least 45 minutes and provide support and written feedback
19. Cooperating teacher and field supervisor each complete a midterm and final evaluation
20. Candidate completes the semester-long, unpaid student teaching field experience successfully with satisfactory recommendations from the field supervisor and the cooperating teacher
21. Student teacher applies for Standard Certificate on TEA website
22. Department chair recommends student teacher for Standard Certificate
23. TEA approves Standard Certificate
24. Celebrate!



## **Mission of the Educator Preparation Program**

The Huston-Tillotson University Educator Preparation Program prepares candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation, the Educator Preparation Program assists candidates in developing knowledge, skills, and dispositions necessary to become effective and caring teachers in an ever-changing society. Candidates are prepared to become reflective, lifelong learners.

## **Goals of the Educator Preparation Program**

This mission is realized for all candidates through the attainment of eleven common goals that are aligned with Texas Education Agency Standards for Teachers, Interstate Teacher Assessment and Support Consortium (InTASC), and Council for Accreditation of Educator Preparation (CAEP) program standards. The Educator Preparation Program has established programs for EC-6 Generalist, EC-12 Special Education, and various subject specific certifications to assist candidates to:

1. develop an understanding of subject matter areas and create meaningful learning experiences based on this knowledge;.
2. develop an understanding of students' cognitive, social, physical, and emotional development and create learning opportunities that support student academic development;
3. recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity;
4. develop instructional plans based on students' needs, curricular goals and models, subject matter, and community;
5. develop pedagogical knowledge and skills and use this expertise to encourage each student to develop critical-thinking and problem-solving skills;
6. create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation;
7. develop effective verbal, nonverbal, written, technological, and media communication skills to support and enhance student learning;
8. understand the role of assessment and the use of formal and informal assessment strategies to evaluate student learning;
9. develop skills necessary for self-reflection and use this knowledge to analyze past experiences and pursue professional development opportunities;
10. collaborate with students, candidates, parents, community members, and professional colleagues in order to support student learning and development;
11. demonstrate a sense of caring.

# Texas Administrative Code

<a href="#">TITLE 19</a>	EDUCATION
<a href="#">PART 7</a>	STATE BOARD FOR EDUCATOR CERTIFICATION
<a href="#">CHAPTER 228</a>	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

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(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. Coursework and training should be sustained, rigorous, interactive, student-focused, and performance-based. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

(1) reading instruction, including instruction that improves students' content-area literacy;

(2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);

(3) the skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards), which include:

- (A) instructional planning and delivery;
- (B) knowledge of students and student learning;
- (C) content knowledge and expertise;
- (D) learning environment;
- (E) data-driven practice; and
- (F) professional practices and responsibilities;

(4) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b); and

(5) instruction in detection of students with mental or emotional disorders, as indicated in the TEC, §21.044(c-1) and (c-2).

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**Source Note:** The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016; amended to be effective October 27, 2014, 39 TexReg 8388



TEXAS EDUCATION CODE  
TITLE 2. PUBLIC EDUCATION  
SUBTITLE D. EDUCATORS & SCHOOL DISTRICT EMPLOYEES & VOLUNTEERS  
CHAPTER 21. EDUCATORS  
SUBCHAPTER A. GENERAL PROVISIONS

Sec. 21.0453. INFORMATION FOR CANDIDATES FOR TEACHER CERTIFICATION.

(a) The board shall require an educator preparation program to provide candidates for teacher certification with information concerning the following:

- (1) skills and responsibilities required of teachers;
- (2) expectations for student performance based on state standards;
- (3) the current supply of and demand for teachers in this state;
- (4) the importance of developing classroom management skills; and
- (5) the state's framework for appraisal of teachers and principals.

(b) The board may propose rules as necessary for administration of this section, including rules to ensure that accurate and consistent information is provided by all educator preparation programs.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1292 (H.B. [2318](#)), Sec. 1, eff. June 14, 2013.

## General Information

Graduates from this program receive a degree in Education with a focus on elementary education or special education. Students seeking certification in a content area receive a degree in a subject specific discipline (math, history, kinesiology, music, science, English or Computer Science). Every educator certification candidate must complete a bachelor's degree in education or an academic major (math, history, kinesiology, music, science, English or computer science) as well as the Professional Development sequence of educator preparation courses (15 hours of coursework and 12 hours of student teaching). Huston-Tillotson University is accredited by the Texas Education Agency (TEA) State Board for Educator Certification to prepare candidates for teacher certification in the following areas:

## Degrees and Certificates Offered

Academic Major	Degree	TEA Certificate	Grades
Education	BA in Education	EC-6 Core Subjects	EC-6
Education	BA in Education	4-8 Core Subjects	4-8
Education	BA in Education	Special Education	All Levels
		ESL or Bilingual Supplemental	All Levels
Biology	BA in Biology	Science	4-8 or 7-12
Chemistry	BS in Chemistry	Physical Science	6-12
Biology/Chemistry	BA in Biology or Chemistry	Science	4-8 or 7-12
Computer Science	BS in Computer Science	Computer Science	8-12
English	BA in English	English, Language Arts, & Reading	4-8 or 7-12
History	BA in History	History	7-12
History/Political Science	BA History or Political Science	Social Studies	4-8 or 7-12
Kinesiology	BA in Kinesiology	Physical Education	All Levels
Mathematics	BA in Math	Mathematics	4-8 or 7-12
Music	BA in Music	Music	All Levels

## General Program Requirements

Students seeking admission to the HT EPP are encouraged to inform their subject area advisors of the intent to become a certified teacher. The academic advisors, with assistance from the HT EPP faculty, work with students to ensure the degree plan supports the requirements for certification. Prospective candidates must follow the admission and certification process.

**Declaration of an academic major is not equivalent to admission into the Educator Preparation Program.**

## **Application for Admission to the Educator Preparation Program**

Students seeking teacher certification must

1. Submit an *Educator Preparation Application for Admission* (see Application Checklist)
  - a. during the 2nd semester of the sophomore year or;
  - b. during enrollment in EDUC 1301 (Orientation to the Teaching Profession).
2. The deadlines are **November 15** for spring admission and **March 15** for fall admission.
3. Following review of the application, qualified students will be contacted for an interview,
4. Students will interview with members of the HT Department of Education Faculty and/or members of HT Educator Preparation Program Committee (EPPC).
5. Students will take the Learning and Study Strategies Inventory (LASSI) online in the EPP office.
6. Students and their academic department advisors will receive written notification of the decision of the admission committee.
7. Students must accept the offer of admission to EPP in writing.

## Requirements for Admission

	√	Item		
1		2.75 cumulative GPA in the semester prior to application		
2		Enrollment in or completion of EDUC1301 with a grade of at least C		
		Semester taken	Grade	
3		Completed EPP application <b>Due Nov 15 for spring admission or March 15 for fall admission</b>		
4		Unofficial HT Transcript		
5		60 college credit hours		
6		Competency in reading, writing, math, and critical thinking as demonstrated by earning at least a C in the courses listed below or an equivalent approved by the EPP chair.		
		<b>Course #</b>	<b>Course Name</b>	<b>Competency</b>
		ENGL 1301	Introduction to College Composition	Written Communication
		ENGL 1302	College Rhetoric & Composition	Written Communication
		MATH 1314	College Algebra	Math
		PHIL 2301	Philosophy & Ethics	Critical Thinking
		HIST 1301/2	United States History I or II	Reading
		PSCI 1301/2	Amer Government (Federal or State)	Reading
		COMM 1315	Public Speaking	Oral Communication
7		<b>12 or 15 (math or science) hrs in subject-specific content area courses with a grade of C or better.</b>		
		<b>EC-6 Gen, SPED, Tech Apps</b>		<b>PE, Music, Math (15 hrs), English, Science (15 hrs), History</b>
		a	MATH 1314 or higher	a
		b	ENGL 1301 & 1302	b
		c	HIST 1301 or 1302 or PSCI 1301 or 1302	c
		d	BIOL 1406 or higher, PHYS 1415 or higher, or CHEM 1411 or higher	d
8		Interview (scheduled by EPP staff when application complete)		
9		Learning and Study Strategies Inventory (administered during interview)		
10		Professional Recommendation (1)		
		Professional Recommendation (2)		
		Professional Recommendation (3)		
11		Proof of membership in professional education organization (ATPE, TSTA, TCTA, etc.)		
12		<b>For Applicants with Foreign Transcripts Only:</b> TOEFL-iBT with a minimum score of 26 on the Speaking section		
13		<b>For Applicants with Foreign Transcripts Only:</b> THEA scores not more than 5 years old: 230 Reading, 220 Writing, 230 Math		
14		<b>For Applicants with Foreign Transcripts Only:</b> Evaluation and translation of transcript showing grade and degree equivalency		

## **Educator Certification Field Experience**

Documented field-based experiences at public EC-12 campuses (minimum of 30 hours) are required for students prior to student teaching. A field-experience lab is required for students in EDUC 3303, RDNG 3011, and EDUC 3305, and EDUC 4302. The lab meets Tuesdays and Thursdays from 9:30-10:45 at Blackshear ES or Kealing MS. Schools will require students to authorize a criminal background check and show proof of educational liability insurance.

## **Criminal Background Check**

Prior to an educator candidate beginning a field experience, the school district has the right to conduct a criminal background check on the candidate. Only candidates with clear background checks will be approved for field experience.

## **Updating Contact Information and Name Changes**

It is the responsibility of each candidate or student teacher to keep his/her contact information data current. Candidates or student teachers should inform HT EPP in a timely manner when they move to a new mailing address, change an email address, or change phone numbers. TEA requires proof of any changes in name due to divorce, marriage, or other circumstances. It is critical for the candidate or student teacher to expedite these changes on the TEA web site as soon as possible. Failure to do so may cause you to be barred from a TExES exam or for your probationary or standard teaching certificate to be denied.

## **Teacher Certification Exams**

The teacher certification examinations are referred to as the **Texas Examination for Educator Standards (TExES)**. You must be fully admitted to HT EPP before you will be approved to register for a TExES exam. All required TExES exams must be passed as a part of the certification. Candidates are encouraged to pass the **content** and **PPR** (*Pedagogy and Professional Responsibilities*) TExES exams prior to student teaching. In order to determine your readiness to test, you must score at least 80% correct on the full-length written practice tests given at Evans Hall 104. HT EPP will pay for your first content and PPR exams. The current cost per exam is \$131.

## **Test Preparation**

The HT EPP Test Coordinator will develop a test preparation plan for each teacher candidate. Candidates are required to attend preparation sessions, unless otherwise notified. The HT EPP Test Coordinator will provide candidates with additional resources for exam preparation:

1. HT EPP library of TExES preparation manuals available for check out
2. TExES preparation software available in the computer labs in Evans Hall 206 & 300
3. CertifyTeacher web-based subscription (no cost to students)
4. State-adopted textbooks for various grade levels and subjects for check out from the HT Main Library
5. PPR EC-12 online interactive practice exam <http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/interactive-practice-test/>
6. EC-12 PPR, EC-6 Generalist, 7-12 math, 7-12 science, EC-12 Special Education, & ESL Supplemental from T-Cert at <http://pact.tarleton.edu/tcert/>

7. Special Education: Project IDEAL at <http://www.projectidealonline.org/index.php>
8. Special Education: IRIS Center at <http://iris.peabody.vanderbilt.edu/>

## **Student Teaching Placement**

Acceptance into the HT EPP does not guarantee a student teaching assignment. The semester prior to student teaching placement, the candidate must submit the *Student Teaching Request and Checklist* to the coordinator of student teaching with documentation of the following:

1. Cumulative 2.75 GPA
2. A grade of “C” or better in all required EDUC, RDNG, SEDL courses
3. A grade of “C” or better in all required major courses, as designated on degree plan
4. Complete Professional Development sequence of courses
5. Complete all degree requirements and credit hours except student teaching and the student teaching seminar
6. Portfolio demonstrating learning, accomplishments, reflections, etc. from the Professional Development sequence of classes
7. Membership in a professional educational organization (i.e., TCTE, ATPE, TMEA)

### **Student Teaching Request & Checklist Deadlines:**

**Fall assignment March 15**

**Spring assignment October 15**

## **Post Admission Benchmarks**

1. Maintain a minimum 2.75 cumulative GPA each semester
2. Complete all major and Professional Development sequence of courses with a grade of at least C in each course
3. Present professional portfolio for assessment during EDUC3303, EDUC 3365, and EDUC4306 (see *EPP Policy Handbook* Appendix for portfolio requirements)
4. Submit *Student Teaching Request and Checklist* the semester before expected placement by March 1 for fall placement or October 1 for spring placement
5. Submit one well-structured lesson plan
6. Complete student teaching successfully
7. Complete HT EPP exit surveys

## **Application for Teacher Certification**

During the last few weeks of student teaching, the candidate will apply to the Texas Education Agency for the Standard Texas Teacher Certificate. In order for HT EPP to recommend the candidate for certification, the following conditions must be met:

1. Cumulative HT grade point average (GPA) of 2.75 or higher
2. Successful completion of student teaching as evidenced by observations and evaluations from the cooperating teacher and the HT field supervisor
3. Bachelor’s degree conferred from Huston-Tillotson University
4. All required TExES exams passed.

## Professional Dispositions for the Teaching Profession

Teacher candidates of the HT EPP are expected to demonstrate both academic and non-academic behaviors that are necessary to be competent teachers. The intent is to ensure that the students recommended for student teaching and/or teacher certification are able to carry out the duties for which they are being prepared. The behavior standards are as follows:

1. The candidate demonstrates proficiency and competence in both oral and written English.
2. The candidate participates regularly and is an active contributor in class.
3. The candidate is both consistent and punctual in attending classes, meetings, advising sessions, field experience placements/assignments, candidate teaching assignments/seminars, etc.
4. The candidate meets deadlines for required work (i.e., completed papers, projects).
5. The candidate performs an equitable share of the work on group assignments and collaborates with others to solve problems.
6. The candidate receives feedback in a calm and polite manner.
7. The candidate expresses feedback in a constructive way (i.e., specific, concrete, non-judgmental, positive as well as negative).
8. The candidate expresses concerns in a calm and polite manner.
9. The candidate interacts in a respectful, professional manner with pupils, peers, instructors, supervisors, both in the university classroom and in field assignments.

HT EPP teacher candidates are expected to demonstrate the knowledge, skills, and dispositions essential to a professional educator. If a student falls below minimum standards of performance after being admitted to the program, the student may be placed on an intervention plan and/or dismissed from the program. Completion of the intervention plan does not guarantee continued eligibility for EPP candidacy. Serious violations of the Code of Ethics and Standard Practices for Texas Educators, HT Student Code of Conduct, Academic Code and Decorum (*Huston-Tillotson University Policy Manual: Volume VII, 7.5 Student Handbook*), or EPP policies (*EPP Policy Handbook, EPP Student Teacher Handbook*) will result in immediate dismissal without an intervention plan. The following can result in an intervention plan and/or dismissal from the program:

1. Failure to adhere to the Code of Ethics and Standard Practices for Texas Educators (TAC Title 19, Part 7, Chapter 247)
2. Failure to adhere to the HT Student Code of Conduct, Academic Code and Decorum (*Huston-Tillotson University Policy Manual: Volume VII, 7.5 Student Handbook*),
3. Failure to adhere to the HT EPP policies (*EPP Policy Handbook, EPP Student Teacher Handbook*)
4. Insubordination to HT EPP and/or district personnel
5. Failure to comply with rules or policies of the host school/district on or off campus

6. Failure to comply with cooperating teacher's rules, standards, expectations on or off campus
7. Classroom incompetence based on appraisals, walk-throughs, and/or other documentation by campus administrator, cooperating teacher, and/or HT EPP field supervisor or other HT EPP faculty
8. Failure to pay fees in a timely manner
9. Excessive absences or tardiness
10. Falsification of information or documents

### **Intervention Plan**

Any HT EPP faculty or staff, HT faculty or staff, or school district faculty or staff who observes that a candidate is not meeting a professional standard(s), should complete a Professional Disposition Assessment (PDA). The form must be accompanied by a description of the behavior and available documentation that indicates failure to meet the standard(s). The person submitting the PDA will notify the candidate that a PDA has been filed. Completed PDA forms will be submitted to the Chair of the EPP and stored in the candidate's file for one semester. Teacher candidates may view their completed forms via a written request to the Chair of the EPP and may provide a written response to the PDA for their file.

If a candidate receives 2 PDA reports, the EPP chair will convene a committee of at least 3 EPP faculty members to develop an intervention plan for the candidate. The committee will meet with the candidate to present/discuss the remediation strategies.

The intervention plan can be administered by any full-time EPP faculty member, with documentation submitted to the department chair. Dismissal from and/or reinstatement to the EPP requires a recommendation from a full-time EPP faculty member and approval by the department chair. Dismissal from the program can result from repeated or egregious violations of the State of Texas, Huston-Tillotson University, or the Educator Preparation Program's standards of performance.

***Failure to make satisfactory progress on the growth/intervention plan may result in denied admission to or removal from student teaching or removal from the program. Completion of the intervention plan does not guarantee continued eligibility for HT EPP candidacy.***

### **Complaint Procedure**

A written complaint should be directed as soon as possible to the person or persons whose actions or inactions have given rise to the complaint. Every effort should be made to resolve the problem fairly and promptly at this level.

If the student is not able to resolve the complaint satisfactorily at this level, the student should meet with the employee's supervisor. This may be a department chair, program coordinator, or director. After ten (10) working days and if a satisfactory solution is not found, the complaint will be reviewed by the department or unit head which may be a Dean or Vice President. If the complaint involves allegations of sexual harassment or unlawful discrimination, the Director of Human Resources should be consulted.



## **Grievance Procedure**

### ***Step 1***

A student who believes that he/she has not received fair treatment or who has a complaint about the performance, action, or inaction of a member of the faculty or staff, and believes he/she has not received appropriate redress through the complaint procedure within a reasonable period of time, must file a written statement of grievance (see Statement of Grievance, below) with the chair or the coordinator of the program in which the employee served at the time of the alleged action. Each grievance must be submitted in writing and only one subject matter should be covered in any one grievance. Formal grievance statements received by the chair, coordinator, or other University Representative designated by the Provost and Vice President for Academic and Student Affairs may be referred to a department or program level committee that recommends action to the chair or coordinator. The chair, coordinator, the designee, or the committee will investigate the allegations and reach a conclusion regarding the student's contentions. The chair or coordinator has fifteen (15) working days to respond to the student after the conclusion of the investigation. If either the student or the person against whom the grievance was filed disagrees with the chair's or the coordinator's findings and recommendations, that person may appeal under the procedures outlined in Step Two.

### ***Step 2***

If the student or person against whom the grievance was filed is not satisfied with the results of Step One, or if the grievance is against the chair of a department or coordinator of a program, the student must next transmit the written statement of grievance to the Provost and Vice President for Academic and Student Affairs or his/her designee. The Provost and Vice President for Academic and Student Affairs or his/her designee will refer the grievance to a committee established at the University or senior administration level. Such a committee should consist of a cross-section of the University community and include faculty, staff, and student representatives.

### ***Step 3***

If a student is not satisfied with the results of Step Two, or if the grievance is against a senior administrator, the student may file a written statement of grievance with the University Student Grievance Committee. The University Student Grievance Committee consists of student, faculty, and staff representatives appointed at the beginning of the academic year. Student representatives are appointed by the Student Government Association President while faculty and staff representatives are appointed by the Provost and Vice President for Academic and Student Affairs. If the grievance involves the teaching responsibility of such an administrator, steps one and two cannot be bypassed.

### ***Step 4***

If an individual (student, faculty, staff, or other interested party) or individuals wish to claim wrongdoing or deficiency on the part of the University, a complaint may be filed directly with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Commission's address is 1866 Southern Lane, Decatur, Georgia 30033-4097, and the telephone number is 404.679.4500. Alternatively, the website for the SACSCOC complaint process is <http://www.sacscoc.org/FAQTOC.asp>. Additionally, students may also file a complaint with the Texas Higher Education

Coordinating Board. The Board's address is 1200 E. Anderson Lane, Austin, Texas 78752 and the telephone number is 512.427.6101. For additional information regarding the Texas Higher Education Coordinating Board, please visit their website: <http://www.thecb.state.tx.us> for more information regarding the THECB complaint process please visit: <http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>

### **Statement of Grievance**

Basically, the statement of grievance is a clear, simple statement of fact according to the student's understanding of what happened. It should provide enough information to give the committee a complete understanding of the situation from the student's perspective. The Provost and Vice President for Academic and Student Affairs has staff to help students understand the details of the Student Complaint and Grievance Policy and should be called on for assistance. Complaint and Grievance Complaint and Grievance Policy and should be called on for assistance. The Provost and Vice President for Student Affairs Office is located in Anthony and Louise Viaer – Alumni Hall, second floor. The telephone number is 512.505.6433.

# Appendices

# Professional Dispositions Assessment (PDA) Form

## Huston-Tillotson University Department of Educator Preparation

Date:	Candidate:
Professor:	Course:

Candidates who are admitted to HT EPP are expected to demonstrate both academic and specified non-academic behaviors that are necessary to be competent teachers. The intent is to ensure that the candidates recommended for teacher certification are able to carry out the duties for which they are being prepared. If a situation or behavior from a candidate causes concern for HT EPP personnel, HT faculty or staff, or school district faculty or staff, this form is to be completed with description of the behavior and a documentation of candidate's failure to meet the standard(s).

Mark box(es) that corresponds with a fitness alert and provide comments and documentation to elaborate on the issue below.

		<i>Fitness to Teach Alerts</i>
1	<input type="checkbox"/>	The candidate demonstrates proficiency and competence in both oral and written English.
2	<input type="checkbox"/>	The candidate is both consistent and punctual in attending classes, meetings, advising sessions, field experience placements/assignments, candidate teaching assignments/seminars, etc.
3	<input type="checkbox"/>	The candidate participates regularly and is an active contributor in class (i. e., avoids sleeping, texting, using inappropriate electronic devices, working on unrelated assignments, talking to or distracting other candidates).
4	<input type="checkbox"/>	The candidate meets deadlines for required work (i.e., completed papers, projects).
5	<input type="checkbox"/>	The candidate performs an equitable share of the work on group assignments and collaborates with others to solve problems.
6	<input type="checkbox"/>	The candidate receives feedback in a calm and polite manner.
7	<input type="checkbox"/>	The candidate expresses feedback in a constructive way (i.e., specific, concrete, non-judgmental, positive as well as negative).
8	<input type="checkbox"/>	The candidate expresses concerns in a calm and polite manner.
9	<input type="checkbox"/>	The candidate interacts in a respectful, professional manner with pupils, peers, instructors, supervisors, both in the university classroom and in field assignments.

		<b>Comments: - Attach documentation or additional comments to this form if needed.</b>

My signature below signifies that I have met with the Chair and other involved HT EPP personnel to discuss my professional behavior and fitness to teach in the current semester. I understand that one copy of this memo will be placed in my candidate file.

Candidate Name: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Chair Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Code of Ethics and Standard Practices for Texas Educators***

All Texas educators are responsible for knowing the [Texas Administrative Code](#) that defines the Educators' Code of Ethics rules.

### **ENFORCEABLE STANDARDS**

Modified 6/23/2011

#### **I. Professional Ethical Conduct, Practices and Performance.**

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.

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.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

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.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students or parents of students.

Standard 1.10. The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

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.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

## **II. Ethical Conduct Toward Professional Colleagues.**

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.

Standard 2.2. The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.

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.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.

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.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

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.

## **III. Ethical Conduct Toward Students.**

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, recklessly, or negligently 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.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

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.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

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 sexual history, activities, preferences, or fantasies of either the educator or the student.

**Please see the [Texas Education Agency](#) website if you have any questions.**