

HUSTON-TILLOTSON UNIVERSITY

Educator Preparation Program



**Policy Handbook
2014-2015**

Faculty/Staff

| | | | |
|-----------------------|-----------------------------|----------|--|
| Dr. Ruth A. Kane | Chair & Associate Professor | 505-3091 | rakane@htu.edu |
| Ms. Dora Dubra | Administrative Assistant | 505-3164 | dddubra@htu.edu |
| Dr. Shirley Bleidt | Associate Professor | 505-3096 | sableidt@htu.edu |
| Dr. Eric Budd | Assistant Professor | 505-3092 | eebudd@htu.edu |
| Dr. Rita Mitchell | Associate Professor | 505-6416 | ramitchell@htu.edu |
| Dr. Zahra Moghadasian | Assistant Professor | 505-3165 | zmoghadasian@htu.edu |
| Ms. Lauren Ortega | Program Development | 505-6460 | lortega@htu.edu |
| Dr. Jan Seiter | Director, ATCP | 505-6462 | jpseiter@htu.edu |

University Faculty/Staff

| | | |
|---------------------------|--|----------|
| Dr. Larry L. Earvin | President and CEO | 505-3001 |
| Dr. Archie Vanderpuye | Interim Provost & Vice President for Academic and Student Affairs | 505-6444 |
| Dr. Rosalee Martin | Interim Dean, College of Arts & Sciences | 505-3098 |
| Ms. Diane Nunez | Financial Aid (A-J) | 505-3032 |
| Mr. Antonio Holloway | Financial Aid (K-Z) | 505-3031 |
| Ms. Earnestine Strickland | Registrar | 505-3082 |

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.

Huston-Tillotson University
Educator Preparation Programs
900 Chicon Street
Austin, TX 78702
512-505-3091/3164
512-505-3190 (fax)
www.htu.edu

Table of Contents

| | | |
|-----|---|----|
| 1. | Mission | 4 |
| 2. | Goals of the Educator Preparation Program | 4 |
| 3. | Background | 5 |
| 4. | Huston-Tillotson University Policies | 5 |
| 5. | Certification Process Flow Chart | 6 |
| 6. | The Road to Certification in a Nutshell | 7 |
| 7. | General Information | 8 |
| 8. | Degrees and Certificates Offered | 8 |
| 9. | General Program Requirements | 8 |
| 10. | Class Expectations | 9 |
| 11. | Professionalism | 9 |
| 12. | Code of Ethics Signature Requirement | 9 |
| 13. | Absences | 10 |
| 14. | Punctuality | 10 |
| 15. | Application for Admission | 10 |
| 16. | Requirements for Admission | 11 |
| 17. | Field Experience | 12 |
| 18. | Criminal Background Check | 12 |
| 19. | Updating Contact Information and Name Changes | 12 |
| 20. | Teacher Certification Exams | 12 |
| 21. | Student Teaching Placement | 13 |
| 22. | Student Teaching Request & Checklist Deadline | 13 |
| 23. | Post Admission Benchmarks | 13 |
| 24. | Application for Teacher Certification | 13 |
| 25. | Probation and/or Dismissal from EPP | 14 |
| 26. | Intervention Plans | 14 |
| 27. | Appendices | 15 |
| 28. | Code of Ethics and Standard Practices for Texas Educators | 16 |
| 29. | TEExES Exam Themes | 18 |
| 30. | TEExES EC-12 PPR Domains | 20 |
| 31. | Professional Portfolio Requirements | 21 |
| 32. | EC-6 Generalist Degree Plan | 23 |
| 33. | EC-12 Special Education Degree Plan | 24 |
| 34. | 8-12 Technology Applications Degree Plan | 25 |
| 35. | 7-12 English Degree Plan | 26 |
| 36. | 7-12 History Degree Plan | 27 |
| 37. | 7-12 Math Degree Plan | 28 |
| 38. | EC-12 Music Degree Plan | 29 |
| 39. | EC-12 Physical Education Degree Plan | 30 |
| 40. | 7-12 Science Degree Plan | 31 |
| 41. | Receipt of Handbook | 32 |
| 42. | FERPA Consent | 33 |

Mission

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.

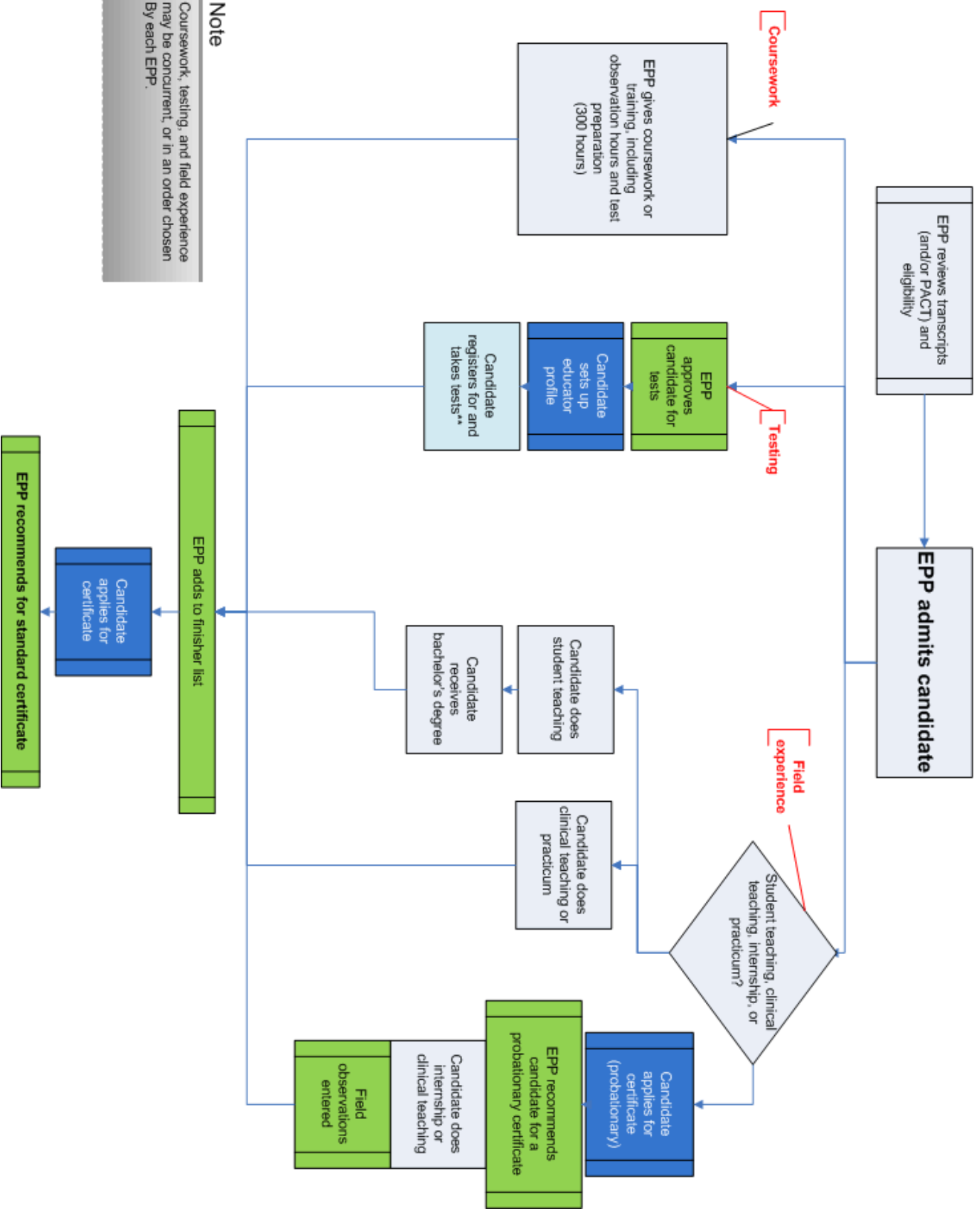
Background

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>.



Note

Coursework, testing, and field experience may be concurrent, or in an order chosen by each EPP.

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 scores at least 80% correct on practice exam(s)
11. HT EPP approves candidate to register for TExES exam(s)
12. Candidate registers for TExES exam(s)
13. Candidate takes and passes the content TExES exam(s) and PPR exam
14. Candidate completes all requirements and coursework and maintains 2.75 GPA
15. Candidate applies for student teaching
16. Candidate is assigned to a school campus and a cooperating teacher by HT Field Education Supervisor
17. 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
18. Cooperating teacher and field supervisor each complete a midterm and final evaluation
19. Candidate completes the semester-long, unpaid student teaching field experience successfully with satisfactory recommendations from the field supervisor and the cooperating teacher
20. Student teacher applies for Standard Certificate on TEA website
21. Department chair recommends student teacher for Standard Certificate
22. TEA approves Standard Certificate
23. Celebrate!

General Information

Graduates from this program receive a degree in Education. Students seeking certification in a content area receive a degree in a subject specific discipline (e.g. Math, History, Kinesiology, Music, etc.). Every educator certification candidate must complete a bachelor's degree in education or an academic major. After admission into the Educator Preparation Program, students complete the Professional Development Sequence of courses. Huston-Tillotson University is accredited by the Texas Education Agency State Board for Educator Certification to prepare candidates for teacher certification in the following areas:

Degrees and Certificates Offered

| Academic Major | Degree | Educator Certificate | Grade Level |
|---------------------------|--------|--------------------------------------|-------------|
| Education | BA | EC-6 Generalist | EC-6 |
| | | 4-8 Generalist | 4-8 |
| | | Special Education | EC-12 |
| | | Technology Applications | 8-12 |
| Certificate only | NA | ESL Supplemental | EC-12 |
| Certificate only | NA | Bilingual Supplemental | EC-12 |
| Biology | BA | Life Science | 7-12 |
| Biology/Chemistry | BA | Science | 7-12 |
| Chemistry | BS | Physical Sciences | 7-12 |
| Computer Science | BA | Computer Science | 8-12 |
| English | BA | English, Language Arts, & Reading | 7-12 |
| History | BA | History | 7-12 |
| History/Political Science | BA | Social Studies | 7-12 |
| Kinesiology | BA | Physical Education | EC-12 |
| Mathematics | BA | Mathematics | 7-12 |
| Music | BA | Music | EC-12 |

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.

Declaration of an academic major is not equivalent to admission into the Educator Preparation Program. Prospective candidates must follow the admission and certification process.

Class Expectations

HT EPP maintains high standards of conduct during instruction and expects candidates to demonstrate professional behavior during classes and while on the university campus. Participation and cooperation at all class sessions (face-to-face and/or online) is required for successful completion of the program. Documentation of attendance, mastery of teacher competencies, lesson plans, and participation at each class session will be on file in the HT EPP office. The curriculum is aligned to Texas educator standards, and instruction is designed to provide candidates with experiences and information needed for the first year of teaching. Teaching strategies presented and modeled are appropriate for teachers of all grade levels and instructional arrangements. Candidates may dress comfortably for classes; however, tank tops, bare midriffs, spaghetti straps, tube tops, and halter tops are not permitted for men or women on the HT campus. Hats are prohibited in the classrooms.

Professionalism

Professionalism is an important part of a career in teaching. As teachers work with students, colleagues, administrators, parents, and community members, conducting oneself in a professional manner is essential. When an applicant becomes a member of HT EPP, professionalism will be modeled and taught. Each student is subject to the rules and regulations of Huston-Tillotson University. No student may obstruct, hamper, disrupt, or otherwise interfere with the institution's fulfillment of its mission. Any occurrence of these infractions may be cause for dismissal from the program. Successful completion is contingent upon meeting all course and attendance requirements, demonstration of interpersonal skills deemed necessary for teaching in a team environment, satisfactory performance on assessments, and professional conduct in all class sessions. Candidates are expected to maintain a professional demeanor and exercise sound judgment at all times while representing HT and HT EPP at campuses and districts where you are observing or student teaching. Professionalism includes being on time for all classes, participating in class discussions, treating colleagues, fellow candidates, faculty, and staff with respect, as well as other relevant practices and procedures. School districts want to hire and maintain faculty who are models for their students and their community. Professionalism is a vital part of the HT EPP instructional program. Failure to adhere to these provisions can be grounds for immediate dismissal from the program.

Code of Ethics and Standard Practices for Teacher Educators

All HT EPP candidates will sign a written agreement to comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. The TEA Code of Ethics can be found in the Appendix.

Absences

A total of at least 300 hours of training must be completed and documented in order to qualify for the standard certificate. These hours do not include conferences with cooperating teachers and/or field supervisors. In case of an emergency, a candidate may find it necessary to miss instruction. Consequently, the candidate must notify the HT instructor of the absence by email and phone. The HT EPP allows a maximum of **two** absences per course throughout the entire time in the program. Any absences must be made up with instruction similar to that missed and must be approved by HT EPP in advance of attending the make-up session.

If a candidate misses more than two class sessions, HT EPP will meet with the student to discuss the absences and determine whether or not the candidate will continue in the program. Options include the following:

1. probationary status with an individual intervention plan,
2. denial of eligibility to take TExES exams, or
3. dismissal from the program.

If an extension is necessary due to absences, it will be handled in the same way and with the same fees as extensions due to performance failure. **If a person is dismissed from the program due to absences, no fees will be refunded.**

Punctuality

Punctuality Includes being in your seat and ready to learn when the class begins. Candidates will expect this behavior of their own students and HT EPP expects it of candidates. Attendance for the entire class session is required. A “tardy” is defined as “late to class, late returning from a break, or leaving prior to class dismissal.” Tardy minutes will accumulate throughout the class session. The program reserves the right to meet with candidates to discuss chronic tardiness.

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 Educator Preparation Program Committee (EPPC) and the HT EPP faculty.
5. Students will take the LASSI in the HT EPP office.
6. Students and their academic department advisors will receive written notification of the decision of the admission committee.

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 Due Nov 15 for spring admission or March 15 for fall admission | | | |
| 4 | | Demonstrated competency in reading, writing, and math. You can print from MYHTU Academic History. | | | |
| | | COMPASS | R 81 | M 39 | W 59 |
| | | THEA | R 230 | M 230 | W 220 |
| | | ACCUPLACER | R 78 | M 63 | W 80 |
| | | ASSET | R 41 | M 38 | W 40 |
| | | ACT within last 5 years | Comp 23 | E 19 or | M 19 |
| | | SAT within last 5 years | V & M 1070 | V 500 or | M 500 |
| 5 | | Unofficial HT Transcript | | | |
| 6 | | 60 college credit hours | | | |
| 7 | | 12 hrs in subject-specific content/academic major with a C or better | | | |
| | | EC-6 Gen, SPED, Tech Apps | | PE, Music, Math, English, Science, History | |
| | | 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 | | Professional Recommendation (1) | | | |
| 10 | | Professional Recommendation (2) | | | |
| 11 | | Professional Recommendation (3) | | | |
| 12 | | Proof of membership in professional education organization (ATPE, TSTA, TCTA, etc.) | | | |
| 13 | | For Applicants with Foreign Transcripts Only: TOEFL-iBT with a minimum score of 26 on the Speaking section | | | |
| 14 | | For Applicants with Foreign Transcripts Only: THEA scores not more than 5 years old: 230 Reading, 220 Writing, 230 Math | | | |

Educator Certification Field Experience

Field-based experiences at public EC-12 campuses are required for students seeking teacher certification. Therefore, schools will require students to authorize a criminal background check and show proof of educational liability insurance.

| Course | Professional Development Course | Field Experience Hours |
|-----------|--|------------------------|
| EDUC 1301 | Introduction to the Teaching Profession | 16 |
| EDUC 2302 | Technology Applications in Education | 5 |
| EDUC 3303 | Instructional Strategies and Planning | 25 |
| EDUC 3365 | EC-12 Content Knowledge and Skills with Certification Exam Preparation | 25 |
| EDUC 4306 | Assessment and Differentiation of Instruction | 25 |
| SEDL 2301 | Survey of Exceptional Learners | 5 |

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.

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 required 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 exam. The current cost per exam is \$120. Participants are required to attend preparation sessions, unless otherwise notified. Persons who do not attend the scheduled sessions will have to assume the financial responsibility for their preparation. These additional resources are available 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 sequence of courses
5. Complete all degree requirements and credit hours except student teaching and seminar
6. Portfolio demonstrating learning, accomplishments, reflections, etc. from the professional block of classes
7. Passing scores on the TExES content and PPR exams
8. Membership in a professional educational organization (i.e., TCTE, ATPE, TMEA, etc.)

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 Appendix for portfolio requirements)
4. Submit *Student Teaching Request and Checklist* the semester before expected placement by March 15 for fall placement or October 15 for spring placement
5. Pass Pedagogy and Professional Responsibilities TExES and applicable content area TExES prior to student teaching
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 Standard Texas Teacher Certification. In order for HT EPP to recommend the candidate for certification, the following conditions must be met:

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

Probation and/or Dismissal from Educator Preparation Program

Teacher candidates of the HT EPP 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 HT EPP candidacy.

Serious violations of the *Code of Ethics and Standard Practices for Texas Educators*, Huston-Tillotson's *Code of Student Behavior*, or HT EPP policies will result in immediate dismissal without an intervention plan. The intervention plan can be administered by any full-time HT EPP faculty member, with documentation submitted to the department chair of HT EPP. Dismissal from and/or reinstatement to the HT EPP requires a recommendation from a full-time HT EPP faculty member. Dismissal from the program can result from repeated or egregious violations of the program's standards of performance. Listed below are the minimum standards of performance expected of every educator preparation candidate. The following can result in an intervention plan and/or dismissal from the program:

1. Failure to adhere to HT *Student Code of Conduct*
2. Insubordination to HT EPP and/or district personnel
3. Unacceptable behavior identified in the *Code of Ethics and Standard Practices for Texas Educators*
4. Failure to comply with rules or policies of the host campus/district on or off campus
5. Failure to comply with cooperating teacher's rules, standards, expectations on or off campus
6. 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
7. Failure to pay fees in a timely manner
8. Excessive absences or tardiness
9. Falsification of information or documents
10. Failure to accept and act on reasonable criticism
11. Failure to separate personal and professional issues

Intervention Plans

In the event that a candidate is not meeting program expectations, s/he may be placed on an intervention plan and could ultimately be removed from the program. If a candidate or intern is experiencing difficulty in a specific area, including participation in instructional sessions, attendance, completion of assignments, performance in field experience, or performance during student teaching, the HT EPP department chair will meet with the student to determine the course of action which may include an intervention plan. Timelines for meeting the expectations of the intervention plan will be established. Those involved in the development of the intervention plan will meet regularly to evaluate progress. Copies of the intervention plan will be provided to the candidate, cooperating teacher, field supervisor, and principal (if during student teaching). A copy will also be placed in the student's file. Completion of an intervention plan does not guarantee continued eligibility in the program.

Appendices

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.

TEXES Exam Themes

The central themes that emerged during the development for this test were:

Learner-centeredness. The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibility for their own learning.

Active learning. The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.

Teaching for meaningful outcomes. The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in a content area to familiar ideas, prior experiences, and relevant problems.

Diversity. The teacher models and encourages appreciation of the diversity of learners' cultural heritage, unique endowments, learning styles, interest, and needs. The teacher designs learning experiences that show consideration of diversity.

Communication. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.

Higher-order thinking. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies whenever necessary.

Intra- and interdisciplinary connections. As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners' interests so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

Use of technology. The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.

Developmental appropriateness. The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community.

Assessment as part of instruction. Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.

The teacher as part of a larger learning community. The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Lifetime learning, including self-assessment. Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of self-assessment, learners develop an appreciation of learning as a lifelong process.

The competency statements are organized into four domains of content, as follows:

1. Designing Instruction and Assessment to Promote Student Learning
2. Creating a Positive, Productive Classroom Environment
3. Implementing Effective, Responsive Instruction and Assessment
4. Fulfilling Professional Roles and Responsibilities

TEGES EC-12 PPR Domains

Domain I - *Designing Instruction and Assessment to Promote Student Learning* (four competencies, approximately 31% of the test)

This domain focuses on what teachers need to know in order to design effective instruction appropriate for all students and that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II – *Creating a Positive, Productive Classroom Environment* (two competencies, approximately 15% of the test)

This domain focuses on what teachers need to know in order to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III – *Implementing Effective, Responsive Instruction and Assessment* (four competencies, approximately 31% of the test)

This domain focuses on what teachers need to know in order to promote student learning, including providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. This domain also emphasizes the importance of teachers using technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications. Teachers also need to know how to identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. Use of assessment as an integral part of instruction is also included in this domain along with the need for teachers to know how to plan, organize, deliver, and evaluate instruction.

Domain IV – *Fulfilling Professional Roles and Responsibilities* (approximately 23% of the test)

This domain focuses on what teachers need to know in order to fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

Professional Portfolio... *a work in progress...*

This Professional Portfolio notebook is a “snapshot” of your accomplishments during your teaching career. The purpose of this portfolio is to show what you are doing in your classroom. It is a reflection of you. It will “show” your professionalism so look your BEST!

Format

The outside plastic cover of the notebook will have the title “Professional Portfolio” and your name typed and centered in the middle of the page.

Professional Portfolio

Your Name

There are **six sections**. Each one will have a divider and plastic tab with the title of the section typed on the tab.

Each section will begin with a title page, which is typed and centered. Each page will be housed in a “plastic sleeve paper protector.”

Items to be placed in each section:

Section 1: Personal Information

- autobiography
- philosophy of education
- resume
- recommendation letters
- awards
- HT letters
- community work certificates
- awards
- newspaper clippings of your work
- positive notes from administrators or colleagues
- letters/notes from parents and students

Section 2: Lesson Plans

- 5-6 lesson plans. (Select ones that had really strong lesson outcomes. Include ones from the education classes as well as ones from your student teaching classroom.)
- The last page in the section is a brief paragraph explaining each lesson and how it was effective.

Section 3: Technology

- technology products you have developed
- power point presentations
- copy of your web page
- electronic grade book page example you designed (no grades listed)
- electronic HT product
- anything else that shows your technology acumen

Section 4: Communication Models

- letters to parents
- newsletters
- letters to students
- letters to team members, administrators
- other communication items

Section 5: Professional Development

- professional development certificates
- PDAS evaluation document
- “walk-thru” written observations

Section 6: PDAS Professional Development Appraisal Domains*

- 8 title pages, one for each Domain with number and title of the domain
- photographs of the students working on particular assignments with your description of what the activity shows for that domain
- student work samples
- your behavior management plan
- copies of tests and/or other assessments

*If your LEA does not use the PDAS, follow the same format using its assessment areas.

HUSTON-TILLOTSON UNIVERSITY

EDUCATION PROGRAM GENERALIST EC-6 CERTIFICATION DEGREE PLAN

Name: _____
Phone 1: _____
E-mail 1: _____

HT ID#: _____
Phone 2: _____
E-mail 2: _____

| CORE CURRICULUM REQUIREMENTS | PR | Course | Hrs | Subst | Sem | Grade |
|--|----|-----------|-----|---------------------------|-----|-------|
| Freshman Orientation (UNIV1201 or RAMS1201) | | | 2 | | | |
| Intro to College Composition (W) | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition (W) | * | ENGL 1302 | 3 | | | |
| Health & Wellness or Concepts of Fitness | | KINE | 3 | | | |
| Physical Education (1 credit hour activity course) | | KINE | 0 | Met by Major requirements | | |
| Fine Arts (ENGL 1315, MUSI 1301, 1302, 1303, MUEN 1141 (x3)) | | | 3 | | | |
| Public Speaking | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2326, 2331, 2341) recommend 2304 to satisfy African American Diversity requirement | * | ENGL 2304 | 3 | | | |
| Behavioral Science | | EDUC 2303 | 0 | Met by Major requirements | | |
| U.S. History (W) (HIST 1301, 1302) | * | HIST | 3 | | | |
| Philosophy & Ethics (W) (RELI 2302, 3303, PHIL 2301) | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | * | MATH | 3 | | | |
| Computer Science (COSC 1300 or Approved Sub) | | COSC | 3 | | | |
| Natural Sciences (BIOL 1406,01407, 1408, 2406, 2404, 2808, CHEM 1305, 1411, 1412, PHYS 1415, 1416) | | | 4 | | | |
| | | | 4 | | | |
| Foreign Language (CHIN 1301 & 1302, FREN 1311 & 1312, or SPAN 1311 & 1312) | | | 3 | | | |
| | | | 3 | | | |
| Institutional Requirements | | | 49 | | | |
| Diversity-General | | SEDL 2301 | 0 | Met by Major Rqmts | | |
| Diversity-African American Studies (rec ENGL 2304) | | ENGL 2304 | 0 | Met in Core | | |
| EC-6 MAJOR REQUIREMENTS | | | | | | |
| Introduction to the Teaching Profession | | EDUC 1301 | 3 | | | |
| Fundamental Concepts of Math for Elementary Educ I | * | MATH 1350 | 3 | | | |
| Fundamental Concepts of Math for Elementary Educ II | * | MATH 1351 | 3 | | | |
| Survey of Exceptional Learners | | SEDL 2301 | 3 | | | |
| Developmentally Appropriate Activities | | KINE 2301 | 3 | | | |
| Technology Applications in Education | * | EDUC 2302 | 3 | | | |
| Educational Psychology and Human Development | | EDUC 2303 | 3 | | | |
| Teaching Diverse Learners | | EDUC 2305 | 3 | | | |
| Literature for Children and Adolescents | * | ENGL 2306 | 3 | | | |
| Science Knowledge and Skills in Elementary Schools | * | BIOL 3301 | 3 | | | |
| Instruction for English Language Learners | | EDUC 3301 | 3 | | | |
| Design and Application of the EC-6 Curriculum | * | EDUC 3305 | 3 | | | |
| Creative Arts: Music, Art, and Theatre | | EDUC 3311 | 3 | | | |
| Language Arts Across the Curriculum | | RDNG 3321 | 3 | | | |
| Social Studies for Teachers Grades K-8 | | EDUC 3363 | 3 | | | |
| EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT | | | 45 | | | |
| Instructional Strategies and Planning | * | EDUC 3303 | 3 | | | |
| Fundamentals of Literacy Instruction EC-6 | | RDNG 3311 | 3 | | | |
| K-12 Content Knowledge & Skills w/Cert Exam Prep | * | EDUC 3365 | 3 | | | |
| Classroom Management and Learning Environments | | EDUC 4302 | 3 | | | |
| Assessment and Differentiation of Instruction | * | EDUC 4306 | 3 | | | |
| Diagnostic and Corrective Reading | * | RDNG 4322 | 3 | | | |
| Student Teaching Seminar | * | EDUC 4307 | 3 | | | |
| Student Teaching Field Experience | * | EDUC 4907 | 9 | | | |
| | | | 30 | | | |

HUSTON-TILLOTSON UNIVERSITY
SPECIAL EDUCATION EC-12 CERTIFICATION DEGREE PLAN

Name: _____
Phone 1: _____
E-mail 1: _____

HT ID#: _____
Phone 2: _____
E-mail 2: _____

| CORE CURRICULUM REQUIREMENTS | PR | Course | Hrs | Subst | Sem | Grade |
|--|----|------------------------|-----------|--------------------|-----|-------|
| Freshman Orientation (UNIV1201 or RAMS1201) | | | 2 | | | |
| Intro to College Composition (W) | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition (W) | * | ENGL 1302 | 3 | | | |
| Health & Wellness or Concepts of Fitness | | KINE 1304 or 1338 | 3 | | | |
| Physical Education (1 credit hour activity course) | | KINE | 1 | | | |
| Fine Arts (ENGL 1315 , MUSI 1301, 1302, 1303, MUEN 1141 (x3)) | | | 3 | | | |
| Public Speaking | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2326, 2331, 2341) recommend 2304 to satisfy African American Diversity requirement | * | ENGL | 3 | | | |
| Behavioral Science | | EDUC 2303 | 0 | Met by Major Rqmts | | |
| U.S. History (W) (HIST 1301, 1302) | * | HIST | 3 | | | |
| Philosophy & Ethics (W) (RELI 2302, 3303, PHIL 2301) | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | * | MATH 1314 | 3 | | | |
| Computer Science (COSC 1300 or Approved Sub) | | COSC | 3 | | | |
| Natural Sciences (BIOL 1408 or 2406) PHYS 1415 | | BIOL | 4 | | | |
| | | PHYS1415 | 4 | | | |
| Foreign Languages (FREN 1311 and 1312, CHIN 1301 and 1302, SPAN 1311 and 1312) | | | 3 | | | |
| | * | | 3 | | | |
| INSTITUTIONAL REQUIREMENTS | | | 50 | | | |
| Diversity-General | | SEDL 2301 | 0 | Met by Major Rqmts | | |
| Diversity-African American Studies (rec ENGL 2304) | | | 0 | Met in Core | | |
| SPECIAL EDUCATION MAJOR REQUIREMENTS | | | | | | |
| Physical Activities for Exceptional Learners | | SEDL 3312 KINE 4301 | 3 | | | |
| Observations in Special Education | * | SEDL 3304 | 3 | | | |
| Behavior Management of Exceptional Learners | * | SEDL 3314 | 3 | | | |
| Assessment & Programming of Exceptional Learners | * | SEDL 3322 | 3 | | | |
| Curriculum for Exceptional Learners | * | SEDL 3323 | 3 | | | |
| Fundamental Concepts of Math for Elementary Educ I | * | MATH 1350 | 3 | | | |
| Fundamental Concepts of Math for Elementary Educ II | * | MATH 1351 | 3 | | | |
| Educational Psychology | | EDUC 2303 | 3 | | | |
| Creative Arts, Music and Movement | | EDUC 3311 | 3 | | | |
| Fundamentals of Literacy Instruction EC-6 | | RDNG 3311 | 3 | | | |
| Diagnostic and Corrective Reading (RDNG4322/SEDL4322) | * | RDNG 4322 SEDL 4322 | 3 | | | |
| Approved Elective | | | 3 | | | |
| EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT | | | | | | |
| Introduction to the Teaching Profession | | EDUC 1301 | 3 | | | |
| Technology Applications in Education | * | EDUC 2302 | 3 | | | |
| Survey of Exceptional Learners | | SEDL 2301 | 3 | | | |
| Teaching Learners of Diverse Cultures | | EDUC 2305 | 3 | | | |
| Reading (RDNG 3312, 3321) | | RDNG | 3 | | | |
| Teacher and Student in a Multicultural Society (W) | * | EDUC 3303 | 3 | | | |
| K-12 TEKS Curriculum and Exam Preparation | * | EDUC 3365 | 3 | | | |
| Assessment and Instructional Management | * | EDUC 4306 | 3 | | | |
| Student Teaching Seminar | * | EDUC 4307 | 3 | | | |
| Student Teaching Field Experience | * | EDUC 4907 | 9 | | | |

HUSTON-TILLOTSON UNIVERSITY
EDUCATION – TECHNOLOGY APPLICATIONS 8-12 CERTIFICATION DEGREE PLAN

| | |
|-----------------|-----------------|
| Name: _____ | HT ID#: _____ |
| Phone 1: _____ | Phone 2: _____ |
| E-mail 1: _____ | E-mail 2: _____ |

| CORE CURRICULUM REQUIREMENTS | PR | Course | Hrs | Subst | Sem | Grade |
|--|----|----------------------|-----------|--------------------|-----|-------|
| Freshman Orientation (UNIV1201 or RAMS1201) | | | 2 | | | |
| Intro to College Composition (W) | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition (W) | * | ENGL 1302 | 3 | | | |
| Health & Wellness or Concepts of Fitness | | KINE 1304 or 1338 | 3 | | | |
| Physical Education (1 credit hour activity course) | | KINE | 1 | | | |
| Fine Arts (ENGL 1315 , MUSI 1301, 1302, 1303, MUEN 1141 (x3)) | | | 3 | | | |
| Public Speaking | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2326, 2331, 2341) recommend 2304 to satisfy African American Diversity requirement | * | ENGL | 3 | | | |
| Behavioral Science | | EDUC 2303 | 0 | Met by Major Rqmts | | |
| U.S. History (W) (HIST 1301, 1302) | * | HIST | 3 | | | |
| Philosophy & Ethics (W) (RELI 2302, 3303, PHIL 2301) | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | * | MATH 1314 | 3 | | | |
| Computer Science (COSC 1300 or Approved Sub) | | COSC | 3 | | | |
| Natural Sciences (BIOL 1408 or 2406) | | BIOL | 4 | | | |
| | | PHYS1415 | 4 | | | |
| Foreign Languages (FREN 1311 and 1312, CHIN 1301 and 1302, SPAN 1311 and 1312) | | | 3 | | | |
| | * | | 3 | | | |
| INSTITUTIONAL REQUIREMENTS | | | 50 | | | |
| Diversity-General | | SEDL 2301 | 0 | Met by Major Rqmts | | |
| Diversity-African American Studies (rec ENGL 2304) | | | 0 | Met in Core | | |
| TECHNOLOGY APPLICATIONS MAJOR REQUIREMENTS | | | | | | |
| Programming Foundations I | * | COSC 1312 | 3 | | | |
| Web Site Design & Maintenance | * | COSC 1324 | 3 | | | |
| Advanced Applications | * | COSC 1327 | 3 | | | |
| Introduction to Multimedia | * | COSC 2365 | 3 | | | |
| Computer Graphics | * | COSC 4366 | 3 | | | |
| Video Foundations | * | EDUC 3324 | 3 | | | |
| Introduction to Technical Writing | * | ENGL 3393 | 3 | | | |
| Visual Storytelling | * | COMM 3322 | 3 | | | |
| Approved Elective (upper division) (ENGL/COSC) | | | 3 | | | |
| Approved Elective (upper division) (ENGL/COSC) | | | 3 | | | |
| Approved Elective (upper division) (ENGL/COSC) | | | 3 | | | |
| Approved Elective (upper division) (ENGL/COSC) | | | 3 | | | |
| EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT | | | 36 | | | |
| Introduction to the Teaching Profession | | EDUC 1301 | 3 | | | |
| Technology Applications in Education | * | EDUC 2302 | 3 | | | |
| Survey of Exceptional Learners | | SEDL 2301 | 3 | | | |
| Reading (RDNG 3312, 3321) | | RDNG | 3 | | | |
| Teacher and Student in a Multicultural Society (W) | * | EDUC 3303 | 3 | | | |
| K-12 TEKS Curriculum and Exam Preparation | * | EDUC 3365 | 3 | | | |
| Assessment and Instructional Management | * | EDUC 4306 | 3 | | | |
| Student Teaching Seminar | * | EDUC 4307 | 3 | | | |
| Student Teaching Field Experience | * | EDUC 4907 | 9 | | | |
| | | | 33 | | | |

Name: _____
Phone 1: _____
E-mail 1: _____

HT ID#: _____
Phone 2: _____
E-mail 2: _____

| CORE CURRICULUM REQUIREMENTS | PR | Course | Hrs | Subst | Sem | Grade |
|--|----|-----------|-----------|--------------------|-----|-------|
| Freshman Orientation (UNIV1201 or RAMS1201) | | | 2 | | | |
| Intro to College Composition (W) | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition (W) | * | ENGL 1302 | 3 | | | |
| Health & Wellness | | KINE 1304 | 3 | | | |
| Physical Education (KINE 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1200, 1201, 1202, 1203, 1204, 1205, 1206) | | KINE | 1 | | | |
| Fine Arts (ENGL 1315, MUSI 1301, 1302, 1303, MUEN 1141 (x3)) | | | 3 | | | |
| Public Speaking | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2326, 2331, 2341) | * | ENGL | 3 | | | |
| Behavioral Science | | EDUC 3303 | 0 | Met by EPP Rqmts | | |
| U.S. History I (W) or II (W) (HIST 1301 or HIST 1302) | * | | 3 | | | |
| Philosophy & Ethics (W) (RELI 2302, 3303, PHIL 2301) | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | * | MATH 1314 | 3 | | | |
| Computer Science (COSC 1300 or Approved Substitute) | | COSC | 3 | | | |
| Natural Sciences (BIOL 1408, 1410, 1411, 2406, 2407, 2408, CHEM 1411, 1412, PHYS 1415) | | | 4 | | | |
| | * | | 4 | | | |
| Foreign Languages (FREN 1311 and 1312, CHIN 1301 and 1302, SPAN 1311 and 1312) | | | 3 | | | |
| | * | | 3 | | | |
| INSTITUTIONAL REQUIREMENTS | | | 50 | | | |
| Diversity-General (ENGL 3303 or ENGL 3380) | | ENGL | 0 | Met by Minor Rqmts | | |
| Diversity-African Diaspora | | ENGL 4373 | 0 | Met by Major Rqmts | | |
| Intro to Analytical Reading & Writing (W) | | ENGL 2363 | 3 | | | |
| Teaching Writing (W) | * | ENGL 3323 | 3 | | | |
| Language and Culture (W) | * | ENGL 3303 | 3 | | | |
| Topics in US Literature (W) | * | ENGL 3310 | 3 | | | |
| Topics in English Literature (W) | * | EMGL 3340 | 3 | | | |
| Advanced Composition (W) | * | ENGL 3353 | 3 | | | |
| Topics in Creative Writing (W) | * | ENGL 3327 | 3 | | | |
| Topics in World Literature (W) | * | ENGL 3380 | 3 | | | |
| Topics in _____ (W) | | ENGL | 3 | | | |
| African American Literature (W) | * | ENGL 4373 | 3 | | | |
| Modern Critical Theory (W) | * | ENGL 4303 | 3 | | | |
| Senior Seminar in Literary and Writing Arts (W) | | ENGL 4393 | 3 | | | |
| ENGL Elective | | ENGL | 3 | | | |
| Electives | | | 6 | | | |
| EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT* | | | 45 | | | |
| Introduction to the Teaching Profession | | EDUC 1301 | 3 | | | |
| Reading (RDNG 3311, 3312 3321, or4322) | | RDNG | 3 | | | |
| Teacher and Student in a Multicultural Society | * | EDUC 3303 | 3 | | | |
| K-12 TEKS Curriculum and Exam Preparation | * | EDUC 3365 | 3 | | | |
| Assessment and Instructional Management | * | EDUC 4306 | 3 | | | |
| Student Teaching Seminar | * | EDUC 4307 | 3 | | | |
| Student Teaching Field Experience | * | EDUC 4907 | 9 | | | |
| | | | 27 | | | |

HUSTON-TILLOTSON UNIVERSITY HISTORY CERTIFICATION DEGREE PLAN

Name: _____ HT ID#: _____
 Phone 1: _____ Phone 2: _____
 E-mail 1: _____ E-mail 2: _____

| CORE CURRICULUM REQUIREMENTS | PR | Course | Hrs | Subst | Sem | Grade |
|--|----|-----------|-----------|--------------------|-----|-------|
| Freshman Orientation (UNIV1201 or RAMS1201) | | | 2 | | | |
| Intro to College Composition (W) | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition (W) | * | ENGL 1302 | 3 | | | |
| Health & Wellness | | KINE 1304 | 3 | | | |
| Physical Education (KINE 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1200, 1201, 1202, 1203, 1204, 1205, 1206) | | KINE | 1 | | | |
| Fine Arts (ENGL 1315, MUSI 1301, 1302, 1303, MUEN 1141 (x3)) | | | 3 | | | |
| Public Speaking | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2326, 2331, 2341) | * | ENGL | 3 | | | |
| Behavioral Science (Teacher & Student in a Multicultural Soc) | | EDUC 3303 | 0 | Met by EPP Rqmts | | |
| U.S. History I (W) | * | HIST 1301 | 3 | | | |
| Philosophy & Ethics (W) (RELI 2302, 3303, PHIL 2301) | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | * | MATH 1314 | 3 | | | |
| Computer Science (COSC 1300 or Approved Substitute) | | COSC | 3 | | | |
| Natural Sciences (BIOL 1408, 1410, 1411, 2406, 2407, 2408, CHEM 1411, 1412, PHYS 1415) | | | 4 | | | |
| | * | | 4 | | | |
| Foreign Languages (FREN 1311 and 1312, CHIN 1301 and 1302, or SPAN 1311 and 1312) | | | 3 | | | |
| | * | | 3 | | | |
| INSTITUTIONAL REQUIREMENTS | | | 50 | | | |
| Diversity-General (HIST 2310, 2302,03351, 3352, 3371, 4334, 4353) | | HIST | 0 | Met by Major Rqmts | | |
| Diversity-African Ameri Studies (HIST 2381, 2301, 2302, 3357, 4336)) | | HIST | 0 | Met by Major Rqmts | | |
| HISTORY MAJOR REQUIREMENTS | | | | | | |
| Government: Texas | | PSCI 1302 | 3 | | | |
| U.S. History II (W) | * | HIST 1302 | 3 | | | |
| World Cultures and Civilizations I or II (HIST 2321,2322) | | HIST | 3 | | | |
| Latin or Mexican American History (HIST 3351, 3371) | * | HIST | 3 | | | |
| African American History I or II (HIST 2381 or 2382) | * | HIST | 3 | | | |
| Historical Methods | * | HIST 4338 | 3 | | | |
| History Seminar | * | HIST 4339 | 3 | | | |
| Social Studies and History for Secondary Teachers | * | EDUC 3365 | 3 | | | |
| Early /Modern Europe (HIST 4331, HIST 4352) | * | HIST | 3 | | | |
| Non-Western History (HIST 3352, 3357, 4353) | * | HIST | 3 | | | |
| History Elective | | HIST | 3 | | | |
| History Elective | | HIST | 3 | | | |
| Upper Division Elective (HIST 3314, 3361, 3364) | | | 3 | | | |
| Soc Science or Humanities Elective (EDUC 2303, PSYC 2302) | | | 3 | | | |
| General Elective (Economics recommended) | | | 3 | | | |
| EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT* | | | 45 | | | |
| Introduction to the Teaching Profession | | EDUC 1301 | 3 | | | |
| Reading (3311, 3312, 3321 or 4322) | | RDNG | 3 | | | |
| Teacher and Student in a Multicultural Society | * | EDUC 3303 | 3 | | | |
| K-12 TEKS Curriculum and Exam Preparation | * | EDUC 3365 | 3 | | | |
| Assessment and Instructional Management | * | EDUC 4306 | 3 | | | |
| Student Teaching Seminar | * | EDUC 4307 | 3 | | | |
| Student Teaching Field Experience | * | EDUC 4907 | 9 | | | |
| | | | 27 | | | |

Name: _____ HT ID#: _____
 Phone 1: _____ Phone 2: _____
 E-mail 1: _____ E-mail 2: _____

| CORE CURRICULUM REQUIREMENTS | PR | Course | Hrs | Subst | Sem | Grade |
|--|----|----------------------|-----------|------------------|-----|-------|
| Freshman Orientation (UNIV1201 or RAMS1201) | | | 2 | | | |
| Intro to College Composition (W) | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition (W) | * | ENGL 1302 | 3 | | | |
| Health & Wellness or Concepts of Fitness | | KINE 1304 or 1338 | 3 | | | |
| Physical Education (1 credit hour activity course) | | KINE | 1 | | | |
| Fine Arts (ENGL 1315, MUSI 1301, 1302, 1303, MUEN 1141 (x3)) | | | 3 | | | |
| Public Speaking | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2326, 2331, 2341) recommend 2304 to satisfy African American Diversity requirement | * | ENGL | 3 | | | |
| Behavioral Science | | EDUC 3303 | 0 | Met by EPP Rqmts | | |
| U.S. History (W) (HIST 1301, 1302) | * | HIST | 3 | | | |
| Philosophy & Ethics (W) (RELI 2302, 3303, PHIL 2301) | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | * | MATH 1314 | 3 | | | |
| Computer Science (COSC 1300 or Approved Sub) | | COSC | 3 | | | |
| Natural Sciences (BIOL 1408 or 2406) PHYS 1415 | | BIOL | 4 | | | |
| | | PHYS1415 | 4 | | | |
| Foreign Languages (FREN 1311 and 1312, CHIN 1301 and 1302, SPAN 1311 and 1312) | | | 3 | | | |
| | * | | 3 | | | |
| INSTITUTIONAL REQUIREMENTS | | | 50 | | | |
| Diversity-General | | EDUC 3303 | 0 | Met by EPP Rqmts | | |
| Diversity-African American Studies (rec ENGL 2304) | | ENGL 2304 | 0 | Met in Core | | |
| MATH MAJOR REQUIREMENTS | | | | | | |
| Introductory Statistics | | MATH 1342 | 3 | | | |
| Calculus 1 | | MATH 2413 | 3 | | | |
| Calculus 2 | | MATH 2414 | 3 | | | |
| Calculus 3 | | MATH 2415 | 3 | | | |
| Probability | | MATH 3333 | 3 | | | |
| Linear Algebra | | MATH 2318 | 3 | | | |
| Senior Seminar Fall or Spring | | MATH 4147 | 1 | | | |
| MATH 2417, 3331, 3334, 3398, 3337, 3332, 2320, 3335, 3338, or 4346 | | MATH | 15 | | | |
| Fundamental Concepts of Math for Secondary Schools | * | MATH 1360 | 3 | | | |
| Electives | | | 6 | | | |
| EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT* | | | 43 | | | |
| Introduction to the Teaching Profession | | EDUC 1301 | 3 | | | |
| Reading (RDNG 3311,3312, 3321, 4322) | | RDNG | 3 | | | |
| Teacher and Student in a Multicultural Society | * | EDUC 3303 | 3 | | | |
| K-12 TEKS Curriculum and Exam Preparation | * | EDUC 3365 | 3 | | | |
| Assessment and Instructional Management | * | EDUC 4306 | 3 | | | |
| Student Teaching Seminar | * | EDUC 4307 | 3 | | | |
| Student Teaching Field Experience | * | EDUC 4907 | 9 | | | |
| | | | 27 | | | |

Name: _____ HT ID#: _____
 Phone 1: _____ Phone 2: _____
 E-mail 1: _____ E-mail 2: _____

| CORE CURRICULUM REQUIREMENTS | PR | Course | Hrs | Subst | Sem | Grade |
|--|----|----------------|-----------|--------------------|-----|-------|
| Freshman Orientation (UNIV1201 or RAMS1201) | | | 2 | | | |
| Intro to College Composition (W) | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition (W) | * | ENGL 1302 | 3 | | | |
| Health & Wellness | | KINE 1304 | 3 | | | |
| Physical Education (KINE 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1200, 1201, 1202, 1203, 1204, 1205, 1206) | | KINE | 1 | | | |
| Fine Arts (ENGL 1315, MUSI 1301, 1302, 1303, MUEN 1141 x3) | | | 0 | Met by Major Rqmts | | |
| Public Speaking | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2326, 2331, 2341) | * | ENGL | 3 | | | |
| Behavioral Science | | EDUC 3303 | 0 | Met by EPP Rqmts | | |
| U.S. History I (W) | * | HIST 1301 | 3 | | | |
| Philosophy & Ethics (W) (RELI 2302, 3303, PHIL 2301) | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | * | MATH 1314 | 3 | | | |
| Computer Science (COSC 1300 or Approved Substitute) | | COSC | 3 | | | |
| Natural Sciences (BIOL 1408, 1410, 1411, 2406, 2407, 2408, CHEM 1411, 1412, PHYS 1415) | | | 4 | | | |
| | * | | 4 | | | |
| Foreign Languages (FREN 1311 and 1312, CHIN 1301 and 1302, SPAN 1311 and 1312) | | | 3 | | | |
| | * | | 3 | | | |
| INSTITUTIONAL REQUIREMENTS | | | 47 | | | |
| Diversity-General | | EDUC 3303 | 0 | Met by EPP Rqmts | | |
| Diversity-African American Studies | | ENGL 2304 | 0 | Met by core Rqmts | | |
| HISTORY MAJOR REQUIREMENTS | | | | | | |
| Theory I | | MUSI 1411 | 4 | | | |
| Theory II | * | MUSI 1412 | 4 | | | |
| Theory III | * | MUSI 2411 | 4 | | | |
| Theory IV | * | MUSI 2412 | 4 | | | |
| Principal Instrument/Voice | * | MUAP 1181-3181 | 7 | | | |
| Piano IV | | MUSI 2212 | 2 | | | |
| Ensemble: Band/Choir (Fall and Spring) | * | MUEN 1121/1141 | 2 | | | |
| Ensemble: Band/Choir (Fall and Spring) | * | MUEN 2121/2141 | 2 | | | |
| Ensemble: Band/Choir (Fall and Spring) | * | MUEN 3121/3141 | 2 | | | |
| Ensemble: Band/Choir (Fall or Spring) | * | MUEN 4121/4141 | 1 | | | |
| Music Seminar | | MUSI 1101 | 2 | | | |
| Music Seminar | * | MUSI 2101 | 2 | | | |
| Music Seminar | * | MUSI 3101 | 2 | | | |
| Music Seminar | * | MUSI 4101 | 1 | | | |
| Instr Techniques: String & WW | | MUSI 2231 | 2 | | | |
| Instr Techniques: Brass & Perc | | MUSI 2232 | 2 | | | |
| Theory, History, Literature, Pedagogy (3314, 3315, 3317, 3318, 4319) | * | MUSI | 15 | | | |
| Music Concepts: Elementary | * | MUSI 3312 | 3 | | | |
| Music Concepts: Secondary | * | MUSI 3313 | 3 | | | |
| Music TExES Preparation | * | MUSI 4111 | 1 | | | |
| Conducting and Performance | * | MUSI 3211 | 2 | | | |
| Pedagogy (3311 or 3316) | * | MUSI | 3 | | | |
| | | | 70 | | | |



HUSTON-TILLOTSON UNIVERSITY rev. F2012
KINESIOLOGY - PHYSICAL EDUCATION EC-12 CERTIFICATION DEGREE PLAN

Name: _____
 HT ID#: _____

Phone: _____
 Email: _____

| CORE CURRICULUM REQUIREMENTS | | PR | Course | Hrs | Subst | Sem | Grade |
|--|--|---------|-----------|------------------|-------------------------|-------------|-------|
| Freshman Orientation | | | | 2 | | | |
| Intro to College Composition | | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition | | * | ENGL 1302 | 3 | | | |
| Health & Wellness | | | KINE 1304 | 3 | Met by KINE Major Rqmts | | |
| Physical Education (activity class) | | | KINE | 4 | Met by KINE Major Rqmts | | |
| Fine Arts (ENGL1315, MUSI1301, 1302, 1303, Choir (x3)) | | | | 3 | | | |
| Public Speaking | | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2315, 2326, 2331, 2341) | | * | ENGL 2341 | 3 | | | |
| Behavioral Science | | * | EDUC 3303 | 3 | Met by EPP Rqmts | | |
| U.S. History (HIST 1301, 1302) | | * | HIST | 3 | | | |
| Philosophy and Ethics (RELI 2302, 3303, PHIL 2301) | | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | | * | MATH 1314 | 3 | | | |
| Computer Science (COSC 1300 or Approved Sub) | | | COSC | 3 | | | |
| Natural Sciences Human Anatomy Human Physiology | | | BIOL 2401 | 4 | | | |
| | | * | BIOL 2402 | 4 | | | |
| Foreign Languages (FREN 1311 and 1312, or SPAN 1311 and 1312) | | | | 3 | | | |
| | | * | | 3 | | | |
| Diversity | | General | | African American | | | |
| Writing Intensive | | | | | | (upper div) | |
| KINESIOLOGY MAJOR REQUIREMENTS | | | | | | | |
| Activity (6 one credit activity courses) | | Fit | KINE | 1 | | | |
| | | TS | KINE | 1 | | | |
| | | IS | KINE | 1 | | | |
| | | | KINE | 1 | | | |
| | | | KINE | 1 | | | |
| | | | KINE | 1 | | | |
| Health & Wellness or Concepts of Physical Fitness | | | KINE | 3 | | | |
| Foundations of Kinesiology | | | KINE 1301 | 3 | | | |
| Coaching Education | | | KINE 1321 | 3 | | | |
| Developmentally Appropriate Activities | | | KINE 2301 | 3 | | | |
| Care and Prevention of Movement Injuries | | | KINE 2356 | 3 | | | |
| Tests and Measurements | | * | KINE 3300 | 3 | | | |
| Motor Behavior | | * | KINE 3301 | 3 | | | |
| Physiology of Exercise | | | KINE 3302 | 3 | | | |
| Biomechanics | | * | KINE 3303 | 3 | | | |
| Adapted Physical Education or SEDL 3312 | | | KINE 3312 | 3 | | | |
| Theory and Methods of Teaching Physical Education | | * | KINE 4303 | 3 | | | |
| Approved Upper Division Elective | | | | 3 | | | |
| Approved Electives | | | | | | | |
| | | | | 3 | | | |
| | | | | 3 | | | |
| EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT | | | | | | | |
| Introduction to the Teaching Profession | | | EDUC 1301 | 3 | | | |
| Teacher and Student in a Multicultural Society | | * | EDUC 3303 | 3 | | | |
| K-12 TEKS Curriculum and Exam Preparation | | * | EDUC 3365 | 3 | | | |
| Assessment and Instructional Management | | * | EDUC 4306 | 3 | | | |
| Student Teaching Seminar | | * | EDUC 4307 | 3 | | | |
| Student Teaching Field Experience | | * | EDUC 4907 | 9 | | | |
| Reading (RDNG 3311, 3312, 3321, or 4322,) | | | RDNG | 3 | | | |

Name: _____
 Phone 1: _____
 E-mail 1: _____

HT ID#: _____
 Phone 2: _____
 E-mail 2: _____

| CORE CURRICULUM REQUIREMENTS | PR | Course | Hrs | Subst | Sem | Grade |
|--|----|-----------|-----------|------------------|-----|-------|
| Freshman Orientation (UNIV1201 or RAMS1201) | | | 2 | | | |
| Intro to College Composition (W) | * | ENGL 1301 | 3 | | | |
| College Rhetoric & Composition (W) | * | ENGL 1302 | 3 | | | |
| Health & Wellness | | KINE 1304 | 3 | | | |
| Physical Education (KINE 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1200, 1201, 1202, 1203, 1204, 1205, 1206) | | KINE | 1 | | | |
| Fine Arts (ENGL 1315, MUSI 1301, 1302, 1303, MUEN 1141 (x3)) | | | 3 | | | |
| Public Speaking | | COMM 1315 | 3 | | | |
| Literature (ENGL 2304, 2326, 2331, 2341) | * | ENGL | 3 | | | |
| Behavioral Science | * | EDUC 3303 | 0 | Met by EPP Rqmts | | |
| U.S. History I (W) | * | HIST 1301 | 3 | | | |
| Philosophy & Ethics (W) (RELI 2302, 3303, PHIL 2301) | * | | 3 | | | |
| American Government (PSCI 1301, 1302) | | PSCI | 3 | | | |
| Mathematics (MATH 1314 or Higher) | * | MATH 1314 | 3 | | | |
| Computer Science (COSC 1300 or Approved Substitute) | | COSC | 3 | | | |
| Natural Sciences Chemistry I | | CHEM 1411 | 4 | | | |
| Natural Sciences Chemistry II | * | CHEM 1412 | 4 | | | |
| Foreign Languages (FREN 1311 and 1312, CHIN 1301 and 1302, SPAN 1311 and 1312) | | | 3 | | | |
| | * | | 3 | | | |
| INSTITUTIONAL REQUIREMENTS | | | 50 | | | |
| Diversity-General | | EDUC 3303 | 0 | Met by EPP Rqmts | | |
| Diversity-African American Diaspora (AFAS 2319, ENGL 2304, 4373, HIST 2381, 2382,) | | ENGL 2304 | 0 | Met by Core | | |
| BIOLOGY MAJOR REQUIREMENTS | | | | | | |
| General Biology I | | BIOL 1406 | 4 | | | |
| General Biology II | | BIOL 1407 | 4 | | | |
| Ecology and Behavior | * | BIOL 2430 | 4 | | | |
| Cellular and Molecular Biology | * | BIOL 2431 | 4 | | | |
| Biology (2406,2407, or 2408) | * | BIOL | 8 | | | |
| Biology (3404,3402W, 3403, 3401, 3463, 3202, 3203, 4301) | * | BIOL | 11 | | | |
| Senior Seminar | * | BIOL 4101 | 1 | | | |
| Laboratory Management | * | BIOL 4201 | 2 | | | |
| Elective | | | 3 | | | |
| Math (2312 or 1342) | | MATH | 3 | | | |
| EDUCATOR PREPARATION PROFESSIONAL DEVELOPMENT* | | | 44 | | | |
| Introduction to the Teaching Profession | | EDUC 1301 | 3 | | | |
| Reading (3312, 3321,3321, 4322) | | RDNG | 3 | | | |
| Teacher and Student in a Multicultural Society | * | EDUC 3303 | 3 | | | |
| K-12 TEKS Curriculum and Exam Preparation | * | EDUC 3365 | 3 | | | |
| Assessment and Instructional Management | * | EDUC 4306 | 3 | | | |
| Student Teaching Seminar | * | EDUC 4307 | 3 | | | |
| Student Teaching Field Experience | * | EDUC 4907 | 9 | | | |
| | | | 27 | | | |

**Huston-Tillotson University
Educator Preparation Program
Receipt of Handbook**

Mark all that apply.

- EPP Policy

- Cooperating Teach Handbook

- Field Supervisor Handbook

- Student Teacher Handbook

I have received the handbook(s) marked above. I understand that I am responsible for reading the handbook(s) and following the policies, rules, requirements, and timelines they contain. If I have questions, I will contact a member of the HT EPP faculty.

Printed Name

Signature

Position

Date

Witness Printed Name

Witness Signature

Witness Position

Date

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Huston-Tillotson University Department of Educator Preparation to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ am a candidate at
Print Full Name

Huston-Tillotson University Department of Educator Preparation and hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES test score results

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

Signature of Candidate Date

| | | | |
|---------|--|-------|--|
| HT ID # | | TEA # | |
| Email | | Email | |
| Cell | | DOB | |