



# Texas A&M University- Texarkana

## Teacher Preparation & Teacher Education Handbook





## Table of Contents

<b>Core Values, Mission, and Vision</b>	<b>3</b>
<b>Chapter 1 – Certification Options and Admission</b>	<b>4</b>
Overview of Education Preparation	
Initial Certifications	4
Undergraduate	5
Certifications Offered	5
Admission to the Teacher Preparation Program	6
Retention/Exit Policy	6
Program Costs	7-8
Tk20 Quick Start Guide	9
Catalog Links and Faculty Advisors	10
Graduate	11
Admissions	11
Coursework	12
Eagles Teach ACP Curriculum Map	13
Teaching Certificate Plan	14
Field Experience	14
<b>Chapter 2 – Certification Testing and Test Preparation</b>	
TeXes Preparation and Testing	15
Undergraduate Testing Timeline	16
Eagles Teach ACP Testing Timeline	16
Study Resources for the TeXes	17
Portfolio	18
TK20 Portfolio Documents	19
<b>Chapter 3 – Field Experience</b>	<b>21</b>
Clinical Teacher Commitment Contract	22
Educator Code of Ethics	23
Affirmation of the Educator Code of Ethics	25
<b>Chapter 4 – Issuance of Standard Certificate</b>	<b>27</b>
To Apply for Certification	27
Adding Additional Certifications	28
<b>Important Contact Information and Links</b>	<b>29</b>
<b>Complaint Policy for Texas A&amp;M-Texarkana Educator Preparation Programs</b>	<b>29-30</b>



## Core Values, Mission, and Vision

### Core Values:

- Good teaching is complex.
- Good teaching is deeply reflective.
- Good teaching can be replicated.
- Good teachers continually improve.

### Mission:

- Teach others to teach well

### Vision:

- Teach well



## Chapter 1 – Certification Options and Admission Overview of the Educator Preparation Program

### Initial Teacher Certification

The department of Teacher Education and the Educator Preparation Program, in accordance with the policies set forth by the State Board of Educator Certification and the Texas Education Agency, are pleased to assist students in their desire to become a classroom teacher.

### Certifications Offered

Students seeking teaching certification as part of an undergraduate degree apply for admission through the Teacher Preparation Program the first semester of their junior year. Freshmen and sophomore students should be aware of the high admission standards.

All students seeking certification for grades EC-6 participate in coursework and field experiences that provide a foundation for successful completion of three certification tests in 1) Pedagogy and Professional Responsibility (PPR) and 2) EC-6 Content Areas including English, Language Arts and Reading (ELAR), Social Studies, Science, Fine Arts, Health and Physical Education, and the Science of Teaching Reading.

In addition, all students seeking certification in EC-6 choose an area of endorsement in one of the following four areas: 1) Early Childhood, 2) Bilingual Education, 3) English as a Second Language (ESL) or 4) Special Education. Endorsements in Bilingual Education, ESL or Special Education prepare students to test following graduation and once initial EC-6 certification is completed, but these are *not* additional certifications. An endorsement provides graduates more marketability in seeking a teaching position.

[Coursework](#) and field experiences prepare Secondary (Grades 7-12) candidates for their initial certification. At the undergraduate or graduate level, students may earn certification in the following areas:

#### Early Childhood (EC) through 6th Grades

Core Subjects Lo with Endorsement in Early Childhood or Special Education or Bilingual or English as a Second Language (Spanish)

#### Grades EC-12

Kinesiology with EC-12 Physical Education

#### Grades 4-8

Core Subjects

English Language Arts and Reading

Mathematics

Science

Social Studies

#### Grades 7-12

English Language Arts and Reading

History

Mathematics

Social Studies

Life Science

Science (Composite)



## Admissions - Undergraduate

According to the Texas Education Agency, there are specific requirements to becoming a classroom teacher. One of these requirements is completion of an approved Teacher Preparation Program (TPP). Therefore, in addition to your admission to the university, you must be formally admitted to the TPP.

- **Formal Admission:** the TPP must notify the applicant of the offer of formal Admission in writing by e-mail. For a student to be considered formally admitted to the TPP, the student must accept the offer of formal Admission in writing by the deadline provided by the offer.

### *When am I eligible to apply for Admission to the Teacher Preparation Program?*

Junior status and enrolled in ED 311 (See "*Criteria for Admission*" below.) We accept applications during the months of September and February for Admission to the Teacher Preparation Program and/or Notice of Intent for the Block 1 Semester.

### *When do I apply?*

September or February

### *How do I apply?*

- Online through FREE Tk20 Application: Application to Teacher Preparation Program (<https://tamut.tk20.com>) following directions in [Tk20 Quick Guide](#).
- Complete a writing sample and oral interview which will be scored. (See [TPP Calendar](#) for specific dates and times)

### *What is the criteria for Admission?*

- Minimum Score on Writing Sample and Oral Interview
- 2.8 Cumulative GPA
- Junior status
- Meet **Required Hours** (no grades below a "C") for Certification Area
  - EC-6 Certifications: 12 SCH from four of the following - 3 SCH in English prefix (not ENG 1301 or 1302); 3 SCH from Math prefix; 3 SCH from BIO, PHYS or CHEM prefix; 3 SCH from GOVT or HIST prefix; 3 SCH from ARTS, DRAM, MUS
  - 4-8 Certification in Core Subjects: 12 SCH from four of the following - 3 SCH in English prefix (not ENG 1301 or 1302); 3 SCH from Math prefix; 3 SCH from BIO, PHYS or CHEM prefix; 3 SCH from GOVT or HIST prefix.
  - 4-8 Certifications in English or Social Studies. 12 SCH from Content Area.
  - 4-8 Certifications in Science or Math. 15 SCH from Content Area.
  - 7-12 Certifications in English, History or Social Studies: 12 SCH from Content Area
  - 7-12 Certifications in Science or Math: 15 SCH from Content Area
  - Out-of-country applicants to the teacher preparation programs must meet ONE of the following:
    - Verification of satisfactory score on the Test of English as a Foreign Language—Internet Based Test (TOEFL-iBT). All four portions (listening, speaking, reading, and writing) are used to calculate the score. Candidate must obtain minimum scores of Speaking 24, Listening 22, Reading 22, Writing 21.
    - Test score is valid for two years.
    - Completion of an undergraduate or graduate degree in the U.S.
    - "Completion of an undergraduate or graduate degree outside of the U.S. from an approved country on the list issued by the State Board of Educator Certification (SBEC)."



With every status change, the Office of Teacher Preparation will send a notification to you Ace Mail.

- These emails will carry detailed, time-sensitive instructions.

If your application is denied

- If your application is denied for any reason, including failure to accept an Offer or to pay the non-refundable Texas Education Agency (TEA) fee, you must submit a new application.

If you are inactive

- If you become inactive in the Teacher Preparation Program, you must reapply for Admission.
  - Please be aware you will be required to pay the non-refundable Texas Education Agency (TEA) fee again upon re-Admission.
  - Also, if your status is "Inactive" with the university, you must also reapply to the university.

### **Retention/Exit Policy for A&M-Texarkana Educator Preparation Programs**

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

-2.8 Undergraduate GPA or 3.0 Graduate GPA

-No grades below "C" in major/professional development areas or Unsatisfactory in Practicum/Internship courses

-No violation of the university [Student Code of Conduct](#)

-No violation of the [TEA Educators' Code of Ethics](#)



**Program Costs**

There are non-refundable fees that may or may not be covered by financial aid, scholarships, Veterans benefits, etc. You are responsible for understanding the costs and making arrangements accordingly.

**We do our best to keep this list up to date, but third parties may add or change fees without notice.**

Educator Preparation Program Requirements	Description	Fees
<b>Admission</b>	University Application	\$10.00 - \$75.00 non-refundable See <a href="#">University Admissions</a> Admission costs also include the cost of the PACT exam, usually around \$120.00
	Application to the Educator Preparation Program / Texas Education Agency (TEA) Technology Fee	\$35.00 non-refundable
<b>Courses</b>	University Tuition and Fees	See <a href="#">Tuition and Fee Information</a>
<b>Field-Based Semester</b>	Application for Blocks or Observations	\$0 - no application fee
	Background Check*	
	University Tuition and Fees	See <a href="#">Tuition and Fee Information</a>
	Transportation	Students are responsible for transportation to and from the Field Experience campus.
<b>Testing (Certification Exams)</b>	Application for Test Approval	\$0 - no application fee
	Testing Vendor Registration Fee	\$116.00 to 136.00 non-refundable (per exam, per attempt)
	Test Preparation	Teacher Candidates are responsible for purchasing their own study materials.
<b>Clinical Teaching</b>	Application for Student Teaching	\$0 - no application fee
	Background Check*	
	University Tuition and Fees	See <a href="#">Tuition and Fee Information</a>
	Transportation	Student Teachers are responsible for transportation to and from the Student Teaching campus.
	Cost of Living	Student Teaching is unpaid, but it requires the time commitment of a full-time job. Student Teachers are advised against employment during the Student Teaching semester.
<b>Eagles Teach Internship<sup>3</sup></b>	Fingerprinting/Background Check*	\$49.00 non-refundable
	University Tuition and Fees	See <a href="#">Tuition and Fee Information</a>
	Application for Probationary Certificate	\$78.00 non-refundable



Educator Preparation Program Requirements	Description	Fees
	Transportation	Interns are responsible for transportation to and from the internship assignment.
	Cost of Living	An Internship is a paid, full-time position. Interns are advised against accepting other employment during the Internship.
Issuance of Standard Certificate	Fingerprinting/Background Check*	\$49.00 non-refundable
	TEA State Application Fee	\$78.00 non-refundable



## Completing an Admissions Application for Teacher Preparation Program

Application for admission to the Teacher Preparation Program is completed through TK20 at <https://tamut.tk20.com>

### Creating an Admissions Account

1. Click on the **Admissions** tab located at the bottom of the login page, then select the link [Click here to create your account.](#)
2. Complete any fields marked by an asterisk (\*) and fill in the CAPTCHA word as directed.
3. When you are finished, click  Your username and password will be provided on the login page, and you can use these credentials to log in to your new Tk20 account.

*Note: If you already have an active TK20 account, you do not need to create an admissions account. Contact your school's Tk20 Unit Administrator if you have problems with this step.*

### Creating an Admissions Application

To create your admissions application:

1. After you login using your admission account username and password, then select 
2. Select the appropriate application from the drop down menu, then select 
3. You will see general information and if applicable any checklist items that are required. Select  to continue to the next page.
4. Complete the Application. Any fields with an asterisk (\*) must be filled in before the system will let you submit.
5. Once you have started an application, you have 3 options:
  - **Submit:** This option submits your application for final review.
  - **Save:** Click this at any time to save your progress and return at a later time to finish the application.
  - **Close:** Exit the application without saving or submitting any changes.

*Note: If an application has a picture of a lock by it, it has already been submitted and will need to be recalled or re-opened for editing by an administrator.*

### Returning to a Saved Application

To return to a saved application:

1. Click on the **Applications** tab to display a list of all application forms you have created.
2. Click the blue name of the application you wish to edit.
3. When finished editing, click **Save** or **Submit**.

*Note: If an application has a picture of a lock by it, it has already been submitted and will need to be recalled or re-opened for editing by an administrator.*



## Recalling a Submitted Application

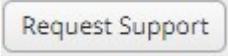
If you need to make a change to a submitted application, you can recall it unless the application review has begun.

1. Click on the **Applications** tab to display a list of the application forms you have created.
2. Click the blue name of the application you wish to recall.
3. Click the **Recall** button on the top right-hand corner of the page.
4. Make the needed changes and click **Save** or **Create**.

*Note: If you are unable to recall your application, you will need to contact an administrator for help in re-opening your application for editing.*

## Help Resources

### Tk20 Support:

Contact Tk20 Support by clicking  after the log-in page.

## Advising and Catalog

For current degree plan information, please access the Texas A&M-Texarkana [catalog](#) for the most current information.

Students should also contact their faculty advisor in the Teacher Education program to ensure the correct courses are taken in sequence to achieve a timely schedule for graduation and ensure correct courses are completed.

## Education Faculty Advisors:

Dr. Abbie Strunc - 903-223-3030 [astrunc@tamut.edu](mailto:astrunc@tamut.edu) UC 260L  
Assistant Professor of Education and Chair of Teacher Education

Laura Currey - 903-434-8322 [laura.currey@tamut.edu](mailto:laura.currey@tamut.edu) UHS, NTCC  
Early Childhood-6th Grade (EC-6), Special Education, Bilingual and Secondary (Grades 7-12) Education, NTCC campus

Melba Foster - 903-223-3117 [melba.foster@tamut.edu](mailto:melba.foster@tamut.edu) UC 260Q  
Clinical Faculty and Instructor of Education, EC-6 Advisor

Dr. LuzMary Rincon - 903-223-3034 [luzmary.rincon@tamut.edu](mailto:luzmary.rincon@tamut.edu) UC 260P  
Bilingual Education and ESL

More Questions? Email - [education@tamut.edu](mailto:education@tamut.edu)



## Graduate Admissions

### Admission Requirements:

1. Bachelor's Degree
2. 2.80 GPA (Cum or Last 60)
3. Pass TExES PACT test in area you plan to teach.
4. Oral Interview with ACP Director
5. Once admission is accepted, a \$35 TEA technology fee is added to your account.

### Admission Steps:

1. Pass TExES PACT test – [Registration Instructions](#) **Very important:** Use registration procedure for PACT - Pre-Admission Content Test.
2. Apply for Admission to the University as a Graduate Non-Declared with Teaching Certification with start date of Summer I. <https://www.applyweb.com/texasamu/index.ftl>
3. Apply for admission to the Eagles TEACH ALT through Tk-20. Applications are available December through April. Submission **deadline is April 30**. The application fee is added upon submission of the application. Website: <https://tamut.tk20.com>
4. Schedule an interview with Eagles Teach ACP by emailing [acp@tamut.edu](mailto:acp@tamut.edu).
5. Out of Country Applicants to the teacher preparation programs must also meet ONE of the following:
  - Verification of satisfactory score on the Test of English as a Foreign Language- Internet Based Test (TOEFL-iBT). All four portions (listening, speaking, reading, and writing) are used to calculate the score. Candidate must obtain minimum of Speaking 24, Listening 22, Reading 22, Writing 21.
  - Completion of an undergraduate or graduate degree in U.S.
  - V Completion of an undergraduate or graduate degree earned at an institution of higher education in a [country outside of the United States approved by the State Board for Educator Certification \(SBEC\)](#).

### What Happens Next?

1. After review of file, an offer of Admission email will be sent to those that meet all requirements. Admission Acceptance response required. \$35 TEA technology fee added when the application is submitted.
2. Enroll in Summer I coursework. Follow [Curriculum Map](#).

Please contact [acp@tamut.edu](mailto:acp@tamut.edu) for advisement before applying to a master's degree program. Below is information on two master's degrees that accept some ACP coursework.

### If degree seeking:

**MS in Education in Curriculum & Instruction with Teacher Certification - C&I (Advisor: Dr. Abbie Strunc [abbie.strunc@tamut.edu](mailto:abbie.strunc@tamut.edu))**

- Requires additional CORE education course work beyond certification courses: ED 520, ED 547, ED 573, ED 590.
- Requires completion of Comprehensive Exam on CORE courses month prior to graduation.
- Appropriate degree for those seeking administration or curriculum coordinator positions in the future.
- Usually best degree choice for EC-6 Candidates.

**MS in Interdisciplinary Studies with Teacher Certification - MSIS (Advisor: Dr. Del Doughty [ddoughty@tamut.edu](mailto:ddoughty@tamut.edu))**

- Requires additional CORE courses for degree
- May use most of required ACP certification courses
- Allows for a supplemental content area (9 hrs.)
- Contact Dr. Doughty for additional information.

### Field Experience-Two Ways to Complete:



Candidates are eligible for Field Experience (Internship or Clinical Teaching) after program Admission, 30 hours of observation and completion of 12 SCH of coursework during the summer (ED 506, ED 508, ED 530, ED 557) Please see Pt. 3: Field Experience.

- Year-Long Paid Internship: Employed as Teacher-of-Record under Internship Certificate and having been admitted to ACP.
- Clinical Teaching: One semester of unpaid co-teaching. Must complete Notice of Intent in Tk20.

**Questions:** Call 903/223-3132 or email [acp@tamut.edu](mailto:acp@tamut.edu).

### Coursework

Alternative Certification Program candidates (ACP) complete courses listed on their certificate plan. Some of those courses will count toward either a Master of Science in Curriculum and Instruction with Teacher Certification or a Master of Science in Interdisciplinary Studies with Teacher Certification. Students are encouraged to apply to the graduate program and complete their master's degree after receiving their certification. Your ACP advisor can assist you in determining if it is best to start out non-degree seeking, teacher certification or degree seeking. The completion of both is based on individual circumstances and goals. Candidates will receive a Certificate Plan for teaching certification completion from the ACP Office.

*Please note: Per Texas Education Code 21.0452(b)(5), starting fall 2019 A&M-Texarkana will assess all students entering the alternative certification program in ITED 511. The coursework will differentiate based upon student level of competency in standards for 1) [TEA technology standards for all teachers](#) and 2) [ISTE standards for educators](#).*

*ITED 511 – Teaching with Emerging Technologies*

So how do you start?

Steps:

1. Review the Curriculum Map and certificate plan below.
2. Contact the ACP Office for advisement on certificate plan and program questions. [acp@tamut.edu](mailto:acp@tamut.edu) or 903-223-3132.
3. If degree seeking, meet with master's degree advisor to develop a plan to complete Master's degree.

If circumstances change, student is responsible for scheduling a meeting with the Alternative Certification Program (ACP) Advisor and Degree Advisor (if degree seeking) to update certificate and degree plans. Some course work completed for certification will count towards a Master's degree in Curriculum and Instruction OR Master's in Interdisciplinary Studies (see **Admission** for degree information).



### Eagles TEACH - ALT (ACP) Curriculum Map

*Use for Certification Planning Purposes Only: See Degree Advisor for Courses for Degree Completion*

Admission required prior to starting coursework			
Admission Requirements	Admission Steps	Admission	What happens next
2.80 GPA (Cum or last 60) Bachelor's Degree Pass Pre-Admission Content Test (PACT) Oral Interview Once admission is accepted, payment of \$35.00 TEA mandated Assessment fee required	Pass Pre-Admission Content Test (PACT) Apply for Admission to University as Graduate-Non- Degree Seeking, Teaching Certification Apply for Admission to Alternative Certification Program (ACP) through Tk-20 by April 30 <a href="http://www.tamut.tk20.com">www.tamut.tk20.com</a> Oral Interview with Director of Teacher Preparation or C&I Coordinator	After review of file, offer of Admission email will be sent to candidate Acceptance response required from candidate Begin P-12 classroom observations Enroll in Summer I coursework	If employed, submit documents and apply for probationary certificate. If not employed, consider Fall or Spring Clinical/Student Teaching. Apply during month of July for Fall and September for Spring though Tk20. Attend the Spring "Career Fair" and begin job hunt. Prior to completing internship or clinical teaching, attend TEXES PPR Test Prep. Take/Pass PPR.

Summer 1 (10 Weeks)			
ED 506 Web-enhanced + 15 hours of classroom observation ED 508 Web-enhanced			
Summer 1 (5 weeks)	Summer 2 (5 weeks)	Fall	Spring
ED 530	ED 557 (5 weeks) + 15 hours of classroom observation  If unemployed, submit Intent for Clinical Teaching in Tk20 for placement in public school. Notice of Intent due by July 31.	SPED 540 ED 485, if employed, enroll fall and spring (\$250 mentor fee assessed) <u>Elementary Only</u> RDG 501  ED 410 - If unemployed and placed in school district, enroll in ED 410. If planning to apply for Clinical Teaching in Spring, complete Notice of Intent in TK20 by September 30.	ITED 511 ED 485, if employed, enroll fall and spring (\$250 mentor fee assessed) <u>Elementary Only</u> RDG 562  <u>Secondary Only</u> RDG563  ED 410 – If unemployed and placed in school district, enroll in ED 410.

	ACP Required Courses	When Offered
ED 506	Classroom Management & Basic Law	Summer 1 (web enhanced course) 10 weeks
ED 508	Introduction to Teaching	Summer 1 (web enhanced course) 10 weeks
ED 530	Human Growth & Development for Educators	Summer 1 (online course)
ED 557	Innovative Learning Centered Teaching Strategies	Summer 2 (online course)
SPED 540	Intro to Individuals w/Exceptionalities	Fall (online course)
ITED 511	Teaching with Emerging Technologies	Spring (online course)
<b>Required for all certifications EXCEPT EC-6: (3 hrs.)</b>		
RDG 563	Reading in the Content Areas	Spring (online course)
<b>Required for EC-6 certification ONLY: (6 hrs.)</b>		
RDG 501	Fundamentals of Reading Instruction (Req. for EC-6 only)	Fall (online course)
RDG 562	Prescriptive Reading (Req. for EC-6 only)	Spring (online course)
<b>Teaching Practicum: (Counts toward certification only)</b>		
ED 485	Internship (3 SCH) (must be repeated for a total of 6 semester hours)	Fall, Spring
<b>OR</b>		
ED 410	Clinical Teaching Practicum (6 hrs.)	Fall, Spring



## Eagles Teach ACP Teaching Certificate Plan

Certificate Requirements		
<b>Major Courses:</b>		
ED 506	Classroom Management and Basic Law for Teachers	3
ED 508	Introduction to Teaching	3
ED 557	Innovative Learner-Centered Strategies for Student Success	3
ED 530	Human Growth and Development for Educators	3
ITED 511	Teaching with Emerging Technologies	
SPED 540	Introduction to Exceptionalities	3
<b>Select one of the following certifications:</b>		
<b>Elementary certification:</b>		
RDG 501	Fundamentals of Reading Instruction	3
RDG 562	Prescriptive Reading	3
<b>Secondary certification:</b>		
RDG 563	Teaching Reading in the Content Area	3
<b>Teaching Practicum</b>		
ED 485	Internship (Must take 3 SCH in fall and spring and meet criteria as outlined.)	6
ED 410	Clinical Teaching	6
<b>Approved Elective</b>		<b>27 – 30 hours</b>

\*\*This is NOT a degree plan. It is a certificate plan and should be discussed each semester with your faculty advisor. Please contact Dr. Abbie Strunc, [astrunc@tamut.edu](mailto:astrunc@tamut.edu).

*NOTE: Courses taken prior to Admission into the ACP may not count toward teacher certification.*

Spring Clinical (Student) Teaching applications are available September 1 to September 30.

Login into Tk20 <https://tamut.tk20.com> using your FREE applicant account. Complete "Notice of Intent for Clinical Teaching (Alternative Certification Program).



## Chapter 2 – Certification Testing and Test Preparation

### TExES Test Preparation and Testing

The Texas Education Agency (TEA) has specific requirements for becoming a classroom teacher. One of these requirements is passing scores on state-approved certification exams.

TExES: Texas Examination of Educator Standards. The tests contain multiple-choice/selected-response questions and may include constructed response questions (e.g., open-ended written or oral responses). Tests are administered by a state-approved vendor. TExES exams include:

- Content Exam: The *subject* you want to teach. Candidates pursuing certification in Core Subjects EC-6, Core Subjects 4-8, English, Language Arts, and Reading 4-8, and ELAR/Social Studies 4-8 are also required to pass the Science of Teaching Reading exam.
- PPR: *Pedagogy and Professional Responsibility*. This exam is a required assessment for all Texas teachers; it is not a certification area in and of itself.

A minimum of two tests (PPR & Content Tests) are required for standard certification.

Teacher candidates will be approved to register for a TExES certification Exam upon the completion of the following:

Admission to the TPP program, AND

Successful completion of a test preparation workshop conducted by faculty at either Main campus or NTCC with a score of 80% on each area required for certification (content and PPR).

Computer-based TExES exams are offered several times a month in approved testing centers.

Undergraduate certification students are responsible for meeting all test preparation and testing requirements for certification prior to registering for Clinical Teaching. Candidates not successful on a TExES examination must make an appointment with any education instructor to create a new study plan to supplement the plan created at the test preparation workshop. The student presents the TEA examination score report and the instructor guides the student through an item analysis to identify areas of strengths and areas for improvements by competency. The test profile is used to construct a study plan and locate resources to enhance readiness for the next attempt. The study plan is forwarded to the Certification Coordinator and copied for the students use.

Practice retests will be administered in a testing center, workshop, or by appointment with a faculty member. Only representative tests are accepted as valid scores.

If candidate does not meet testing requirements, candidate may change major or earn a BSIS degree without certification by substituting ED 495 with a non-field experience course. Student may apply for certification through Alternative Certification and take Pre-Admission Content Test (PACT) as part of admission process IF they were not previously approved by TAMU-T for a TExES certification test.

In accordance with State Board of Educator Certification (SBEC) rules, students are limited to a maximum of five attempts on any certification exam.



Any candidate in the A&M-Texarkana TPP must score 80% or above on all required practice tests before being released to register for TExES exams. Candidates taking Core Exams (EC-6 and 4-8) must score 80% on each domain.

### **Undergraduate Testing Timeline**

Junior Year, 1st Semester: Candidates should request permission to test from Certification Office upon completion of test preparation and passing a program-administered representative test. Students register for PPR (TExES # 160) upon completion of successful test preparation and passing a program-administered representative test.

Junior Year, 2nd Semester Candidates should request permission to test from Certification Office upon completion of test preparation and passing a program-administered representative test.

Senior Year, 1st Semester: Candidates must pass all tests required for certification prior to beginning Clinical Teaching.

Registration for TExES Test: [http://www.tx.nesinc.com/PageView.aspx?f=GEN\\_Register.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Register.html)

Step-by-Step Guide for TExES Testing Website: [http://www.tx.nesinc.com/PageView.aspx?f=GEN\\_Steps.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Steps.html)

### **Alternative Certification Testing**

Candidates seeking certification through alternative certification must pass a PACT (Pre-Admission Content) Test administered through the TExES testing vendor before they will be considered for admission to the program. Candidates will be required to pass all TExES content exams required for their certification area and the PPR exam before beginning the clinical teaching semester or the second semester of internship.

Teacher candidates will be approved to register for a TExES content or PPR exam upon the completion of the following:

Successful completion of a test preparation workshop conducted by faculty at either Main campus or NTCC with a score of 80% on each area required for certification (content and PPR).

Candidates not successful on a TExES examination must make an appointment with any education instructor to create a new study plan to supplement the plan created at the test preparation workshop. The student presents the TEA examination score report and the instructor guides the student through an item analysis to identify areas of strengths and areas for improvements by competency. The test profile is used to construct a study plan and locate resources to enhance readiness for the next attempt. The study plan is forwarded to the Certification Coordinator and copied for the students use.



## Study Resources for Preparing for TExES Content and PPR Tests

Visit our website for additional information.

Alternative Certification Program – [www.tamut.edu/acp](http://www.tamut.edu/acp), click on Certification Testing

Undergraduate Program – [www.tamut.edu/tpp](http://www.tamut.edu/tpp), click on Certification Testing

Most resources listed below are free to students enrolled in a teacher preparation program at Texas A&M University-Texarkana.

- TExES Preparation Manuals are available for each certification area and the PPR at [http://www.tx.nesinc.com/PageView.aspx?f=GEN\\_PreparationMaterials.htm](http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.htm). In addition to study guides, a few interactive practice tests are available for Math 7-12, Science 7-12, BTLPT (Spanish) and PPR.
- TExES Exam Practice Tests are available at <http://www.texaspractice.com>
- The Education Department offers Test Preparation Workshops for PPR test for students already admitted to the Teacher Preparation Program. A practice test will be given during workshop. Personalized profile of test results is broken down by domain and competency. Go to either program's website (see above), click on "Certification Testing", "TExES Test Preparation Flyer" for dates, locations and registration information.
- T-Cert (TExES-Certification Exam Review for Teachers) has study modules, practice tests and videos for EC-12 PPR, 4-8 and 7-12 math, 4-8 and 7-12 science, EC-6 Core Subjects, EC-12 Special Education, ESL and Bilingual (BTLPT). <http://pact.tarleton.edu/tcert/> The \$30 fee is waived for Texas A&M University students.
- Study guides and flash cards may be checked out from the Reserve Desk in the Library on 3<sup>rd</sup> Floor of Main Campus. For electronic list, click on following link. <http://milli.tamut.edu/search~/a?searchtype=t&searcharg=texas>
- Videos demonstrating how to solve test questions. <http://www.mometrix.com/academy> Then enter search words in box titled "Search Mometrix Academy" such as fractions, algebra, Generalist EC-6, TExES, etc.
- Online full length reviews for a wide selection of TExES exams are available for purchase at [www.certifyteacher.com](http://www.certifyteacher.com). Most are available for \$55.
- There are many study guides and other resources available. Some for purchase and others are free. *Helpful Hint: Use your web browser's search engine and enter "TExES review."*
- See your advisor or contact [Amy.Miller@tamut.edu](mailto:Amy.Miller@tamut.edu) for additional resources and support.

Updated December 2019



## Program Portfolio

Undergraduate teacher candidates are required to complete the program with a portfolio to document their preparation. This is a requirement of their Student Teaching course (i.e. ED 495, ED 496). Students should keep electronic copies of all work completed throughout the program (e.g. papers, discussion posts, etc.). It is recommended that students organize their work in electronic folders assigned for each of their education courses (ED, SPED, RDG, ITED).

Candidates who do not have documentation of preparation from coursework (e.g. course waived due to transfer) must meet with TPP Director to determine appropriate manner to document coursework of those course(s) in Portfolio.

Education course syllabi will identify a minimum of two assignments in the course for portfolio submission. Courses required to identify assignments are listed on Program Portfolio Rubric (see next slide).

The Program Portfolio is due in Tk20 at the end the last semester prior to completion of coursework (December or May). Specific portfolio information requirements will be provided at Student Teaching Orientation.

Students are encouraged to manage their portfolio throughout their career as a professional educator. Tk20 allows A&M-Texarkana candidates and graduates to prepare a Professional Portfolio that can be accessed up to 7 years from the date of purchase.



TK20 Portfolio Documents

<p>1. <i>Candidate Introduction: ED 496 Student Teaching/Last Intern Semester</i></p>	<p><i>Cover Letter, Resume, Philosophy of Teaching and Ethics Statement</i> SLO 1, 2, 3, 4, 7</p>	<p><b>Cover Letter</b> should state your goal of becoming a teacher. Each teaching job you apply for should have a revised cover letter (Use standard business letter format with your signature) that meets the specific criteria for the job opening. This is your generic copy. <b>Resume</b> This important document should be a one page, well prepared representation of your accomplishments. Use bullets and seek assistance in getting it polished to perfection. <b>Ethics statement</b> should be a brief summary and reflect the importance of being an ethical teacher.</p>
<p>2. <i>ED 311, (Human Growth and Development) ED 530 /ED 506/ED 508/ED 557</i></p>	<p><i>Child Development, Learning Theories, Motivation</i> SLO 1, 2, 3, 4, 6</p>	<p><b>Piaget Activity</b> - Piaget Conservation Tasks <b>Philosophy of Teaching</b> should concisely state your beliefs about teaching and learners, classroom environment, student expectations, etc.</p>
<p>3. <i>ED 311 or ED 508</i></p>	<p><i>Curriculum Development &amp; Lesson Planning</i> SLO 1, 2, 3, 4, 6</p>	<p>Reflections with Domains and Competencies (4)</p>
<p>4. <i>ED 331 and/ or ED 506/ED 508</i></p>	<p><i>Classroom Management and Motivation</i> SLO 1, 2, 3, 4, 6</p>	<p>Classroom Management Plan PBIS Report</p>
<p>5. <i>ED 321 or ED 486/487 ED 508</i></p>	<p><i>TEKS Organization, TEKS Content, Pedagogy &amp; Instructional Strategies</i> SLO 1, 2, 3, 4, 5, 6</p>	<p>Unit Plan includes: Title Page, TEKS Scope &amp; Sequence, Lesson Plan 1(5E Model: assignment or activity, assessment) Lesson Plan2 (Madelyn Hunter Model: assignment or activity, assessment) Reflection  4 Lesson Critiques  Practice Teaching Segment</p>
<p>6. <i>ITED 350 or ITED 511</i></p>	<p><i>Instructional Technology</i> SLO 1, 2, 3, 4, 6</p>	<p>Final project (eportfolio/website); a brief description of technology tools used in the classroom (SmartBoard, on-line grade book, etc.); list of links to useful websites and videos for teaching specific TEKS; Webography; Critical Analysis of lesson videos (include links to teaching video)</p>
<p>7. <i>All Reading Courses: RDG 350, RDG 352, RDG 354, RDG 343, RDG 501, RDG 562, RDG 563</i></p>	<p><i>Reading Instruction and Strategies students with Dyslexia</i> SLO 1, 2, 3, 4, 6</p>	<p>RDG 350: 90 Minute Literacy Block Lesson Plan;  RDG 352: Text/Media Project Book Trailer and Comparison Assignment; RAFT Comprehension Strategy  RDG 343: Unit of Study Lesson Plan; STAAR Question Stem and Vocabulary Analysis</p>



		<p>RDG 354: Case Study Report; Intervention Tool Kit Group Project;</p> <p>RDG 501: 90 Minute Literacy Block Lesson Plan; Science of Teaching Reading Paper</p> <p>RDG 562: STAAR Study; Unit of Study; Literacy Strategies Project;</p> <p>RDG 563: Dyslexia and EL Project; Unit of Study Plan</p>
8. SPED 410 or SPED 540/ED 557	<i>Cultural and Linguistically Diverse Students; Special Populations; Dyslexia Characteristics &amp; Identification</i> SLO 1, 2, 3, 4, 6	Characteristics of ELL and students with exceptionalities including dyslexia; modules and projects completed; final reflection from the ELL field experience report (last two pages); final reflection from the SPED field experience report (last two pages); journals/reflection from dyslexia modules; book review reflection;
9. SPED 418 ED 508/ED 557/ SPED 540	<i>Classroom Assessment and Differentiated Instruction</i> SLO 1, 2, 3, 4, 6, 7	SPED 418: Brain-based Action Research Reports; Understanding by Design Unit of Study; Differentiation using Brain-based research
10. TExES Preparation Workshops	<i>PPR Test Study Plan, Content Test Study Plan,</i> SLO 1, 2, 3, 4, 5, 6, 7	TEA examinee score report



## Chapter 3 – Field Experience

According to the Texas Education Agency, there are specific requirements to becoming a classroom teacher. The State Board of Educator Certification (SBEC) and the Texas Education Agency have determined specific requirements for becoming a classroom teacher in the state of Texas. One of these requirements is satisfactory completion of field-based experiences. Field-Based Semester Experience is an introductory experience involving reflective observation of K-12 students, teachers, and faculty/staff members engaging in educational activities in a public school setting. Clinical teaching is also known as student teaching. A&M-Texarkana uses a co-teaching model, pairing each teacher candidate with an experienced classroom teacher as part of an Instructional Leadership Team. The rules and procedures governing field experiences can be found in the Clinical Experience Handbook.

Please find the Clinical Experience Handbook [here](#).

Additionally, the following pages include the Clinical Teacher Commitment Contract, Educator Code of Ethics, and a Code of Ethics Affirmation. These documents require signed copies to be submitted to the program in as a successful initiation into field-based and clinical teaching semesters. This is in addition to the documents and paperwork discussed in the [Clinical Experience Handbook](#).



## Clinical Teacher Commitment Contract

I, the undersigned understand that I have been accepted into the student teacher program in the educator preparation program, authorized by Texas A&M University-Texarkana, the State Board of Educator Certification, and the Texas Higher Education Coordinating Board. I also understand that to participate in that program I must:

1. Commit that during my clinical teaching, I will adhere to the Educator Code of Ethics and the standard practices of Texas teachers.
2. Commit to full participation in the educator preparation program field-based program.
3. Commit that , during my clinical teaching, I will be with my cooperating teacher in the classroom, in workshops and/or seminars all day Monday through Friday, and will follow the time schedule of the ISD.
4. Commit to the understanding that during my clinical teaching, I am not to receive compensation except for extenuating circumstances with the permission of A&M-Texarkana stakeholders and the ISD.
5. Commit to maintaining all the academic requirements of A&M-Texarkana, relative to teacher education. I understand that, in order to be approved to begin field-based and clinical teaching, I must be approved (a) by Texas A&M-Texarkana faculty, (b) meet the minimum 2.8 gpa requirements for acceptance into clinical teaching: no grade below a C in my area of specialization, in all professional education and reading courses, and any other prerequisites to the field-based or clinical teaching.
6. Commit to professionalism. I will exhibit the professional behaviors an educator who is committed to teaching excellence, classroom learners, and to personal and professional growth. Professional behaviors include, but are not limited to professional dress, completing assigned work on time and completed to the best of one's ability, adhering to professional confidentiality standards (FERPA), being prompt with appointments and meetings, attending the placement with fidelity and minimal absences, demonstrate the ability to accept constructive criticism, and exhibit a growth mindset.
7. Commit, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I commit to think like a teacher, not a student. I will think of myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether I am in charge or not, continually seek information from my cooperating teacher and A&M-Texarkana faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become an excellent teacher.
8. Commit to self-learning and self-improvement, i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in the process of "becoming" more and more effective.
9. Commit to the belief that all children can learn. I welcome the opportunity to learn to teach children of various diversities and abilities, and I believe that all participants in my program (including K-12 teachers, A&M-Texarkana faculty, field-based students, clinical teachers, and children) will be both teachers and learners.



- 10. Commit to the understanding that the program I am in is developmental, i.e. not static but evolving, changing, and improving, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program.
- 11. Commit to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or videotaped, to be photographed, to be interviewed, to participate in studies related to the education of teachers, and to have my good work exhibited to other professional educators.
- 12. Commit to membership in one of the professional teacher organizations and obtain liability insurance.

\_\_\_\_\_  
Teacher Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Candidate's Printed Name



## Educator Code of Ethics

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*The Code of Ethics and Standard Practices for Texas Educators is located in the Texas Administrative Code Title 19, Part 7, Chapter 247, Rule 247.2 and may be found on the State Board for Educator Certification website at [www.sbec.state.tx.us](http://www.sbec.state.tx.us) under Certification Rules.*

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty.

The Texas educator, in exemplifying ethical relationships with colleagues, shall extend just and equitable treatment to all members of the profession.

The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.

The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

### Standard 1. Professional Ethical Conduct, Practices and Performance

1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
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.
3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
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, or other persons or organizations in recognition or appreciation of service.
6. The educator shall not falsify records, or direct or coerce others to do so.
7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.
8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

### Standard 2. Ethical Conduct Toward Professional Colleagues

1. The educator shall not reveal confidential health or personnel information concerning colleagues unless



disclosure serves lawful professional purposes or is required by law.

2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluations, and dismissal of personnel.
4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

### Standard 3. Ethical Conduct Toward Students

1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the student's learning, physical health, mental health, or safety of the student or minor.
3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
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, sex, disability, national origin, religion, or family status or sexual orientation.
5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
6. The educator shall not solicit or engage in sexual conduct or romantic relationship with a student.
7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
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:
  - 1) The nature, purpose, timing, and amount of the communication;
  - 2) The subject matter of the communication;
  - 3) Whether the communication was made openly or the educator attempted to conceal the communication;
  - 4) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - 5) Whether the communication was sexually explicit; and
  - 6) 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.

## Code of the Ethics Affirmation

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I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

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I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, (as amended to be effective December 26, 2010) and shall abide by all enforceable standards of this rule.

Student Name (Printed): \_\_\_\_\_

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

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



## Chapter 4 – Issuance of Standard Certificate

Teacher candidates apply for Standard Certification in the last month of their final semester.

The Teacher Preparation Program will review Teacher Candidates for standard certification when the candidate has completed the following:

Required course work for certification

Undergraduate students are awarded their bachelor's Degree (Refer to Degree Works).

Graduate students are awarded their master's degree (Refer to DegreeWorks). Alternative Certification students complete required courses for certification (no grade below a "C"; see degree plan for appropriate certification).

Successful Completion of field-based and clinical teaching semesters.

Students who receive a U in Clinical Teaching are not eligible for Admission into a different certification area.

Passed scores on all required TeXes exams.

Approved Portfolio

Complete Texas Education Agency Application for Standard Certification

**You are not automatically certified upon completion of the Educator Preparation Program. You must submit an application for issuance of the Standard Teaching Certificate.**

**To apply for Texas Standard Teacher Certification:**

- Go to the Texas Education Agency (TEA) website: [www.tea.state.tx.us](http://www.tea.state.tx.us)
- Select the "TEAL Login." You already have a user name and password.
- Log in and click the hyperlink "View My Educator Certification Account". From the menu on the left, select Application, then Standard Certificate Texas Program. If you were a traditional undergraduate or a degree-seeking graduate student, you are requesting recommendation from Texas A&M University-Texarkana (University Based). Non-degree seeking students will request recommendation from Texas A&M University-Texarkana (Alternative).
- Pay the remittance fee and complete fingerprinting requirements. Direct all questions about fingerprinting to the TEA Fingerprinting Helpdesk [https://tea.texas.gov/Texas\\_Educators/Certification/Fingerprinting](https://tea.texas.gov/Texas_Educators/Certification/Fingerprinting)
- Once we have verified completion of all program requirements, we will recommend the candidate for certification. NOTE: If you have technical issues with the application, submit a request with screenshots to the TEA Helpdesk <https://helpdesk.tea.texas.gov/hc/en-us> or call 512.936.8400.



**Adding Other Certifications:**

- Certification by Examination – An educator who holds an appropriate Texas classroom teaching certificate may add additional classroom certification areas by successfully completing the appropriate content examination for the area(s) sought.
- Adding Additional Certifications [https://tea.texas.gov/Texas\\_Educators/Certification/Additional\\_Certifications](https://tea.texas.gov/Texas_Educators/Certification/Additional_Certifications)



## Important Contact Information and Links:

Contacts:

[education@tamut.edu](mailto:education@tamut.edu)

[acp@tamut.edu](mailto:acp@tamut.edu)

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Instructor of Education and Coordinator of Field Experiences/ EdTPA

**Katheryn Hartshorn** – 903-223-3048 [khartshorn@tamut.edu](mailto:khartshorn@tamut.edu) UC 260B  
Instructor of Education and Certification Coordinator

**Amy Miller** – 903-223- 3044 [amiller@tamut.edu](mailto:amiller@tamut.edu) UC 260A  
Teacher Certification Administrative Associate III

[Teacher Preparation Calendar](#)

[Test preparation resources](#)

## Complaint Policy for A&M-Texarkana Educator Preparation Programs

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. Any of the persons previously mentioned may seek resolution without fear of retribution. Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the University Rules and Procedures.

Formal Process for complaints against the TPP at A&M-Texarkana must be submitted in accordance with the following procedures: 1. Individual “files” a complaint by submitting a written letter regarding the complaint to the Teacher Prep Program in writing. College Dean or designee will be available to answer questions regarding the submission of the complaint and provide assistance as needed. 2. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission. 3. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator’s receipt of the complaint. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision. Appeals Process An individual may appeal the decision of the designated



administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal and may conduct an additional investigation.