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Updated 03/2022
Mission Statement

The School of Education (SOE) will prepare students for careers in education and prepare them to serve in linguistically and culturally diverse communities in the North Texas region and beyond. The SOE strives to strengthen area school districts in the UNT-Dallas community with high quality teachers who will ultimately serve under resourced youth. The SOE also works directly with school district and community college partners to support recruiting. We are also actively engaged with students and alumni to improve student retention and graduation rates.
Description of Certification Programs (upon successful completion of program and passing state exams)

**Interdisciplinary Studies Degree with EC-6 and ESL Certification.** Students receive a Bachelor of Science in Interdisciplinary Studies with an Early Childhood through grade 6 Generalist and supplemental English as a Second Language (ESL) Texas state certification. ([course sequence](#))

**Interdisciplinary Studies Degree with EC-6 and Bilingual Certification.** Students receive a Bachelor of Science in Interdisciplinary Studies with an Early Childhood through grade 6 Generalist and Bilingual Supplemental Texas state certification. ([course sequence](#))

**Interdisciplinary Studies Degree with EC-6 and Special Education EC-12 Certification.** Students receive a Bachelor of Science in Interdisciplinary Studies with an Early Childhood through grade 6 Generalist and a Special Education Texas state certification. ([course sequence](#))

**Interdisciplinary Studies Degree with 4-8 Mathematics and ESL Certification.** Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in grades 4-8 mathematics and a supplemental certificate in English as a Second Language (ESL). ([course sequence](#))

**Interdisciplinary Studies Degree with 4-8 English, Language Arts and Reading and ESL Certification.** Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in grades 4-8 English, language arts and reading, and a supplemental certificate in English as a Second Language (ESL). ([course sequence](#))

**Interdisciplinary Studies Degree with 4-8 Science and ESL Certification.** Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in grades 4-8 science and a supplemental certificate in English as a Second Language (ESL). ([course sequence](#))

**Interdisciplinary Studies Degree with 4-8 Social Studies and ESL Certification.** Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in grades 4-8 social studies and a supplemental certificate in English as a Second Language (ESL). ([course sequence](#))

**Bachelor of Arts in Biology with Secondary Teacher Certification.** Students receive a Bachelor of Arts in Biology with state teacher certification in grades 7-12 Life Science. ([course sequence](#))

**Bachelor of Arts in Mathematics with Secondary Teacher Certification.** Students receive a Bachelor of Arts in Mathematics with state teacher certification in grades 7-12 Math. ([course sequence](#))

**Interdisciplinary Studies Degree with EC-12 Languages Other Than English (LOTE) - Spanish Certification.** Students receive a Bachelor of Science in Interdisciplinary Studies with a state teacher certification in all level Languages Other Than English – Spanish. ([course sequence](#))
Advising

Academic Advising is an educational process that facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and life-long learning. Advisors evaluate students’ transcripts, help students transfer credits for prior coursework, set class schedule, prepare degree plans, and track progress toward degree completion.

At UNT Dallas, students work with one of five Student Success Advisors during their first sixty credit hours. After the first sixty credit hours, students will work specifically with an advisor assigned to the School of Education.

To schedule an appointment, please email Advising@untdallas.edu with your name, ID number, major, and the date and time that works best for you. You may also stop by the Advising Office in the new Student Center to schedule your appointment.

Students can also consult with their assigned faculty program coordinator for questions related to their degree plan, substitutions, and preparation for certification testing.

<table>
<thead>
<tr>
<th>Program</th>
<th>Faculty Program Coordinator</th>
<th>Email</th>
<th>Office Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-6 Literacy and ELAR 4-8</td>
<td>Dr. Cynthia Rodriguez</td>
<td><a href="mailto:Cynthia.Rodriguez@untdallas.edu">Cynthia.Rodriguez@untdallas.edu</a></td>
<td>Dal 1 201L</td>
<td>972.338.1323</td>
</tr>
<tr>
<td>EC-6 Programs and EC-6 Bilingual</td>
<td>Dr. Patsy Sosa-Sanchez</td>
<td><a href="mailto:Patsy.Sosa-Sanchez@untdallas.edu">Patsy.Sosa-Sanchez@untdallas.edu</a></td>
<td>Dal 1 201C</td>
<td>972.338.1527</td>
</tr>
<tr>
<td>4-8 Math and Science</td>
<td>Dr. Gwen Johnson</td>
<td><a href="mailto:Gwendolyn.Johnson@untdallas.edu">Gwendolyn.Johnson@untdallas.edu</a></td>
<td>Dal 1 301B</td>
<td>972.338.1320</td>
</tr>
<tr>
<td>LOTE EC-12, EC-6, and ESL</td>
<td>Dr. Randy Bell</td>
<td><a href="mailto:Randy.bell@untdallas.edu">Randy.bell@untdallas.edu</a></td>
<td>Dal 1 201 B</td>
<td>TBD</td>
</tr>
<tr>
<td>EC-12 Special Education</td>
<td>Dr. Julie Southward</td>
<td><a href="mailto:Julie.southward@untdallas.edu">Julie.southward@untdallas.edu</a></td>
<td>Dal 1 261</td>
<td>972-338-1141</td>
</tr>
<tr>
<td>7-12 Math</td>
<td>Dr. Richard Chandler</td>
<td><a href="mailto:Richard.chandler@untdallas.edu">Richard.chandler@untdallas.edu</a></td>
<td></td>
<td>972-338-1588</td>
</tr>
<tr>
<td>EC-6 and 4-8 Social Studies</td>
<td>Dr. Crista Banks</td>
<td><a href="mailto:Crista.banks@untdallas.edu">Crista.banks@untdallas.edu</a></td>
<td>DAL 1 258</td>
<td>972-338-1138</td>
</tr>
<tr>
<td>7-12 Life Science</td>
<td>Dr. Muhammed Yousufuddin</td>
<td><a href="mailto:Muhammed.yousufuddin@untdallas.edu">Muhammed.yousufuddin@untdallas.edu</a></td>
<td></td>
<td>972-338-1528</td>
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</tbody>
</table>

TK20

Undergraduate education courses require assignments that must be uploaded and assessed in the UNT Dallas Tk20 Assessment System. This is a one-time purchase completed during EDUC 3320 Foundations of Teaching. You can purchase your TK20 student account at https://www.untdallas.edu/soe/resources/tk20.php. During clinical teaching, candidate assessments will be collected in a field experience binder. Candidates will also complete
Checkpoint 1, 2 & 3 portfolios in Tk20. Contact datadriveSOE@untdallas.edu for questions regarding TK20.

Tk20 is the School of Education and the Counseling Program’s reporting and assessment system. The system allows School of Education and Counseling Program faculty to seamlessly monitor and report on the critical program-based assessments aligned with accreditation standards. The system also serves as a storehouse for student artifacts including a portfolio system which is accessible for students long after they graduate from UNT Dallas.

Click here to purchase a Tk20 student account online.
- Activation can take up to 3 days, though the most frequent duration is 1 hour.
- You must use your UNTD email when you create your account.
- Once your account is active, log in above with your regular UNT Dallas account information.

### Dispositions Required for Student Teaching

The School of Education focuses on preparing educators who respect difference, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Over the course of your teacher preparation program, it is expected that you have measurable growth in the following 12 points:

1. Exhibits sound and professional judgment by following established university or public-school policies when interacting with peers, students, parents, or members of the community.
2. Maintains confidentiality of student records, correspondence, and conversations.
4. Demonstrates professional appearance and uses appropriate hygiene.
5. Maintains and uses a professional teacher-student and teacher-parent relationship.
6. Demonstrates positive attitudes toward the profession, students, parents, other educators, and support personnel.
7. Demonstrates ethical behavior as defined by the profession and Texas rules and regulations Code of Ethics and Standard Practices for Texas Educators.
8. Exhibits a code of conduct that includes honesty, cooperation and integrity related to tests, assignments, interactions with UNT Dallas professors and staff (UNT Dallas Code of Conduct).
9. Exhibits a collaborative approach applied to seeking solutions to problems with peers, students, faculty, parents, and administration.
10. Demonstrates the ability to work with diverse individuals.
11. Exhibits qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and is academically prepared. Lifelong learning is a term that applies to continuing one’s education through the university or community-based programs.
12. Exhibits professional competence in oral and written language, which includes electronic devices.

The instructor or student teaching supervisor who identifies a deficiency or behavior inconsistent with established dispositions for teaching will follow procedures that will include meetings with the student, problem-solving plan(s), and the possibility of dismissing a student from the program.
**Plagiarism and Academic Honesty:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. *Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures.* Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Refer to the [UNT Dallas Academic Integrity Policy](#) in the appropriate Catalog.

**Disability Accommodations:**

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letter during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at [http://www.untdallas.edu/disability](http://www.untdallas.edu/disability). You may also contact them by phone at 972-338-1777; by email at [UNTDdisability@untdallas.edu](mailto:UNTDdisability@untdallas.edu), or at Founders Hall, room 204.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to other nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student’s Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate. [http://catalog.untdallas.edu/content.php?catoid=20&navoid=1331](http://catalog.untdallas.edu/content.php?catoid=20&navoid=1331).

**Admission to Teacher Education Committee**

**Purpose**

The Admission to Teacher Education Committee of the School of Education serves the purpose of reviewing Teacher Education (TE) applications, admission appeals, requests for exemptions from Teacher Education requirements, and issues of academic and professional performance in courses and programs in Teacher Education at the undergraduate level. The ATE Committee is not the same as ad hoc faculty committees constituted when a student requests a grade appeal, although some committee members may be the same. For details on grade appeals and the ad hoc committees, see the UNT Dallas Undergraduate Catalogue. Students also have all the rights,
responsibilities, and avenues for appeal that are enumerated by the University of North Texas at Dallas Office of Student Affairs. The ATE Committee handles student teacher education matters from admission through the completion of clinical experience.

**Committee**

The UNTD School of Education has established one ATE Committee for students in the School of Education. The committee (a) hears student appeals of decisions related to their respective programs’ requirements and consider requests for exceptions to these requirements, and (b) evaluates referrals from faculty members or programs regarding the admission or retention of students admitted to the SOE Teacher Education program.

**Membership**

This committee consists of full-time faculty members in the School of Education and School of Liberal Arts and Sciences. Members volunteer annually. There is no limit to the number of years a faculty member may serve on the ATE Committee. The ATE Chair is appointed by the Committee and the Office of the Dean.

**Program Admission Requirements**

**Admission to the Teacher Education Program**

To be considered for admission a student must:

1. Have a 2.75 overall GPA AND a 2.75 GPA for the last 60 credit hours
2. Completed a minimum of 60 hours (junior level status) with 12 credit hours completed at UNT Dallas.
   a. Two math courses completed (required for EC-6)
      i. 4-8 and 7-12 majors see program coordinator
   b. Two science courses completed (required for EC-6)
      i. 4-8 and 7-12 majors see program coordinator
   c. Two upper-level UNTD Spanish courses completed (EC-12 LOTE - Spanish applicants only)
3. Submit two professional reference forms, including one from a college faculty (must be from two different individuals and excluding family members. **Note:** LOTE EC-12 Spanish requires the faculty reference to be from a UNTD Spanish instructor.
4. Completed admissions screen(s) inclusive of: (a) interview, (b) writing prompts, (c) portfolio, (d) video presentation, and/or (e) educator Power Point.
5. Signed acceptance and agreement to adhere to provisions of the State of Texas Educator Code of Conduct.

**IMPORTANT NOTE:** For Math Grades 4-8, Science Grades 4-8, and Social Studies Grades 4-8 programs, applicants must meet the requirements below to be considered:

**Certification in Math Grades 4-8:**
- Have 60 credit hours by the end of the semester in which the student is applying
- Have 2.75 overall GPA or 2.75 last-60-hour GPA
- Completed Calculus I with a C or better

**Certification in Science Grades 4-8:**

Updated 03/2022
• Have 60 credit hours by the end of the semester in which the student is applying
• Have 2.75 overall GPA or 2.75 last-60-hour GPA
• Completed BIOL 1710 and CHEM 1410, both with a C or better

Certification in Social Studies Grades 4-8:
• Have 60 credit hours by the end of the semester in which the student is applying
• Have 2.75 overall GPA or 2.75 last-60-hour GPA
• Completed HIST 1050, HIST 2610, PSCI 1040, and ECON 1100 with a C or better

Continuation in the Teacher Education Program is not guaranteed by the admission process.

Reference Forms

The Teacher Education Program requires that all applicants have two letters of references, submitted on the forms provided with this Program Application. Please have both references sent to SOEATE@untdallas.edu.

Application

Please visit our SOE Teacher Education Program Admissions website for links to the application and reference forms or email SOEATE@untdallas.edu for more information.

Educator Background and Criminal Records History Check

Texas Education Agency conducts a national criminal history check on all applicants for certification. Texas Education Code (TEC) §22.0831 states "The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review."

If you have ever been convicted of a felony or misdemeanor and would like to check your eligibility for teaching, you can go to the TEA National Criminal History Checks FAQs website. On this page you will find information on obtaining a preliminary Criminal History Review for Educator Certification Candidates. This service will allow those individuals who are contemplating obtaining a Texas Teacher certificate in the future, the opportunity to have a review of an existing criminal history performed by agency staff. This process does not preclude a candidate from being required to submit to a national criminal history review, as required by statute, at the time of application for a teaching certificate.

APPEALS PROCESS

The ATE Appeals Process

ATE Committee members will review the written appeals packet (student, faculty, and/or program) before the ATE Committee meets. Students and non-ATE faculty typically do not participate, but they may do so at the ATE Committee’s request. All parties to an appeal should have the opportunity to address the ATE Committee if any party is given this privilege.

All individuals and groups involved in the appeal (student, faculty, program, Office of Student Affairs, school, etc.) are notified in writing of the ATE Committee’s decision by the ATE Chair within two working days of the committee’s meeting. Copies of all ATE written decisions are sent.
to the Office of Student Affairs. If the recommendation from the ATE is to dismiss or withdraw a
student, the Dean of the School of Education must be notified and must approve the
recommendation before any action is taken and before this information is sent to the student or
anyone else. Copies of all materials from each appeal are stored in the UNT Dallas’ electronic
storage system in ShareDrive. The Committee will consider, review, and adhere to Texas
Administrative Code practices and the Texas Educator Code of Conduct (Title 19, Part 7, Chapter
247, Rules 247.1 and 247.2 in decisions related to applicable guidelines and field placements in
decisions related to appeals or dispositions recommendations.

All parties in the appeal have ten working days following the ATE Committees’ decision to appeal
to the Dean, School of Education. The Dean, after careful review of the decision, makes a ruling
within ten working days.

**Student Initiated Appeals**

Students may (a) appeal the ATE Committee decisions; (b) appeal Teacher Education program
requirements or decisions; or (c) appeal to take one or two Teacher Education courses before
admission requirements are met. To initiate an appeal, a student obtains the appropriate
Undergraduate Academic Appeal Form from the Student Advising Office. The student completes
the form and attaches the required materials and documents and other information the student
considers relevant and submits them to the Student Advising Office. Relevant materials are
distributed and/or a meeting is held as soon as possible after the receipt of the appeal by the SOE
Department.

**Faculty Initiated Appeals**

Faculty in the SOE Teacher Education program may refer a student to the ATE Committee when
there are academic concerns or a concern about the student’s potential to succeed in the teaching
profession. These concerns include (but are not limited to) poor grades, inadequate academic
progress, and/or conduct in or outside the classroom which would negatively affect a student’s
ability to teach as a student teacher or to succeed as a future teacher. Before making such
referrals, faculty members should, if possible, counsel students informally about the
ir
concern(s).

To initiate the referral, faculty members complete an ATE student referral form which (a) indicates
the nature of the concern(s) involved and (b) includes the faculty member’s written statement
related to the referral, along with any supporting documentation. The faculty member then sets a
meeting with the student, at which time the referral form and supporting materials are discussed.
The desired outcome of this meeting is to resolve the referral issue, but if the issues remain
unresolved, the faculty member will ask the student being referred to sign the form in order to
acknowledge awareness of the concerns, the receipt of counseling about them, and their referral
to a sub-committee of the Admission to Teacher Education Committee. The student may submit
a written statement of his/her position on the referral issue to the Chair of the sub-committee of
the Admission to Teacher Education Committee.

The faculty member is responsible for delivering the referral form and the faculty member’s written
materials to the Chair of the ATE Committee. The Chair then sets a meeting of the ATE
Committee. This meeting is held within ten working days of the receipt of the referral by the
Department. The student is responsible for delivering his or her written statement to the ATE Chair
before the meeting.
Types of Decisions Made by the ATE Committees

Depending on the nature of the concerns and the ATE Committee’s findings, the ATE committee may decide on a range of actions including (but not limited to) granting or denying admission, removing the student from a program, reinstating a student in a program, or requiring the fulfillment of certain conditions for continuation in a program, or be allowed to take one or two education courses before admission.

Nothing in these ATE procedures shall preclude the university from also reviewing conduct matters that fall under the Code of Academic Integrity.

Clinical I: Methods

The Clinical I: Methods semester occurs when students enroll in Methods coursework. During this semester, students spend one day a week (1 full, 8-hour day or 2 halves, four-hour days) at an assigned placement school to complete field experience observations (the first five weeks of placement) and begin co-teaching models including: 1 teach, 1 observe; 1 teach-1 assist; and parallel teaching (during the final eight weeks of placement). View the Clinical Teaching Handbook for more information about field-based expectations.

Students applying to Clinical I must meet the following criteria:

- Prior admission to Teacher Education Program and current BS, Interdisciplinary Studies major
- Minimum 2.75 Cumulative GPA and Major GPA
- Complete Checkpoint I (during EDUC 3320) and completion of course with a minimum grade of B ("Incomplete" and "In Progress" are NOT acceptable)
- Successfully completed all CORE coursework (all 1000 and 2000 level courses)
- Successfully complete all Teacher Education required courses prior to Clinical I enrollment, except those listed in your certification pathway as CLINICAL COURSES below.
  - Bilingual: Must have a minimum grade of B in EDBE 3470/3480.
  - LOTE: Completed a minimum of 24 upper division Spanish courses (SPAN 3000 or 4000) with a minimum if a 3.0 GPA
- Complete the Clinical I application in TK20 by the assigned deadline prior to the semester of entrance
- Demonstrate evidence of successful completion of ALL certification exams within your selected certification pathway (see below).
- Results of all exams completed should be submitted to the Office of Clinical and Field Experience at SOEClinical.Field@untdallas.edu, UNLESS you are applying for clinicals, which should then be submitted as attachments on TK20.

Certification exams required by certification pathways include:

<table>
<thead>
<tr>
<th>CERTIFICATION PATHWAY</th>
<th>REQUIRED TExES EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language (ESL) EC-6</td>
<td>CORE EC-6, PPR, STR, ESL SUPPLEMENTAL</td>
</tr>
<tr>
<td>BILINGUAL EC-6</td>
<td>CORE EC-6, PPR, STR, BILINGUAL SUPPLEMENTAL, BTLPT</td>
</tr>
<tr>
<td>SPECIAL EDUCATION EC-6/EC-12</td>
<td>CORE EC-6, PPR, STR SPECIAL EDUCATION EC-12</td>
</tr>
<tr>
<td>MATHEMATICS/ESL 4-8</td>
<td>MATHEMATICS CONTENT 4-8, PPR, ESL SUPPLEMENTAL</td>
</tr>
</tbody>
</table>
Completed Study Plan(s) must be sent to the Certification Officer for feedback and/or additional resources (Study sessions, TX preparation books, etc.). Students are required to complete a 30-day study period and acquire a signature on the study plan from the Certification officer to retake the exam. This process must be repeated until the candidate achieves an 85% or higher (equivalent to 255/300) on ALL exams required in their program area.

Undergraduate Clinical I Methods Requirements by Certification Area
(Courses Restricted to Clinical Students Only)

<table>
<thead>
<tr>
<th>ELAR 4-8</th>
<th>MATH 4-8</th>
<th>SCIENCE 4-8</th>
<th>SS 4-8</th>
<th>EC-6 SPED</th>
<th>EC-6 BILG</th>
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<th>LOTE EC-12</th>
<th>Science 7-12</th>
<th>Math 7-12</th>
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</tbody>
</table>

*Restricted for LOTE Only, not bilingual

**Admission to Clinical 2 Student Teaching (EDUC 4200)**

Clinical II Student Teaching: This semester occurs when the student enrolls in the final course (six credit hours) and spends full days (at least 7 hours) over a 14-weeks semester in an assigned clinical placement with a university field supervisor. The expectation while completing student teaching is as follows:

- the student works with the cooperating teacher under six different co-teaching models
- complete at least four (4) formal observation cycles which include a pre-conference and a post-conference that are facilitated by university field supervisor
- utilizes audio/video recording to reflect on the practices

**Students applying to Clinical II: Student Teaching, must meet the following criteria:**

The Clinical II: Student Teaching semester occurs when students enroll in their final course (six credit hours) and spend full days (at least 7 hours) over 14 full weeks in an assigned clinical placement with a supervisor. During this time, students work with the mentor teacher under six different co-teaching models, complete at least 4 formal observation cycles with pre-conferences and post-conferences and utilize video to reflect on their practice.

**Students applying to Clinical II: Student Teaching, must meet the following criteria:**
• Current enrollment in Clinical 1: Methods courses, with a minimum of 6 credit hours residency at UNT Dallas and current major, BS, Interdisciplinary Studies
• No evidence of failed, dropped, OR Incomplete courses during Clinical 1
• A minimum 2.75 GPA
• Completion of all coursework except EDUC 4200 Student Teaching
• Successful completion of Checkpoint II (during Clinical I) with a minimum grade of B
• Complete the Clinical II application in TK20 by the assigned deadline prior to the semester of entrance.
• Successful completion of all certification exams required by student’s certification pathway.

**UNT Dallas requires a minimum of 2.75 cumulative GPA to qualify for graduation.**

When you get ready to complete your application in TK20, please make sure you have the following information and documents at hand:

- Student ID number
- TEA ID number
- Study plans for practice exams
- Scores for practice exams and/or real exams

Below are important documents that will be helpful as you begin to plan your clinical semesters:

- Clinical Teacher Handbook
- Guide to Submitting Application on TK20

Please do not hesitate to reach out to Dr. Sosa-Sanchez, Clinical/Internship Committee Chair at SOEClinical.Field@untdallas.edu.

All Candidates:

- 85% (equivalent to 255/300) or better on all practice exams in all program areas through one of the following venues: UNT Dallas Testing Center, TEA Interactive Website, Certify Teacher.
- A score report showing an attempt on the actual TExES content exam. Student must submit the completed “Request for Licensure Examination Approval Form” before registering to take the exam. (Note: student must have achieved an 85% or higher on all practice exams to be approved for the TExES exam)
- All candidates will need to submit a study plan addressing area of weakness on any actual exam that has not been passed to date. Completed Study Plan(s) must be sent to the Certification Officer for feedback and/or additional resources (Study sessions, TX preparation books, etc.). Students are required to complete a 30-day study period then acquire signature on the study plan from the Certification Officer to retake the exam. Repeat the process until successfully passing ALL exams required in all program areas.

### Undergraduate Clinical II Internship Requirements by Certification Area

<table>
<thead>
<tr>
<th>ELAR 4-8</th>
<th>MATH 4-8</th>
<th>SCIENCE 4-8</th>
<th>SS 4-8</th>
<th>EC-6 SPED</th>
<th>EC-6 BILG</th>
<th>EC-6 ESL</th>
<th>LOTE EC-12</th>
<th>Science 7-12</th>
<th>Math 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

EDUC 4200: Student Teaching

### Clinical Admissions Review and Appeals Process

The application for Clinical I Observation & Clinical II Student Teaching is online via TK20 and submitted at the midpoint of the semester prior to entrance. Announcements about the application
link and application deadlines will be posted on campus, posted on the website, and announced through courses.

Clinical applications are submitted to the UNT Dallas SOE Clinical Admissions Committee for review and approval. Students may appeal a committee’s decision **ONLY ONCE** by submitting a letter of appeal to Clinical Admissions Committee chairperson within **seven days** from the date of DENIAL LETTER. A Student Appeal does not guarantee a reversal in decision.

**NOTE:** If you have received a Denial Letter due to not fulfilling a contingency letter, **you do not have the option to appeal**. You will need to reapply the following semester.

Once admitted to Clinical I & Clinical Internship II students must complete a background check with their corresponding placement school district. Information for background check will be emailed to student.

**Representative Exams Required by Certification Pathways**

<table>
<thead>
<tr>
<th>Certification Pathway</th>
<th>Required TExES Exam</th>
<th>UNTD Testing Center (85% Passing Score)</th>
<th>TEA Interactive Website (85% Passing Score)</th>
<th>Certify Teacher (89% on First Attempt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language (ESL) EC-6</td>
<td>CORE EC-6, PPR, STR, ESL Supplemental</td>
<td>CORE EC-6 ESL Supplemental</td>
<td>PPR STR</td>
<td>NONE</td>
</tr>
<tr>
<td>Bilingual EC-6</td>
<td>CORE EC-6, PPR, STR, Bilingual Supplemental, BTLPT</td>
<td>CORE EC-6 Bilingual Supplemental</td>
<td>STR PPR BTLPT</td>
<td>NONE</td>
</tr>
<tr>
<td>Special Education EC-6/ EC-12</td>
<td>CORE EC-6, PPR, STR Special Education EC-12</td>
<td>CORE EC-6 Special Education EC-12</td>
<td>PPR STR</td>
<td>NONE</td>
</tr>
<tr>
<td>Mathematics/ESL 4-8</td>
<td>Mathematics Content 4-8, PPR, ESL Supplemental</td>
<td>ESL Supplemental</td>
<td>PPR Mathematics Content 4-8</td>
<td></td>
</tr>
<tr>
<td>Social Studies/ESL 4-8</td>
<td>Social Studies Content 4-8, PPR, ESL Supplemental</td>
<td>ESL Supplemental</td>
<td>PPR Social Studies Content 4-8</td>
<td></td>
</tr>
<tr>
<td>Science/ESL 4-8</td>
<td>Science Content 4-8, PPR, ESL Supplemental</td>
<td>ESL Supplemental</td>
<td>PPR Science Content 4-8</td>
<td></td>
</tr>
<tr>
<td>English/Language Arts/ Reading (ELAR)/ESL 4-8</td>
<td>ELAR CONTENT 4-8, PPR, STR, ESL SUPPLEMENTAL</td>
<td>ESL Supplemental ELAR CONTENT 4-8</td>
<td>PPR STR</td>
<td>None</td>
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<tr>
<td>Mathematics/ESL 7-12</td>
<td>Mathematics Content 7-12, PPR, ESL Supplemental</td>
<td>ESL Supplemental</td>
<td>Mathematics Content 7-12, PPR</td>
<td>None</td>
</tr>
<tr>
<td>Science 7-12</td>
<td>Science Content 7-12, PPR</td>
<td>None</td>
<td>Science Content 7-12, PPR</td>
<td>None</td>
</tr>
<tr>
<td>Languages Other Than English (LOTE) EC-12</td>
<td>Spanish: LOTE-Spanish EC-12, PPR</td>
<td>None</td>
<td>PPR, Spanish: LOTE-Spanish EC-12</td>
<td>None</td>
</tr>
</tbody>
</table>

**Change of Major**

All students pursuing teacher certification need to be enrolled in Interdisciplinary Studies with initial teacher certification. If a student changes their major, they will be no longer considered active in the Teacher Education Program and will not be eligible for teacher certification until they are once again active in an Educator Preparation Program (EPP). **Change of majors are not allowed once the student has been accepted and entered the clinical courses.**
FREQUENTLY ASKED QUESTIONS (FAQ) GUIDE

What is UNT Dallas Representative test?
TExES Representative tests are retired actual test used in prior years made available for candidates to register to take. A TExES Representative test is the closest option to a current actual TEexES and gives you feedback on your performance by domain and competencies. Since the TExES representative exams are retired “real” exams, we must administer the tests in an actual monitored testing environment.

Where can I sign up to take the Representative test?
Go to the Certification Testing Preparation Resources page to access the link to the registration page. After you complete the online registration process, a testing staff member will add you to the Canvas course where you can complete the representative exam.

Do I need to pay any fees to take the TExES Representative test?
Yes, candidate is required to register for the test. Each test is only $28.50.

I am alumni of UNT Dallas. Can I still take this test?
Yes, if you are active in the system and have a UNTD ID, you can register to take the TExES representative tests.

What are the requirements for taking test remotely?
Since the TExES representative exams are retired “real” exams, we must administer the tests in an actual monitored testing environment. You can take the exam on-campus at the UNT Dallas Testing Center, or you can take the exam remotely. If taking the exam remotely, you must have a working webcam and a microphone, must install a lockdown browser, and have a quiet space to complete the testing session. You must have a UNTD ID and please sign in to register for the test. The exams are monitored via Respondus Monitor and reviewed by testing staff.

What steps do I need to take to register for the test?
1. Click on the link – http://www.untdallas.edu/advising/testing-services/
2. Select “Schedule a Testing Appointment” on the left
3. Select a group “TExES Pre-Certification Exams” from the drop-down menu.
4. Select the exam that you need to take from the drop-down menu.
5. Input and/or verify the auto-filled information.
6. Click on the check box if you agree with the guidelines.
7. Enter your UNTD student ID and phone number and click on “Add to Cart.”
8. Click on “Ready to checkout” and complete the payment information. Once done, click on “Purchase Exams.”

What should I do after I made the payment for the test?
Once the payment is processed, you will receive a confirmation email of your purchase from the UNT Dallas Testing Center. Look for the Testing Center email sent from testing@untdallas.edu. You may also want to check your spam and junk email folders to update to allow for emails from testing@untdallas.edu.

I have received the confirmation email but still don’t have access to take the test. Why?
At this point, please be patient. The UNT Dallas Testing Center is working hard to process your request. You will receive an invitation through Canvas within 2-3 business days after you receive
the registration email. If registering on a weekend or holiday, please remember UNTD will be closed. You will be able to join the course to take your representative exam. If you don’t already have installed the lockdown browser, then this email will have the link to download it.

I purchased multiple tests but only got access to one test. Whom should I contact? Please send email to testing@untdallas.edu with your registration information.

How can I access my scores? Students can log into the Canvas Course and retrieve their scores. You can check your scores by clicking on the “Grades” on the left-hand side of the screen.

Can I submit a screenshot of my test scores for approval to take the current, actual TExES exams with Pearson and Educational Testing Services? UNT Dallas does not accept screenshot of scores. Save your scores in a pdf format and submit along with your test approval application.

I took the test and failed it. I am more prepared now and want to give it another try. Do I need to pay for the test again? Yes, you will be required to pay $28.50 each time you register to take a representative test.

I am unable to take the test on the scheduled date. Can I reschedule for another date? Yes, you can reschedule. Please click on How to reschedule in Canvas and follow the instructions.

I made a mistake when registering for the test. Can I cancel my test? Yes, you can cancel the test. Please click on How to Cancel in Canvas and follow the instructions.

I am unable to schedule for the test. Whom should I contact? You can contact UNT testing center by sending email at testing@untdallas.edu. In the meantime, we recommend clicking on the troubleshooting link in Canvas and follow the instructions.

The UNT Testing Center understands the importance of scheduling the test for you and is working very hard to process all the requests in the order they are received. We appreciate your support!

Clinical Admissions Contact

For questions, contact the Chair, Admission to Clinical Internship via email at SOEclinical.field@untdallas.edu.
Certification Testing

**Texas Examinations of Educator Standards Framework**

TExES tests are based on content described by a set of competencies (a test framework) for the test. The frameworks for each content exam are available on the Pearson website as part of the test preparation materials (http://www.tx.nesinc.com). The test framework (including competencies and descriptive statements) for each TExES test articulates the Texas-specific knowledge and skills expected of public-school educators in Texas and offers examples of topics that may be covered on the test. The TExES test frameworks are explicitly aligned with appropriate Texas standards for educators and with the TEKS, the mandated state curriculum for candidates.

Each test is divided into major content domains – broad areas of content within the test that reflect an organizational principle that is understandable to individuals studying and working in the field. Each domain is divided into several competencies that define content knowledge that Texas educators determined to be important to the job of an educator in the field. Competencies are conceptual statements that reflect some of the skills, knowledge and understanding needed by educators in Texas public schools. The number of competencies within each domain may vary depending on the breadth of content contained with that domain.

**Test Preparation**

The Teacher Education Department offers multiple opportunities for candidates to take a TExES Practice Exam. These practice sessions are designed to mirror a real time testing process. Additional resources are available to candidates in the form of outside test preparation through independent vendors and book publications. Candidates may obtain information on these
options from the Teacher Certification Accountability Officer at soetcao@untdallas.edu or go to the Student Resources & Forms tab at https://www.untdallas.edu/soe/resources/ and select Certification Testing.

**Eligibility to Test Policy**

Per rules set forth in Texas Administrative Code 228.40(b), the University of North Texas at Dallas Teacher Education Program is responsible for verifying the candidate’s readiness to test. Candidates should contact the Certification Officer to obtain approval to begin the testing process. Once eligibility to test is verified, the Certification Officer will submit test approval to the Texas Education Agency (TEA).

Access to the Texas teacher certification testing (TExES) is available only to teacher candidates who meet specific criteria.

- The candidate must be admitted to the Teacher Education Program and in good standing.
- Candidates take the appropriate content TExES practice exam and provide the Certification Officer with documented verification that they have completed a test preparation review hour. See specific guidelines at the student resources forms at https://www.untdallas.edu/soe/resources/.

**Study Materials**

Because the TExES assessments cover the wide range of knowledge required for teaching, there are many sources that may help candidates prepare for the assessments and for their teaching experience. UNT Dallas does not guarantee that the use of materials in this list will result in better performance on a test, and there may be other materials not listed here that will be helpful in preparing to take tests.

TExES Study Guides: Each test is based on a framework, or list of objectives, which is included in the study guide. Each question on the test assesses your knowledge of one of the objectives. These study guides also contain sample questions that will give you an idea about the types of questions that may be asked on the test. Study guides are available at no cost through the Pearson website at www.tx.nesinc.com.

Texas Essential Knowledge and Skills (TEKS): Chapter 75 of the Texas Administrative Code, the State Board of Education Rules for Curriculum, (more commonly known as the TEKS) outlines Texas’ curriculum guidelines. The Texas Essential Knowledge and Skills were an important influence in determining the content of the TExES tests because they define the content that Texas teachers are required to teach. You may view and download the TEKS at TEA’s Texas Essential Knowledge and Skills page.

State-Adopted Textbooks: The most recently adopted textbooks and teacher guides in the courses you will be eligible to teach may also be helpful in your test preparation. If you are already employed by a Texas public school, you may be able to borrow textbooks from your district. Additionally, some Education Service Centers and some university libraries have the textbooks available for reference purposes, if not to checkout.

Journals and Other Materials from Professional Organizations Most of the content areas included have a corresponding professional organization. For example, if you are planning to be an algebra
teacher and are going to take the Mathematics TExES test, you may wish to contact the National Council of Teachers of Mathematics to find out about their publications. Though they may not have materials specific to the TExES, they generally publish journals, policy statements, and/or current research that may aid you in your test preparation. In addition to the printed materials, local chapters often have meetings and workshops on pertinent topics.

- American Association of Colleges for Teacher Education [https://aacte.org/]
- International Council of Professors of Educational Leadership [https://www.icpel.org/]
- International Literacy Association [https://www.literacyworldwide.org/]
- National Science Teachers Association [https://www.nsta.org/]
- National Council of Teachers of English [http://www2.ncte.org/]
- National Council of Teachers of Mathematics [http://www.nctm.org/]
- National Council for the Social Studies [https://www.socialstudies.org/]
- University Council for Educational Administration [http://www.ucea.org/]

College Texts, Notes, and Assignments: When reviewing materials from college coursework in preparation for a TExES exam, you may wish to focus your study on courses that include content that will be assessed on the test. For example, if you are studying for the Special Education test and feel you need additional work in the subarea of Characteristics and Needs of Individuals with Disabilities, you may wish to study your notes and text from the course that examined the range of disabilities, rather than materials from a course on one specific disability.

**Online Test Preparation Options**

**Certify Teacher:** [http://www.certifyteacher.com] Web-based program providing flashcards, study mode, exam mode, and review answers components designed to provide information and strategies as well as evaluate candidates’ proficiency with skills and knowledge tested on the exam. UNT Dallas students are provided a discounted price of $35.00 when they enter the discount code. This may be free for students seeking certification in Bilingual, BTLPT, ESL, and LOTE Spanish. Please contact SOEclinical.field@untdallas.edu for more information. Enrollment is offered with free renewals and ongoing until the candidate passes the appropriate exam.

**Performance-based Academic Coaching Teams**

**PACT:** [https://pact.tarleton.edu/pact/index.cfm]: This site is designed to help all educators. PACT provides a full line of support for the novice and veteran teachers, teacher candidates and administrators. There is a nominal fee and students can sign-up the fee at the website.

The Texas Education Agency and the University of North Texas at Dallas do not endorse any commercially developed study guides. If you choose to purchase one, be sure to keep your focus on the objectives listed in the TExES Study Guide. UNT Dallas does not guarantee that the use of materials in this list will result in better performance on a test, and there may be other materials you may discover on your own that will be helpful in preparing to take tests.

In Fall 2011, the state English Language Proficiency Standards (ELPS) was embedded in the K-12 PPR test, which all our education majors are required to take for certification purposes. The links listed below will help you better understand the purpose and framework of the ELPS. If you are not familiar with the ELPS, please take some time to educate yourself so that you can see how they are already incorporated into your course work. Our goal is to ensure that students are
proficient in their knowledge of and ability to use both the TEKS and the ELPS, as this will be crucial for success on the PPR and in the classroom.

- **https://www.txel.org/ELPS** – Link to the actual TEA ELPS Resource Tool.
- Navigating the ELPS Slideshow (pdf) - *PowerPoint presentation about the ELPS.*
- One more valuable tool, a vertical (across grade level) alignment of **TEKS & ELPS**.

Candidates can succeed, as they plan with the end in mind. It is important to the faculty and staff of the UNT Dallas Teacher Education Program that candidates become the best teachers of young Texans, and this certification exam process is one way to celebrate how highly qualified each candidate is becoming.

**TExES Registration**

Upon obtaining approval to test, the candidate must complete the following steps for test registration:

Create a TEAL (Texas Education Agency Login) account with the Texas Education Agency to complete an Educator Profile. The TEA system will assign the candidate a user name and a unique TEA Identification (TEA ID) number. It is strongly encouraged that candidates take advantage of the tutorials available on the TEA website on how to create a user TEAL account.

The processing begins by obtaining the TEA ID number, go to the **TExES online registration system** to create a testing account. After the testing account has been created, follow the instructions for registering for a test. The system will guide the candidate step-by-step through the test registration process. At this point the candidate will be able to view the approved examinations in his/her profile. Registration fees are paid electronically with a credit/debit card. Registration by mail is available only for test takers who do not have access to an electronic form of payment.

All exams are offered in designated testing windows. Testing sites are limited and appointments are scheduled on a first come first served basis. Please visit Pearson Testing website for more information on testing windows and scheduling.

Valid and acceptable identification with the candidate’s name, signature and photograph is required for admission to a test. ID requirements are strictly enforced. It is the candidates’ responsibility to verify they have acceptable identification prior to signing up for a test. More detailed information and a list of acceptable ID documents are available on the Texas Educator Certification Examination Program website at [www.tx.nesinc.com](http://www.tx.nesinc.com).

Texas Educator Certification Examination requires that all test registrants be photographed and fingerprinted as confirmation of identity. It is important to note that some CAT testing centers are now using electronic detection scanning devices (e.g., hand-held detectors/wands). If an individual fails to comply with these security measures, he/she will be dismissed from the test and forfeit the testing fees.

**Requirements for Graduation**

*Degree applications are accepted only from undergraduate students who have a minimum overall 2.75 GPA.* Deadlines for filing for graduation are strictly enforced and are posted on the website,
in the advising offices and elsewhere in university publications. It is each student’s responsibility to ensure that the application for graduation is submitted in a timely fashion.

**Steps to Obtaining a Teaching Certificate**

Before UNT Dallas students can become fully certified teachers they must meet specific requirements university and the Texas Education Agency (TEA) requirements.

All teacher education students are required to file a degree plan in one of the following areas:

- Early Childhood – Grade 6 Generalist with Bilingual Education
- Early Childhood – Grade 6 with English as a Second Language
- Early Childhood – Grade 6 with Special Education Early Childhood – Grade 12
- English, Language Arts & Reading Grades 4-8 with English as a Second Language
- Mathematics Grades 4-8 with English as a Second Language
- Science Grades 4-8 with English as a Second Language
- Social Studies Grades 4-8 with English as a Second Language
- Mathematics Grades 7-12
- Languages Other Than English – Spanish EC-12
- Life Science Grades 7-12

**Steps to Obtaining a Teaching Certificate**

1. Apply for the appropriate teaching certificate
2. Complete Recommendation for Certification in appropriate content field submitted by Certification Officer.
3. Pass the exams, successfully complete student teaching.
4. Set up TEA Account
5. Students take the appropriate TExES Content practice exam and complete 6 hours of face to face and web-based preparation.
6. Obtain test approval from Certification Officer Take the appropriate content exam and the Pedagogy and Professional Responsibilities Exam.
7. Degree Conferred
8. Program admission and required coursework
Continued Admission and Retention in the Teacher Education Program.

Everyone seeking to become a teacher in Texas must pass a comprehensive certification exam known as the Texas Examinations of Educator Standards (TExES). Students take the TExES certification exam for the appropriate teaching field plus the pedagogy and professional responsibilities (PPR) exam. EC-6 Generalist with Bilingual Education also requires the completion of the Bilingual Target Language Proficiency Test (BTLPT).

- Refer to Clinical Admissions for expectations around testing as it relates to program progression.

Upon successful completion of the TExES exams, the students apply for their teaching certificate on the TEA website: https://tea.texas.gov/texas-educators/certification/certification-applications-and-status.

- All candidates applying for a teaching certificate through TEA must submit their fingerprints and pay the required fee for review by state and national law enforcement agencies.

Candidates must submit the UNTD SOE Recommendation for Certification. The UNT Dallas Certification Accountability Officer will submit a recommendation for certification after the bachelor’s degree is officially posted to the student’s transcript, and internship and all tests are passed.
Appendix A

Calendar of Activities

Dates and deadlines for program application, admission, clinical teaching, TExES test support, and Elevate Symposia can be found at [https://www.untdallas.edu/soe/resources/dates-and-deadlines.php](https://www.untdallas.edu/soe/resources/dates-and-deadlines.php). Key activities and events can also be found [https://calendar.untdallas.edu/](https://calendar.untdallas.edu/).

**Important Calendar of Dates – 2021-2022**

<table>
<thead>
<tr>
<th>University Wide Dates</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Class</td>
<td>August 23, 2021</td>
<td>January 10, 2022</td>
</tr>
<tr>
<td>Census Date</td>
<td>September 8, 2021</td>
<td>January 26, 2022</td>
</tr>
<tr>
<td>Next Semester Undergraduate Enrollment Opens</td>
<td>October 26, 2021 (For Spring 2022)</td>
<td>April 12, 2022 (For Fall 2022)</td>
</tr>
<tr>
<td>Graduation Application Deadline</td>
<td>September 24, 2021</td>
<td>February 11, 2022</td>
</tr>
<tr>
<td>Spring Break</td>
<td>NA</td>
<td>March 14-18, 2022</td>
</tr>
<tr>
<td>Last Day of Class</td>
<td>December 11, 2021</td>
<td>May 7, 2022</td>
</tr>
<tr>
<td>Commencement</td>
<td>December 10, 2021</td>
<td>TBD</td>
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<tr>
<td>Degree Conferral</td>
<td>December 31, 2021</td>
<td>May 31, 2022</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teacher Education Clinical I and Clinical II Student Deadlines and Events</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical I Orientation</td>
<td>August 14, 2021</td>
<td>December 14, 2021</td>
</tr>
<tr>
<td>Clinical II Orientation</td>
<td>August 11, 2021</td>
<td>December 13, 2021</td>
</tr>
<tr>
<td>Clinical II: First Day of Student Teaching</td>
<td>Depends on the start date of the school district.</td>
<td>January 10, 2022</td>
</tr>
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<table>
<thead>
<tr>
<th>Masters, Education Program Application Deadlines</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>August 5, 2021</td>
<td>December 5, 2021</td>
</tr>
<tr>
<td>Document Deadline</td>
<td>August 15, 2021</td>
<td>December 15, 2021</td>
</tr>
<tr>
<td>Summer Application and Document Deadlines</td>
<td></td>
<td>May 1, 2022 Docs: May 10, 2022</td>
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<th>Undergraduate Teacher Education Program Deadlines</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
</tr>
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<tbody>
<tr>
<td>Checkpoint 1, 2, and 3 Deadline</td>
<td>See Instructor</td>
<td>See Instructor</td>
</tr>
<tr>
<td>Field Experience Binders Deadline</td>
<td>See Instructor</td>
<td>See Instructor</td>
</tr>
<tr>
<td>Key Assignments Deadline</td>
<td>See Instructor</td>
<td>See Instructor</td>
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<table>
<thead>
<tr>
<th>Teacher Education (Grad &amp; Undergrad) Program Admissions &amp;</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
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<tbody>
<tr>
<td>Clinical Teacher Admissions</td>
<td>Fall 2021</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>-------------------------------------</td>
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</tr>
<tr>
<td>Clinical I and Clinical II</td>
<td>September 20-October 2021 (For Spring 2022)</td>
<td>March 2022 (For Fall 2022)</td>
</tr>
<tr>
<td>Application Window</td>
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<tr>
<td>Teacher Education Program Application</td>
<td>September 15, 2021 November 15, 2021 (For Spring 2022)</td>
<td>February 15, 2022 April 15, 2022 June 15, 2022 (For Fall 2022)</td>
</tr>
<tr>
<td><strong>Teacher Education TExES</strong></td>
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<tr>
<td>Fall 2021</td>
<td></td>
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<tr>
<td>Elevate Institute Symposia</td>
<td>October 14-16, 2021</td>
<td>February 17-19, 2022</td>
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<tr>
<td>PPR Practice Test Attempt (for students applying to Clinical I)</td>
<td>Due with app to clinicals</td>
<td>Due with app to clinicals</td>
</tr>
<tr>
<td>PPR Real Test Passing Score (for students applying to Clinical II)</td>
<td>Due with app to clinicals</td>
<td>Due with app to clinicals</td>
</tr>
<tr>
<td>ESL/BTLPT Practice Test Attempt (For students applying to Clinical I)</td>
<td>Due with app to clinicals</td>
<td>Due with app to clinicals</td>
</tr>
<tr>
<td>ESL/BTLPT Real Test Passing Score (For students applying to Clinical II)</td>
<td>Due with app to clinicals</td>
<td>Due with app to clinicals</td>
</tr>
<tr>
<td>Content Test Attempt (For students applying to Clinical II)</td>
<td>Due with app to clinicals</td>
<td>Due with app to clinicals</td>
</tr>
<tr>
<td>Content Real Test Attempt (For students applying to Clinical II)</td>
<td>Due with app to clinicals</td>
<td>Due with app to clinicals</td>
</tr>
</tbody>
</table>
Appendix B
Administrator’s Verification of Educational Teacher Aide Status
Clinical I

Employment Information (please print clearly)

Teacher Candidate Name ________________________________________________

School District _________________________________________________________

Campus _______________________________________________________________

First and Last Name of Cooperating Teacher ________________________________

Grade/Subject Area _____________________________________________________

Certification(s) held by Cooperating Teacher _______________________________

Cooperating Teacher’s Years of Classroom Experience _______________________

Campus Phone Number ___________________________________________________

Principal’s Name _______________________________________________________  

Principal’s Email _______________________________________________________

For clinical teaching, the educational aide must have a true clinical teaching experience.

• Assigned to work in the same classroom with qualified cooperating teachers for the duration of clinical teaching (14 weeks).
• Will not be used as a substitute teacher.
• Will co-plan with the cooperating teacher and will work with small groups
• Will meet the same requirements as clinical teachers as outlined in the UNT Dallas Clinical Teaching Handbook.

Teacher Candidate’s Signature ___________________________________________ Date ____________

Principal’s Signature _________________________________________________ Date ____________

*In each case, the signature verifies that all information submitted is accurate and true.
*Principal may be contacted for verification.
# Appendix C

## Administrator’s Verification of Educational Teacher Aide Status
*(Clinical II)*

### Employment Information (please print clearly)

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Teacher Candidate Name</td>
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<tr>
<td>School District</td>
<td></td>
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<tr>
<td>Campus</td>
<td></td>
</tr>
<tr>
<td>First and Last Name of 1\textsuperscript{st} Cooperating Teacher</td>
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<tr>
<td>Grade/Subject Area</td>
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<td>Certification(s) held by Cooperating Teacher</td>
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<tr>
<td>Cooperating Teacher’s Years of Classroom Experience</td>
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</tr>
<tr>
<td>First and Last Name of 2\textsuperscript{nd} Cooperating Teacher</td>
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<tr>
<td>Grade/Subject Area</td>
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<td>Certification(s) held by Cooperating Teacher</td>
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<td>Principal’s Name</td>
<td></td>
</tr>
<tr>
<td>Principal’s Email</td>
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</tr>
</tbody>
</table>

For clinical teaching, the educational aide must have a true clinical teaching experience.
- Assigned to work in the same classroom with qualified cooperating teachers for the duration of clinical teaching (14 weeks).
- Will not be used as a substitute teacher.
- Will co-teach and co-plan with the cooperating teachers.
- Will meet the same requirements as clinical teachers as outlined in the UNT Dallas Clinical Teaching Handbook.

Teacher Candidate’s Signature ___________________________ Date ____________
Principal’s Signature ___________________________ Date ____________

*In each case, the signature verifies that all information submitted is accurate and true. Principal may be contacted for verification.*
Appendix D

Educational Aide Clinical Teaching Responsibility Framework (Clinical I)

Educational Aide: Please present a copy of this framework to your principal and return a (signed) copy to the Field Experience Office. If there are any questions, please contact the Clinical Teaching Director at SOEClinical.Field@untdallas.edu. The purpose of this responsibility framework is to ensure all members are aware of certain duties that should be fulfilled. This document reflects our common interests in preparing educational aides to become certified teachers.

The University of North Texas at Dallas will…

- Provide on-going training to the educational aides through supervision by a university supervisor.
- Recommend the educational aide for Texas teacher certification upon graduation and satisfactory completion of all state and program requirements.

The University Field Supervisor will…

- Provide on-site evaluation of the educational aide during his/her clinical teaching semester.
- Maintain open lines of communication regarding educational aide progress/growth.
- Provide all documentation of professional growth to ILT members when requested.
- Serve as the liaison between the university and school district.

The Educational Aide will…

- Meet all requirements for retention in the University of North Texas at Dallas Teacher Education Program.
- Understand this agreement is designed for aides who are working directly with students “at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose,” within UNT Dallas’ service area. (Texas Administrative Code, Title 19, Part 7, Chapter 228, Rule 228.2)
- Continue to be employed in a placement that is consistent with the aide’s target certification.
- Perform instructional duties for the full day where the educational aide is “doing the work of a teacher of record.” For example, lesson planning, delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.

The Cooperating Mentor Teacher is asked to…

- Provide professional support and guidance to the educational aide in the areas of classroom management, best teaching practices, instructional strategies, curriculum development, lesson planning, procedures for the first days of school, district and building policies, learning resources, special needs students, professional development, and other areas of concern to the educational aide.
• Provide ongoing professional assistance in meeting district expectations in teaching. This support may include coteaching, informal observations, modeling of effective teaching practices, peer coaching sessions, etc.
• Discuss the educational aide’s growth with the university Field supervisor.

The Campus Principal and District Personnel are asked to…

• Verify the educational aide is assigned to and working with cooperating teachers consistent with the aide’s target certification.
• Verify the educational aide is assigned to and working with cooperating teachers who have more than three years of classroom teaching experience.
• Verify the educational aide is performing instructional duties for the full day. For example, lesson planning (long range and daily), delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.
Appendix E

Educational Aide Clinical Teaching Responsibility Framework (Clinical II)

Educational Aide: Please present a copy of this framework to your principal and return a (signed) copy to the Field Experience Office. If there are any questions, please contact the Clinical Teaching Director at SOEClinical.Field@untdallas.edu. The purpose of this responsibility framework is to ensure all members are aware of certain duties that should be fulfilled. This document reflects our common interests in preparing educational aides to become certified teachers.

The University of North Texas at Dallas will…

- Provide on-going training to the educational aides through supervision by a university supervisor.
- Recommend the educational aide for Texas teacher certification upon graduation and satisfactory completion of all state and program requirements.

The University Field Supervisor will…

- Provide on-site evaluation of the educational aide during his/her clinical teaching semester.
- Maintain open lines of communication regarding educational aide progress/growth.
- Provide all documentation of professional growth to ILT members when requested.
- Serve as the liaison between the university and school district.

The Educational Aide will…

- Meet all requirements for retention in the University of North Texas at Dallas Teacher Education Program.
- Understand this agreement is designed for aides who are working directly with students “at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose,” within UNT Dallas’ service area. (Texas Administrative Code, Title 19, Part 7, Chapter 228, Rule 228.2)
- Continue to be employed in a placement that is consistent with the aide’s target certification.
- Perform instructional duties for the full day where the educational aide is “doing the work of a teacher of record.” For example, lesson planning, delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.
- Students seeking EC-6 Core Subjects certification will be assigned a “split assignment”, which consists of 7 weeks in a K-2nd grade setting and 7 weeks in a 3rd-5th grade setting.
- Students seeking EC-6 Core Subjects /EC-12 Special Education certification will be assigned a “split assignment”, which consists of 7 weeks at an elementary campus and 7 weeks at a middle school or high school campus.

The Cooperating Mentor Teacher is asked to…

- Provide professional support and guidance to the educational aide in the areas of classroom management, best teaching practices, instructional strategies, curriculum
development, lesson planning, procedures for the first days of school, district and building policies, learning resources, special needs students, professional development, and other areas of concern to the educational aide.

- Provide ongoing professional assistance in meeting district expectations in teaching. This support may include coteaching, informal observations, modeling of effective teaching practices, peer coaching sessions, etc.
- Discuss the educational aide’s growth with the university field supervisor.

The Campus Principal and District Personnel are asked to…

- Verify the educational aide is assigned to and working with cooperating teachers consistent with the aide’s target certification.
- Verify the educational aide is assigned to and working with cooperating teachers who have more than three years of classroom teaching experience.
- Verify the educational aide is performing instructional duties for the full day. For example, lesson planning (long range and daily), delivering instruction, implementing classroom management plan, grading, communicating with parents, etc.
Appendix F

Faculty Leadership

Dr. Christine M. Remley
Dean, School of Education (effective January 3, 2022)
DAL 1 – 241 972-338-1503
Christine.Remley@untdallas.edu

Dr. Patsy Sosa-Sanchez
Assistant Dean, Program Coordinator, EC-6 Programs and EC-6 Bilingual Program
Patsy.Sosa-Sanchez@untdallas.edu
DAL1 201C - 972-338-1527

Dr. Michelle Schwind
Assistant Professor and Director of Clinical Practice
michelle/howard-schwind@untdallas.edu
DAL 1 231

Dr. Crista Banks
Assistant Professor and Program Coordinator Social Studies
Crista.banks@untdallas.edu
DAL 1, 258
972-338-1138

Dr. Randy Clinton Bell
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DAL 1 201-B

Dr. Gwendolyn Johnson
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DAL 1 – 301B - 972-338-1320

Dr. Cynthia Rodriguez
Assistant Professor and Program Coordinator, 4-8 ELAR and EC-6 Literacy
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DAL1 201L - 972-338-1323

Dr. Mychelle Smith
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Founders Hall 302 - 972-338-1373

Dr. Julie Southward
Assistant Professor and Program Coordinator, EC-12 Special Education
Julie.southward@untdallas.edu
DAL 1 Room 261 – 972-338-1141
Staff Contact Information

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Teacher Certification and Accountability Officer
SOETCAO@untdallas.edu

Mrs. Shannin Garrett
Data Specialist for Student and Academic Outcomes
datadriveSOE@untdallas.edu
DAL 1 221

Weblinks

Texas Education Agency: https://tea.texas.gov/
Pearson Website: http://www.tx.nesinc.com/Home.aspx
National Association of Professional Development Schools: https://napds.org/
TK20: https://www.untdallas.edu/soe/resources/tk20.php
# Appendix G

**Field Experience Log**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Time Worked</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

**Instructions:**
- This log should be completed in its entirety. The completed log is due two weeks prior to the end of the semester. Return the completed log to your instructor.
- Make a copy of your records. COMPLETION OF FIELD EXPERIENCE IS REQUIRED TO PASS THIS COURSE. Please retain.

**UNT Course Number:**

**Cooperating Teacher:**

**Signature:**

**Other:**

---

**UNT Dallas**

---

**Total Number:**

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Updated 03/2022
Appendix H

Field Experience Substitution Request

Name ___________________________ Student ID _______________________

Certification:  ☐ EC-6 Gen/Bilingual ☐ EC-6 Gen/ESL ☐ EC-6 Gen/EC-12 Special Education
☐ 4-8 ELAR/ESL       ☐ 4-8 Math/ESL       ☐ 4-8 Science/ESL
☐ 4-8 Science/ESL   ☐ 7-12 Math       ☐ EC-12 LOTE - Spanish

Semester/Year Requesting Field Experience Substitution

Field Experience Course(s) Requesting Substitution:
☐ EDBE 4480 Bilingual Approaches to Content-Based Learning (bilingual classroom)
☐ EDBE 4490 Teaching ESL EC-12 (ESL classroom)
☐ EDEE 4330 Science in Grades EC-6 (science classroom)
☐ EDEE 4350 Math in Grades EC-8 (math classroom)
☐ EDME 4351 Math in Grades 4-8 (math classroom)
☐ EDME 4330 Science in Grades 4-8 (science classroom)
☐ EDRE 4861 Integrated Lang Arts/Soc Stud Grades EC-8 (ELAR/social studies classroom)
☐ EDSE 4840 Instructional Strategies (math classroom)
☐ EDSP 4340 Classroom Management (observing behavior in the classroom)

*All assignments associated with the field experience portion of the above listed courses are still required.

For the field experience substitution request to be considered:
- The teacher candidate must submit the required form at the time of application for field experience.
- The teacher candidate must currently be employed as an instructional, certified teacher’s aide in a school and remain in a teacher’s aide assignment for the duration of the requested semester of substitution.
- The teacher candidate’s work assignment must be in the certification subject area and certification grade level of the teacher candidate’s degree plan.
- The teacher candidate’s work assignment must be in the content area required by the field experience requirements of each course requested.
- The teacher candidate must be working with a certified teacher.
- The teacher candidate’s school must be accredited by the Texas Education Agency.
- All assignments associated with the field experience portion of the course(s) are still required.

Required Documentation:
Teacher aides must submit to the Field Experience Office (Dallas 1, 201C) for each semester seeking this substitution of field experience:

1. The online Pre-Clinical or Clinical I Field Experience Application (Qualtrics application)
2. A current copy of the district contract indicating the assignment as an instructional aide.
3. This completed document signed by building administrator.

Submitting the application is not a guarantee of substitution. Notification of acceptance will be sent via the candidate’s UNT Dallas email account. *(Complete both sides)*
Appendix I

Texas Administrative Code: Educators’ Code of Ethics

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

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

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

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

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

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

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

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

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

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

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

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

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

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

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

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

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

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication.

(ii) the subject matter of the communication.

(iii) whether the communication was made openly, or the educator attempted to conceal the communication.

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship.

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.