



TEACHER PREPARATION HANDBOOK

Table of Contents

EDUCATOR PREPARATION PROGRAM OVERVIEW	5
UTSA’S MISSION AND VISION STATEMENTS	5
MISSION STATEMENT	5
VISION STATEMENT	5
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT VISION AND MISSION STATEMENTS	6
MISSION STATEMENT	6
VISION STATEMENT	6
CORE VALUES.....	6
TEACHER PREPARATION MISSION	7
TEACHER PREPARATION VISION	7
UTSA ASPIRATIONAL GOALS:	7
TEACHER CANDIDATE PROFICIENCIES: KNOWLEDGEABLE, COMMUNITY-BASED, AND PROFESSIONAL	8
EDUCATOR PREPARATION PROGRAM CONCEPTUAL FRAMEWORK.....	8
KNOWLEDGEABLE	8
COMMUNITY-BASED	9
PROFESSIONAL.....	10
TEACHER PREPARATION EXPECTATIONS	10
TIERED PRECLINICAL FIELD AND CLINICAL EXPERIENCE.....	11
REFERENCES.....	11
PROGRAM OPTIONS AND ADMISSION PROCEDURES.....	12
PROGRAM OPTIONS	12
CRITERIA FOR ADMISSION FOR UNDERGRADUATES	13
PREREQUISITES	13
REQUIREMENTS FOR ADMISSION TO THE UNDERGRADUATE EDUCATOR PREPARATION PROGRAM	15
PROCESS FOR ADMISSION	15
HOW TO APPLY THROUGH ASAP	15
REQUIREMENTS FOR ADMISSION FOR ACCELERATED TEACHER CERTIFICATION PROGRAM	16
<i>AREAS OF ACP CERTIFICATION:</i>	17
RESTRICTED COURSES.....	18
RETENTION POLICY	18
MORE INFORMATION	19
TEXES EXAMS FOR TEACHER CERTIFICATION	20
EXAMINATION REQUIREMENTS FOR TEACHER CERTIFICATION	20
TAKE THE CERTIFICATION EXAMS AS SOON AS POSSIBLE	20
DIAGNOSTIC TESTS, REVIEW REQUIREMENTS AND PRACTICE TESTS	21

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

DIAGNOSTIC TESTS	21
REVIEWS	21
PRACTICE TEST REQUIREMENTS	22
ACCOMMODATIONS	23
IDENTIFICATION	23
REQUIRED TESTS	23
APPROVAL TO TEST (TAKE THE STATE EXAM)	29
TEST RETAKE PROCEDURES AND RULES	30
FIVE TIMES RULE FOR TAKING STATE EXAMS	30
CORE SUBJECTS (211 & 291) EXAM RETAKES	30
RETAKE PROCEDURES	30
BTLPT RETAKE PROCEDURES	31
ACQUIRING ADDITIONAL CERTIFICATIONS	32
STATE EXAM REGISTRATION	32
TEA	32
LOGGING ONTO TEAL FOR THE FIRST TIME	32
EXAM APPROVAL STATUS	33
TESTING VENDOR	33
PROPER IDENTIFICATION REQUIRED FOR TESTING	33
<u>PRECLINICAL FIELD EXPERIENCE</u>	<u>34</u>
FIELD EXPERIENCE COURSES	34
FIELD-BASED COURSES	34
EDUCATIONAL AIDES (INSTRUCTIONAL ASSISTANTS)	34
EDUCATIONAL AIDE EXEMPTION PROGRAM	35
TRANSPORTATION FOR FIELD ASSIGNMENTS	35
STUDENTS SEEKING ACCOMMODATIONS	35
FIELD EXPERIENCE POLICY	35
ATTENDANCE	36
<u>CLINICAL TEACHING</u>	<u>37</u>
CRITERIA FOR ACCEPTANCE INTO CLINICAL TEACHING	37
APPLYING FOR THE CLINICAL TEACHING SEMESTER	37
APPLICATION DEADLINES	38
PLACING CANDIDATES	38
REQUIREMENTS FOR CLINICAL TEACHING	38
CONDITIONS FOR COMPLETION OF CLINICAL TEACHING/INTERNSHIP	39
POST-BACCALAUREATE INTERNSHIPS	39
EDUCATOR PREPARATION PROGRAM CLINICAL TEACHING PATHWAYS	41
<u>APPLYING FOR INITIAL CERTIFICATION</u>	<u>42</u>

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

PROFESSIONAL PREPARATION POLICIES AND GENERAL INFORMATION	44
FITNESS TO TEACH POLICY	44
PREAMBLE.....	44
FITNESS TO TEACH.....	44
A. DEFINITIONS	45
B. PROFESSIONAL CONDUCT EXPECTATIONS.....	45
C. ADMISSION TO THE EDUCATOR PREPARATION PROGRAM AT UTSA	48
D. CONDITIONS FOR COMPLETION OF STUDENT TEACHING/INTERNSHIP	49
E. REVIEW OF TEACHER CANDIDATES AT UTSA	49
1. ONGOING REVIEW	49
OTHER POLICIES.....	51
APPEALS FOR EXTREME CIRCUMSTANCES	51
CRIMINAL BACKGROUND CHECK AND FIELDWORK POLICY	52
CLINICAL TEACHING AND TAKING ADDITIONAL COURSES.....	52
TIMELINE FOR BEING RECOMMENDED FOR TESTING AND BEING RECOMMENDED FOR YOUR TEACHING CERTIFICATE	53
RESPONSE TO A DISASTER OR EMERGENCY	53
FORMAL COMPLAINTS	54
GENERAL INFORMATION.....	58
TEACHER STANDARDS	58
CONTACT INFORMATION	59
EDUCATOR’S CODE OF ETHICS	60
ENFORCEABLE STANDARDS.	63
MODEL CODE OF ETHICS FOR EDUCATORS.....	67
PRINCIPLE I: RESPONSIBILITY TO THE PROFESSION	67
PRINCIPLE II: RESPONSIBILITY FOR PROFESSIONAL COMPETENCE	68
PRINCIPLE III: RESPONSIBILITY TO STUDENTS	69
PRINCIPLE IV: RESPONSIBILITY TO THE SCHOOL COMMUNITY	70
PRINCIPLE V: RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY	73
GLOSSARY	74
STUDENT CODE OF CONDUCT.....	78
5.17 STUDENT FITNESS FOR PROFESSIONAL PRACTICE	106

Section One

Educator Preparation Program Overview

UTSA offers many different teacher certifications and a variety of avenues for certification. Teacher candidates can receive teacher certification as an undergraduate through a traditional four-year degree program. Graduate students have the option of certifying through an accelerated certification program or a Master's degree program.

The UTSA Educator Preparation Program serves its students from a foundation of beliefs and ideals expressed in mission, vision and other statements of principle.



UTSA's Mission and Vision Statements

Mission Statement

The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement, and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, serving as a center for intellectual and creative resources as well as a catalyst for socioeconomic development – for Texas, the nation and the world.

Vision Statement

To be a premier public research university, providing access to educational excellence and preparing citizen leaders for global environment.

UTSA College of Education and Human Development

College of Education and Human Development Vision and Mission Statements

Mission Statement

The College of Education and Human Development (COEHD) will be an international model for developing inclusive, transformative leaders guided by principles of community, integrity, equity, excellence, diversity, scholarship and service. The COEHD will have a critical impact on the realization of human and community potential through its leadership in education, health and wellness, human development and policy studies. All programs of study include a focus on developing competencies for working effectively in multicultural and cross-national contexts.

Vision Statement

- ✦ Promotes equity, excellence, social justice, risk-taking and accountability
- ✦ Recognizes a healthy balance among scholarship, teaching, and service
- ✦ Is responsive to community needs
- ✦ Develops and applies new knowledge of effective policies and best practices
- ✦ Prepares transformational educators/leaders to succeed in diverse, ambiguous and challenging contexts
- ✦ Builds community within and at large
- ✦ Fosters the holistic development of all its members
- ✦ Uses resources effectively and efficiently so that the College graduates citizens who are engaged in productive contributions to self, society, and the global community

Core Values

- ✦ Commitment to social justice
- ✦ Integrity
- ✦ Equity
- ✦ Excellence
- ✦ Collaboration
- ✦ Respect
- ✦ Community

Teacher Preparation Mission

Within the context of the University's mission, the mission of the COEHD Educator Preparation Program is to prepare teacher leaders who are culturally efficacious agents of change. These teacher leaders must be knowledgeable, community-based and professional.



Teacher Preparation Vision

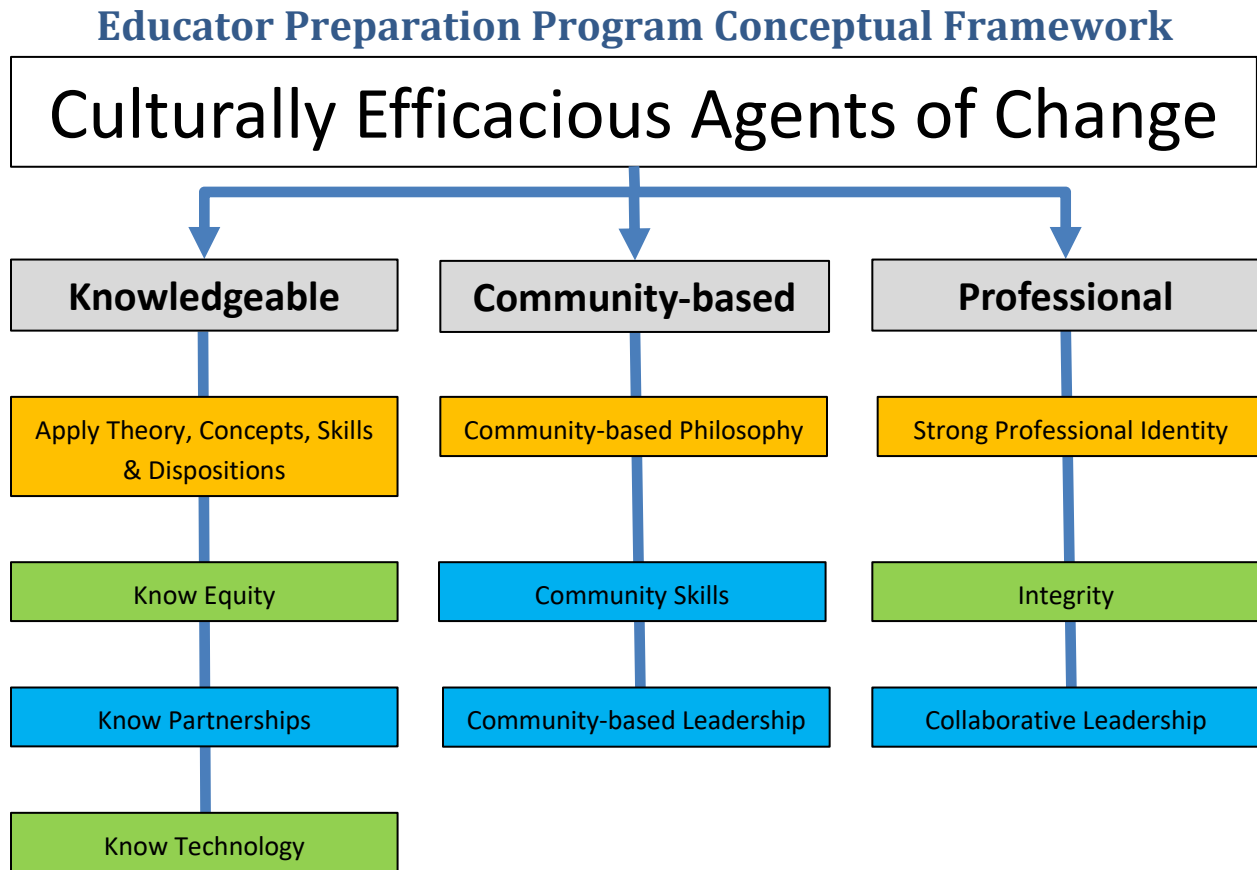
COEHD, as a Hispanic-thriving, urban-serving institution, is uniquely positioned to influence the educational system within the area of San Antonio and beyond.

UTSA Aspirational Goals:

UTSA strives to prepare culturally efficacious agents of change who are knowledgeable, community-based, and professional. Our Educator Preparation Program will prepare all teachers to teach all students and to collaborate with students, parents, communities, and professionals to inform and support student learning. UTSA EPP will achieve this by:

- ✦ Maintaining strong and consistent partnerships to allow our candidates to experience school and community settings in racially, ethnically, linguistically and economically diverse contexts across San Antonio and surrounding areas;
- ✦ Providing hybrid, virtual, and face-to-face opportunities to learn and engage;
- ✦ Implementing sustainable, and scalable support systems for teacher candidates; and
- ✦ Engaging in data driven decision-making and critical feedback from our partners for continuous improvement.

Teacher Candidate Proficiencies: Knowledgeable, Community-Based, and Professional



Knowledgeable

Definition

A knowledgeable teacher candidate demonstrates the skills and dispositions of a professional teacher. Teacher candidates will be active practitioners. Thus, classroom and field work strengthen and create new bridges between knowledge and application. There are four relevant areas of being knowledgeable: equity, partnerships, technology, and disciplinary theories, concepts, skills, and dispositions through critical praxis and application in the field.

1. **Knowledge of Equity:** Teachers understand the breadth and depth of (in)equity in schools and communities. As teacher candidates progress through the program, they will consider the ways in which students have (or do not have equitable) access, opportunity, and resources to thrive. Teacher candidates seek opportunities to dismantle issues of inequity. Teacher candidates adopt a culturally efficacious, culturally

sustaining stance towards teaching, learning, and success that promotes individual strengths and collective goals.

2. **Knowledge of Partnerships:** Teachers understand partnerships that span multiple settings and purposes. Such partnerships include those based in the community, school, and other informal settings. Teacher candidates seek partnerships with the greater San Antonio community as a part of their practice.
3. **Knowledge of Technology:** Teachers use technology to serve their work, students, and communities. It is critical for teachers to learn technologies to remain current and apply these in their own classrooms. Teachers judiciously use safety and privacy features that protect personal information and comply with FERPA requirements.
4. **Demonstrating Disciplinary Theories, Concepts, Skills, and Dispositions through Praxis and Application:** Teacher candidates understand the theories, concepts, skills, and dispositions that exemplify critical praxis and application of those ideas. Teacher candidates are responsible for knowledge production, including knowledge of the skills and dispositions as outlined in the Texas standards for education professionals.

Community-Based

Definition

Teachers are grounded in academic communities consisting of faculty, students, staff and alumni with common learning and growth development interests and diverse characteristics. Moreover, teachers reside in larger communities of families, neighborhoods, churches, clubs, businesses and governments. Diversity and inclusiveness are core strengths.

Community is based on shared values. We advocate for diversity which may include socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, race, ethnicity, and intellectual perspectives. Teachers recognize the importance of sustaining the heritage of communities while also embracing their continued development.

1. **Community-Based Philosophy:** Teacher candidates actively and skillfully develop and sustain communities through participation and leadership. Teachers appreciate and enrich their communities, and they sustain the knowledge and wisdom of the community. Teacher candidates will be exposed to varied school and community settings so they can develop community skills.
2. **Community Skills:** Community skills include: the adaptation and application of professional knowledge and skills to identify and meet community needs; the ability to recognize and use community assets as foundations for the development and sustainment of communities; and the ability to effectively communicate with community stake holders using community-inclusive language. Community skills also include the use of strength-based language and collaborative problem solving.
3. **Community-Based Leadership:** Teachers focus on and develop leadership as found in communities. Community leadership grounds teachers in authentic connections

between the students they serve and their neighborhoods and communities (Khalifa, 2016). Teachers engage in collaborative leadership through strategic actions in schools by all stakeholders (Hallinger & Heck, 2010), and they participate in collaborative decision-making that impacts student development.

Professional

Definition

Professional teachers build on the community-based and knowledgeable competencies, then apply knowledge gained inside and outside the classroom to solve problems and improve practice across diverse community settings. Three areas of professional skill and disposition include strong professional identity, integrity, and collaborative leadership.

1. **Strong professional identity:** Teacher candidates should see themselves as part of a community dedicated to both their field and discipline where they gain practical knowledge and self-efficacy to enact change. UTSA and COEHD foster this professional identity through participation in coursework, experiential learning opportunities, student clubs, and participating in a variety of COEHD sponsored programs and events such as peer mentoring and guest lectures. Professional identity is further developed through modeling and membership in aligned state and national educational organizations.
2. **Integrity:** Teachers embody integrity through ethical practice, honesty, and patience. COEHD faculty and staff model integrity as part of teacher candidates' professional identity. Modeling integrity includes transparency of decision making that reflects ethical practice. Teachers must be critically reflective and supportive with colleagues and students. Teacher candidates are held to the highest standards for academic honesty, and teacher candidates who show a lack of integrity through academic dishonesty are subject to evaluation of fitness to teach.
3. **Collaborative leadership:** Teacher leaders build relationships and develop a trusted network of colleagues with different levels of responsibility and points of view, manage and resolve conflicts constructively, and share control through transparent and open communication and shared decision making.

Teacher Preparation Expectations

Although we have presented the proficiencies in skill or disposition silos, all the educator proficiencies interact continuously in professional practice. A community-based philosophy and professional identity are rooted in learned skills and dispositions. Having a community-based philosophy leads to knowing partners, developing community skills, and engaging in community and collaborative leadership. Unwavering integrity and a bias towards equity undergird all that teachers do, while technology facilitates both efficiency and effectiveness.

Tiered PreClinical Field and Clinical Experience

The COEHD EPP provides students with tiered preclinical field and clinical experiences that support growth from aspiring teacher to certified teacher. These tiers require increasing levels of responsibility, reflection and expertise.

Table 1: Tiered Experience

Level	Courses	Primary Activities
Level I Field Experiences	Education/ Theory Classes	Exploring Personal Identities and Ideologies Learning to observe and critically reflect General Observation Attend School Board Meetings Mini-ethnography of the community Critical Reflection
Level II Field Experiences	Applied Theory classes and introductory pedagogy classes in content disciplines	Content Specific Observation Tutor Small Groups Whole Class Instruction: mini-lessons and co- teaching Attend PTA meeting Attend Professional Development Critical Reflection
Level III Field Experiences	Advanced and Content-Based Methods Courses	Guided Observation Tutoring Working with Small Groups Whole Class and Large Group Teaching Teaching Full Period Co-teaching Engaging in Problem-Solving Tasks Attend Professional Development Work with Parents Critical Reflection
Level IV Field Experiences	Clinical Teaching	Exploring Professional Identity and Ethical Responsibilities Full Responsibility for Classroom, Mentored by University Faculty and Clinical Faculty Critical Reflection

References

- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2), 95-110.
- Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership: Principal as community leader. *Educational Administration Quarterly*, 48(3), 424-467.

SECTION TWO

Program Options and Admission Procedures

Program Options

UTSA offers many different teacher certifications and a variety of avenues for certification, including traditional four-year degree programs, an accelerated degree program (ACP), a Master of Arts in Curriculum and Instruction – Teaching Certification (MACIT), Master of Arts in Teaching English as a Second Language – EC-6 Generalist ESL Certification (TESL-C), and Master of Arts in Bicultural-Bilingual Education – Teaching Certification (BBED-C) programs.

Table 2: Program Options

	Undergrad	ACP	MACIT	TESL-C	BBED-C
EC-6 Core Subjects	X				
EC-6 ESL	X			X	
EC-6 Bilingual	X				X
4-8 Math/Science	X		X		
4-8 ELARSS	X		X		
4-8 ESL	X			X	
4-8 Bilingual	X				X
6-12 Physical Science	X	X			
7-12 Math	X	X			
7-12 Life Science	X	X			
7-12 Science	X	X			
7-12 ELAR/ESL	X	X		X	
7-12 History	X	X			
7-12 Social Studies	X	X			
7-12 Speech	X	X			
EC-12 Physical Education	X	X			
EC-12 Health		X			
EC-12 Spanish	X	X			
EC-12 Special Education	X	X			
EC-12 Music	X	X			
EC-12 German		X			
EC-12 French		X			
EC-12 Art	X	X			
7-12 Bilingual Education Supplementary					X

7-12 Bilingual Education Supplementary Option	X				
7-12 Teaching English as Second Language					X
7-12 Teaching English as Second Language Option	X				

Criteria for Admission for Undergraduates

Undergraduates seeking elementary or middle school teacher certification must complete the Bachelor of Arts in Interdisciplinary Studies degree as outlined in the [UTSA Undergraduate Catalog](#). Individuals seeking secondary certification should complete the bachelor's degree requirements in their academic specialization while coordinating with the Interdisciplinary Education Advising Center to fulfill certification requirements.

UTSA is approved by the State Board for Educator Certification to recommend teacher candidates for teaching certificates in various baccalaureate degree areas. Teacher candidates seeking a standard teaching certificate should apply for admission to the certification program through the Interdisciplinary Education Advising Center. Applicants may be either degree-seeking or special students. Please refer to page eight for information on the Accelerated Teacher Certification Program Teacher Certification Program.

Prerequisites

1. Students must be in good standing with UTSA.
 - a. Students seeking admission to the Undergraduate Teacher Certification Program ("Program") who have been referred to UTSA's Office of Student Conduct and Community Standards ("SCCS") may have those referrals and the outcomes of those referrals considered in determining whether to grant admission to the Program. Admission is at the discretion of the Associate Dean of Professional Preparation and Partnerships (ADPPP).
 - b. Students requesting admission to the Program who have cases pending with the SCCS will not be admitted until the SCCS case has been fully adjudicated.
2. Clear Criminal History

The College of Education and Human Development (COEHD) prepares educators and professionals for fields which require fieldwork, internship, practicum, service-learning and/or clinical teaching. Placements occur in educational, clinical, health care facilities, hospital, and/or medical settings which require a criminal background check.

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

If you are applying for admission to a program that may prepare you for an education certification or occupational license and/or if you later decide to change to such a program, Texas law requires that The University of Texas at San Antonio notify you of your potential ineligibility to obtain certification or a license due to a prior criminal conviction or deferred adjudication for a felony or certain misdemeanor offenses. Admission into educator and professional programs will require an initial criminal background check. Applicants are encouraged to review Texas Occupation Code, Chapter 53, Sections 53.001 through 53.105: <http://www.texas-statutes.com/occupations-code/chapter-53-consequences-of-criminal-conviction>

Please note that applicants with certain criminal convictions or deferred adjudications may not be eligible for placement and, as a result, will not be able to pursue programs of study leading to certification or licensure and cannot be recommended for testing, certification and/or licensing. You are encouraged to review all eligibility requirements related to your desired certification and/or occupational licensure and to assess whether there are any criminal convictions affecting potential ineligibility for certification and/or occupational licensure prior to enrolling in such a course of study.

Each licensing authority has guidelines concerning specific crimes affecting certification and/or licensure eligibility. Applicants have the right to request a criminal history evaluation letter regarding eligibility for an educator certification as permitted in Texas Occupations Code section 53.102.

Educator Certification: For applicants intending to pursue educator certification (e.g., teacher, principal, reading specialist, school counselor, or superintendent), the Texas Education Agency conducts and provides a criminal history evaluation. Please visit: https://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs/

More information regarding criminal offenses that will prevent recommendation for certification may be found in the Texas Administrative Code: 19 TAC §249.16 [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=249&rl=16](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=249&rl=16)

NOTE: Once admitted to the educator or professional program, criminal background is again checked or requested throughout the program of study. Students who become ineligible for placement due to certain criminal convictions may have to withdraw from the course(s) and may not be able to complete a program of study leading to certification and/or licensure. Additionally, ineligible students may not be able to satisfy degree requirements and may be required to withdraw from the program of study. In addition, an individual who has been convicted of certain offenses may be ineligible for either a certification/licensure examination or the issuance of an occupational license upon completion of an educational program.

Questions related to eligibility requirements should be directed to the Texas Education Agency.

Requirements for Admission to the Undergraduate Educator Preparation Program

1. Must be Core Complete.
2. Have a clear criminal background check and clear record with Student Conduct & Community Standards.
3. Have completed 12-15 hours of content coursework. Math and Science certification tracks must have 15 hours completed.
4. Have a Cumulative GPA of 2.75 or higher.
5. Be [Texas Success Initiative](#) “Met” or Passing Scores on SAT or ACT
 - a. SAT Composite 1070 or higher
 - b. ACT 23 or higher
6. Demonstrate English Language Proficiency. Earn a C+ or better in WRC 1013, WRC 1023, COM 1043, COM 1053, COM 2123 or COM 2113. CLEP or AP credit are acceptable to meet this area.
7. Read and Sign the Texas Educator’s Code of Ethics
(https://utsa.az1.qualtrics.com/jfe/form/SV_bayKBGbRjAFCZvL)
8. Sign the Criminal History Policy
(https://utsa.az1.qualtrics.com/jfe/form/SV_0iiAAITyvlFSlwR)
9. Pass the Teacher Candidate Admission Quiz with a 72 or higher
(https://utsa.az1.qualtrics.com/jfe/form/SV_3XfKj7wSv96gdZH)
10. Complete the Teacher Candidate Interview Screening
(https://utsa.az1.qualtrics.com/jfe/form/SV_0eyfygPukjTvZUF)
11. Students in EC-6 BBL, 4-8 BBL, or 7-12 Bilingual Education Supplementary must take and pass the ALPS test.

Process for Admission

Once you have determined you meet the admission criteria for the Teacher Certification Preparation Program, the next step is to apply for admission to the program. Teacher Candidates are required to apply online through the ASAP system.

How to apply through ASAP

1. Log into your ASAP account
2. Click on Student Services link
3. Click on Student Records link
4. Click on Teacher Certification Application link.

Application processing can take between 3-4 weeks.

Once you have submitted your application, the Certification Officer in the Interdisciplinary Education Advising Center (IDED) will review your application and notify you of your status regarding acceptance into the program. Students will be required to sign an Acknowledgment

of Admission form which will be emailed to the student's preferred email address. Once the IDED Advising Center receives the acknowledgement form, the student will be admitted to the program. Students will then be able to reach out to their assigned advisor or certification specialist to request clearance of restricted courses.

Requirements for Admission for Accelerated Teacher Certification Program

UTSA is approved by the Texas Education Agency to offer teacher candidates various routes to teacher certification. The Accelerated Certification Program (ACP) is a track that allows students who have earned a Bachelor's degree or higher to obtain Texas teacher certification at the secondary level.

Requirements for Admission to the Accelerated Teacher Certification Program:

1. Attend a Teacher Certification Information Meeting
http://education.utsa.edu/certification_program/accelerated_certification_program/
2. Be admitted to UTSA (<http://www.utsa.edu/admissions>)
3. Maintain your preferred email address
4. Hold a Bachelor's degree from an accredited University
5. Display English Language Proficiency- Teacher Candidates who did not receive a bachelor's degree from an accredited institution in the United States will be required to take the TOEFL IBT in order to demonstrate proficiency. Required scores for TOEFL IBT are
 - a. Speaking — 24
 - b. Listening — 22
 - c. Reading — 22
 - d. Writing — 21.
6. Meet minimum Cumulative GPA of 2.75 or 2.75 in the last 60 hours of coursework.
7. Pass the TX [Pre-Admission Content Test \(PACT\)](#) test in the designated content area.
8. Pass the Teacher Candidate Quiz with a 72 or higher.
https://utsa.az1.qualtrics.com/jfe/form/SV_3XfKi7wSv96gdZH
9. Have completed 12-15 hours of content coursework. Math and Science certification tracks must have 15 hours completed.
10. Complete the Teacher Candidate Interview Screening
https://utsa.az1.qualtrics.com/jfe/form/SV_0eyfyqPukjTvZUF
11. Read and Sign the Code of Ethics
https://utsa.az1.qualtrics.com/jfe/form/SV_bayKBGgRjAFCZvL
12. Read and Sign the Criminal History Policy
https://utsa.az1.qualtrics.com/jfe/form/SV_aXHbQiYvUA8wBDv
13. Submit an application to the UTSA university-based ACP Teacher Certification Program

Areas of ACP Certification:

(ACP plans can be found [here.](#))

- 7-12 English Language Arts
- 7-12 Life Science
- 6-12 Physical Science
- 7-12 Science Composite
- 7-12 Social Studies
- 7-12 History
- 7-12 Speech
- 7-12 Math
- 7-12 Bilingual Education Supplementary Option
- 7-12 Teaching English as a Second Language Supplementary Option
- EC-12 Health
- EC-12 Physical Education
- EC-12 Special Education
- EC-12 Art
- EC-12 Spanish
- EC-12 German
- EC-12 French
- EC-12 Music

Requirements for Admission for the Graduate Certification Program

UTSA also offers graduate degree-seeking options in the areas of EC-6 ESL (TESL-C), EC-6 Bilingual (BBED-C), 4-8 ESL (TESL-C), 4-8 Bilingual (BBED-C), 7-12 ESL (with subject specific area) (TESL-C), 7-12 Bilingual (with subjects specific area) (BBED-C), 4-8 ELARSS (MACIT) and 4-8 Math/Science (MACIT).

These options allow a teacher candidate to pursue a teacher certification and Master's at the same time. For more information on these programs please go here:

http://education.utsa.edu/certification_program/Graduate_Degree_Professional_certification_programs/

1. Full and Clear Admission to the master's program designated with the certification track (TESL-C, BBED-C or MACIT)
2. Be admitted to UTSA (<http://www.utsa.edu/admissions>)
3. Maintain your preferred email address
4. Hold a Bachelor's degree from an accredited University
5. Display English Language Proficiency- Teacher Candidates who did not receive a bachelor's degree from an accredited institution in the United States must take the TOEFL IBT in order to demonstrate proficiency. Required scores for TOEFL IBT are

- a. Speaking — 24
 - b. Listening — 22
 - c. Reading — 22
 - d. Writing — 21.
6. Meet minimum Cumulative GPA of 3.0 or 3.0 in the last 60 hours of coursework.
7. Pass the TX [Pre-Admission Content Test \(PACT\)](#) test in the designated content area.
8. Pass the Teacher Candidate Quiz with a 72 or higher.
https://utsa.az1.qualtrics.com/jfe/form/SV_3XfKj7wSv96gdZH
9. Have completed 12-15 hours of content coursework. Math and Science certification tracks must have 15 hours completed.
10. Complete the Teacher Candidate Interview Screening
https://utsa.az1.qualtrics.com/jfe/form/SV_0eyfyqPukjTvZUF
11. Read and Sign the Code of Ethics
https://utsa.az1.qualtrics.com/jfe/form/SV_bayKBGbrjAFCZvL
12. Read and Sign the Criminal History Policy
https://utsa.az1.qualtrics.com/jfe/form/SV_aXHbQiYvUA8wBDv
13. Submit an application to the Certification Officer for Teacher Certification




Restricted Courses

Certain courses in the Educator Preparation Program are labeled “restricted.” This means that once you have been accepted into the Educator Preparation Program, these course restrictions will be lifted and you will be able to register for these courses and complete your program. Speak with your assigned academic advisor or certification specialist about these restricted courses and refer to the UTSA undergraduate catalog for further information regarding restricted courses for your particular certification program.

Retention Policy¹

UTSA intends to graduate and certify only candidates who will be effective educators. Evidence of potential effectiveness include academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the Program for teaching dispositions as well as teaching skills and successful course completion. If a candidate’s GPA falls below the required GPA or other issues arise concerning a candidate’s fitness to teach, the teacher candidate may be dismissed from the program.

Reasons candidates may be removed from the EPP may include, but are not limited to, the following, at the discretion of the ADPPP with the advice of the Fitness to Teach Council (FTT).

-  Undergraduate GPA falls below 2.75
-  Post-baccalaureate GPA falls below 3.00
-  Standard of Conduct/Educator Ethics violation

¹ TAC §228.20(h)

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

- ✎ Criminal Background Check that precludes placement
- ✎ Failure to make continual progress towards completion
- ✎ Failure to become certified within five years of graduation/finishing
- ✎ After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared
- ✎ School/district refuses to accept the student for field experience/clinical teaching
- ✎ FTT decision

More Information

If you would like more information about the admission requirements to the Teacher Certification programs, please contact [Interdisciplinary Education \(IDED\) Advising](#).

SECTION THREE

TEExES Exams for Teacher Certification

Examination Requirements for Teacher Certification

To become a Texas teacher candidates must pass the examinations required by the Legislature in Texas Education Code (TEC) [§21.048](#) and the State Board for Educator Certification (SBEC) in Texas Administrative Code (TAC) [§233.1\(e\)](#). The Texas Education Agency (TEA) administers these tests through a testing vendor. These tests are generally referred to as the Texas Examination of Educator Standards or “TEExES” exams. Passing standards for the TEExES exams are posted in [19 TAC §151](#).

Most teacher candidates take two exams, the EC-12 Pedagogy and Professional Responsibilities (PPR) exam, and a content area exam. Candidates pursuing bilingual certification will also take the Bilingual Education Supplemental (BES) and the Bilingual Target Language Proficiency Test (BTLPT). Candidates pursuing English as a Second Language certification will also take the English as a Second Language Supplemental (ESL) exam. TEA posts the complete list of required tests, as well as deadlines for applying for certification, on the [Educator Testing](#) website or in [TAC §230.21](#).

TEA is working on two major changes to teacher certification testing.

1. As a result of [House Bill 3, 86\(R\), 2019, Section 2.005](#), in order to teach any grade level from prekindergarten to grade six you will have to take and pass a test on the Science of Teaching Reading (STR). This becomes effective January 2021. If you can get your certificate before December 31, 2020, you can avoid taking this extra test.
2. In 2019-20 and 2020-21 TEA is piloting a new assessment, at UTSA and elsewhere, to replace the PPR called [edTPA](#). This performance-based test is much more difficult than the PPR, and 2.5 times as much. Although ultimately the SBEC will decide whether or not to implement this new test, it is in your best interest to take the PPR as soon as you are ready.

Take the Certification Exams as Soon as Possible

Candidates should work to pass the TEExES exams ***BEFORE*** they begin clinical teaching. Here is a generic timeline. Note that there are extensive requirements for all certification areas, and that bilingual candidates have up to 13 separate “milestones” on the path to certification. Candidates should start early, plan ahead and work diligently toward their goal.

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

Table 3: Certification Examination Timetable Model

Semester	Tasks
1 st	<ul style="list-style-type: none">✈ Form a study group for your content area✈ Take the content diagnostic test✈ Prepare for the content practice test with the preparation manual, TEKS, Assessed Curriculum, Released Test Questions, and other resources.✈ Pass the content practice exam as early as possible✈ If needed, re-study and retake the content practice exam
2 nd	<ul style="list-style-type: none">✈ Take the real TExES content exam✈ Take the PPR diagnostic test✈ Prepare for the PPR exam✈ Take the practice PPR exam as early as possible✈ If needed, restudy and retake the PPR practice exam
3 rd	<ul style="list-style-type: none">✈ Take and pass the real TExES PPR exam✈ Retake the real TExES content exam if needed✈ Prepare for and take ESL, BTLPT or BES if needed
4 th	<ul style="list-style-type: none">✈ Clinical teaching – retake exams if needed

By following this timeline, candidates may be certified as soon as their degree posts because all the required tests were passed. Districts may not hire candidates are not certified.

Diagnostic Tests, Review Requirements and Practice Tests

Candidates may complete the Diagnostic Tests, Practice Tests and Review Sessions in any order.

Diagnostic Tests

Diagnostic tests expose candidates to the content and style of the certification tests, and they give insight into the kinds of things they need to know, and might need to study further. UTSA provides diagnostic tests for the PPR and Core Subjects through the EBSCO LearningExpress Library online at JPL. EBSCO LearningExpress is also available through the San Antonio Public Library. Other diagnostic tests are listed near the top of the [UTSA TExES Resources page](#). Candidates will report the date they took the diagnostic test and the score they earned on the eligibility form for the real TExES test.

Reviews

UTSA provides reviews for the PPR, Core Subjects, and BTLPT tests.

- ✈ Teacher candidates seeking certification in Core Subjects 4-8/EC-6, Core Subjects 4-8/EC-6 Bilingual, and Core Subjects 4-8/EC-6 ESL must complete a Core Subjects EC-6 review.
- ✈ All teacher candidates are required to complete the PPR review.

Reviews are available as an open course in Blackboard. To complete the review

1. Open Blackboard
2. Click the “Open Courses” folder in the Course Catalog window.
3. Type “texes” in the Search Catalog box.
4. Open the TExES Reviews course. Both reviews are available.

The Department of Bilingual-Bicultural Studies offers a BTLPT preparation session once each semester. Bilingual candidates who did not take her class must attend the review session to be approved for the real test. Bilingual candidates will have access to CertifyTeacher reviews and practice tests. These will be required before they can be approved for the TExES BTLPT.

COEHD faculty are preparing a Science of Teaching Reading Review for the STR test that will be required in January 2021. This review should be available by August 2020.

Practice Test Requirements

All teacher candidates must take the PPR Practice Exam and score 70% or higher to be approved for the state certification exam. Candidates submit an [eligibility form](#) reporting the diagnostic test score and date, review date, and practice test score to be approved for the real test.

Teacher candidates must take the relevant content practice exam and earn a score of 70% or higher before they will be approved to sit for the state certification exam. Candidates must attempt the practice content test before they can begin clinical teaching. Core Subjects EC-6 and Core Subjects 4-8 candidates must score 70% or higher on all the subtests (English Language Arts and Reading, Math, Social Studies, Science & Fine Arts, Health and Physical Education (EC-6 only)).

Bilingual candidates must score an 80% or higher on the CertifyTeacher practice exam before they can be approved to take the TExES BTLPT. Bilingual candidates will be given a subscription to [CertifyTeacher](#).

Candidates submit an eligibility form reporting the diagnostic test score and date, review date (if applicable), and practice test score(s) to be approved for the real test.

edTPA Requirements

UTSA is participating in a TEA pilot program to replace the PPR called edTPA. edTPA is a portfolio-based performance assessment rather than a multiple choice test. Teacher candidates will be required to demonstrate through artifacts that they can plan, instruct, assess, and be reflective of their teaching practice.

Traditional Clinical Teaching (TCT), Year-Long Professional Experience (YLPE), and Year-Long Clinical Teaching or Year-Long Clinical Teaching – Residency (YLCT/YLCT-R) students that are graduating in December 2020 with a certification in any of the following areas are not required to take the edTPA and do not need to complete the PPR by the August 17, 2020 deadline: Core Subject EC-6 and 4-8, ESL and Core Subjects EC-6 and 4-8, Bilingual Core Subjects EC-6 and 4-8.

For more information, please visit the [edTPA](#) website.

Accommodations

Practice Test Accommodations: Candidates who need accommodations for the practice tests administered at UTSA must coordinate with [Student Disability Services](#) and the Testing Center.

TEExES Test Accommodations: Candidates who need accommodations for the real TEExES test should review the testing vendor's [Alternative Testing Arrangements](#). Because it may take a long time to secure alternative testing arrangements for the real TEExES test, candidates should investigate early and plan months ahead.

Identification

Candidates must provide proper identification to be admitted to either the practice or real TEExES tests. For the practice tests, a state-issued or UTSA ID is generally sufficient. Review the ID requirements for the real TEExES test at the [testing vendor's website](#). Failure to show proper ID for the real TEExES test may result in candidates not being admitted to the testing center and forfeiture of the testing fees. Be prepared.

NOTE: Candidates who indicate non-U.S. citizenship must provide a passport from their country of origin in order to take the TEExES exam for certification. Consular, diplomatic, or embassy ID's are not sufficient. Consult the [testing vendor's website](#) for more details.

Required Tests






































This table summarizes the testing requirements for certifications offered at UTSA. This may be superseded at any time by TEA's [Required and Replacement Test Chart](#).

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

Table 4: Certification Testing Requirements

Certification	Requirements
Core Subjects EC-6	<ul style="list-style-type: none"> Core Subjects Review PPR Review Core Subjects Diagnostic Test PPR Diagnostic Test Core Subjects Practice Test PPR Practice Test TEExES 291 Core Subjects EC-6 Exam TEExES 160 PPR Exam Science of Teaching Reading Review (January 2021) Science of Teaching Reading Test (January 2021)
Core Subjects EC-6 and Bilingual	<ul style="list-style-type: none"> Core Subjects Review PPR Review BTLPPT Review Core Subjects Diagnostic Test PPR Diagnostic Test Core Subjects Practice Test TEExES 291 Core Subjects EC-6 Exam PPR Practice Test TEExES 160 PPR Exam BES Practice Test TEExES 164 BES Exam BTLPPT Practice Test (CertifyTeacher) TEExES 190 BTLPPT Exam Science of Teaching Reading Review (January 2021) Science of Teaching Reading Test (January 2021)
Core Subjects EC-6 and ESL	<ul style="list-style-type: none"> Core Subjects Review PPR Review Core Subjects Diagnostic Test PPR Diagnostic Test ESL Diagnostic Test Core Subjects Practice Test PPR Practice Test TEExES 291 Core Subjects EC-6 Exam TEExES 160 PPR Exam ESL Practice Test (January 2020) TEExES 154 ESL Exam Science of Teaching Reading Review (January 2021) Science of Teaching Reading Test (January 2021)







































UTSA TEACHER PREPARATION PROGRAM HANDBOOK

Certification	Requirements
Core Subjects 4-8	<ul style="list-style-type: none">  Core Subjects Review  PPR Review  Core Subjects Diagnostic Test  PPR Diagnostic Test  Core Subjects 4-8 Practice Test  PPR Practice Test  TExES 211 Core Subjects 4-8 Exam  TExES 160 PPR Exam  Science of Teaching Reading Review (January 2021)  Science of Teaching Reading Test (January 2021)
Core Subjects 4-8 and Bilingual	<ul style="list-style-type: none">  Core Subjects Review  PPR Review  Core Subjects Diagnostic Test  PPR Diagnostic Test  PPR Practice Test  TExES 160 PPR Exam  Core Subjects 4-8 Practice Test  TExES 211 Core Subjects 4-8 Exam  BES Practice Test  TExES 164 BES Exam  BTLPT Practice Test (CertifyTeacher)  TExES 190 BTLPT Exam  Science of Teaching Reading Review (January 2021)  Science of Teaching Reading Test (January 2021)
Core Subjects 4-8 and ESL	<ul style="list-style-type: none">  Core Subjects Review  PPR Review  Core Subjects Diagnostic Test  PPR Diagnostic Test  ESL Diagnostic Test  Core Subjects 4-8 Practice Test  PPR Practice Test  TExES 211 Core Subjects 4-8 Exam  TExES 160 PPR Exam  ESL Practice Exam (January 2020)  TExES 154 ESL Exam  Science of Teaching Reading Review (January 2021)  Science of Teaching Reading Test (January 2021)








































UTSA TEACHER PREPARATION PROGRAM HANDBOOK

Certification	Requirements
ELAR/Social Studies 4-8	<ul style="list-style-type: none"> Core Subjects Review PPR Review Core Subjects Diagnostic Test PPR Diagnostic Test ELAR/SS 4-8 Practice Test PPR Practice Test TEExES 113 ELAR/SS 4-8 Exam TEExES 160 PPR Exam Science of Teaching Reading Review (January 2021) Science of Teaching Reading Test (January 2021)
Math/Science 4-8	<ul style="list-style-type: none"> Core Subjects Review PPR Review Core Subjects Diagnostic Test PPR Diagnostic Test Math/Science 4-8 Practice Test PPR Practice Test TEExES 114 Math/Science 4-8 Exam TEExES 160 PPR Exam Science of Teaching Reading Review (January 2021) Science of Teaching Reading Test (January 2021)
English Language Arts and Reading 7-12	<ul style="list-style-type: none"> PPR Review PPR Diagnostic Test ESL Diagnostic Test ELAR 7-12 Practice Test PPR Practice Test ESL Practice Test (January 2020) TEExES 231 ELAR 7-12 Exam TEExES 160 PPR Exam TEExES 154 ESL Exam
History 7-12	<ul style="list-style-type: none"> PPR Review PPR Diagnostic Test History 7-12 Practice Test PPR Practice Test TEExES 233 History 7-12 Exam TEExES 160 PPR Exam
Life Science 7-12	<ul style="list-style-type: none"> PPR Review PPR Diagnostic Test Life Science 8-12 Practice Test PPR Practice Test TEExES 238 Life Science 7-12 Exam TEExES 160 PPR Exam

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

Certification	Requirements
Mathematics 7-12	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  Mathematics 7-12 Diagnostic Test  Mathematics 7-12 Practice Test  PPR Practice Test  TExES 235 Mathematics 7-12 Exam  TExES 160 PPR Exam
Physical Science 6-12	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  Physical Science 8-12 Practice Test  PPR Practice Test  TExES 237 Physical Science 6-12 Exam  TExES 160 PPR Exam
Science 7-12	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  Science 7-12 Diagnostic Test  Science 7-12 Practice Test  PPR Practice Test  TExES 236 Science 7-12 Exam  TExES 160 PPR Exam
Social Studies 7-12	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  Social Studies 7-12 Practice Test  PPR Practice Test  TExES 232 Social Studies 7-12 Exam  TExES 160 PPR Exam
Art EC-12*	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  PPR Practice Test  TExES 178 Art EC-12 Exam  TExES 160 PPR Exam
Music EC-12	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  Music Diagnostic Test  Music EC-12 Practice Test  PPR Practice Test  TExES 177 Music EC-12 Exam  TExES 160 PPR Exam

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

Certification	Requirements
Physical Education EC-12	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  Physical Education EC-12 Practice Test  PPR Practice Test  TExES 158 Physical Education EC-12 Exam  TExES 160 PPR Exam
Spanish EC-12*	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  LOTE Spanish Diagnostic Test  PPR Practice Test  TExES 613 LOTE-Spanish EC-12 Exam  TExES 160 PPR Exam
Special Education EC-12	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  Special Education Diagnostic Test  Special Education Practice Test  PPR Practice Test  TExES 161 Special Education EC-12 Exam  TExES 160 PPR Exam
Bilingual 7-12 Certification	<ul style="list-style-type: none">  PPR Review  BTLPT Review  PPR Diagnostic Test  Content Area Practice Test  Content Area TExES Exam  PPR Practice Test  TExES 160 PPR Exam  BES Practice Test  TExES 164 BES Exam  BTLPT Practice Test (CertifyTeacher)  TExES 190 BTLPT Exam
7-12 Certification with ESL	<ul style="list-style-type: none">  PPR Review  PPR Diagnostic Test  ESL Diagnostic Test  Content Area Practice Test  PPR Practice Test  Content Area TExES Exam  TExES 160 PPR Exam  ESL Practice Test  TExES 154 ESL Exam

**There is not a practice test requirement for Spanish EC-12 and Art EC-12.*

If a Practice Test becomes available for a content area that currently does not have a Practice Test, then one may be required.

- ✦ Candidates may complete the reviews, diagnostic tests, and practice tests in any order.
- ✦ When the review, diagnostic test and practice test requirements have been met, teacher candidates may seek approval to register for the state TExES exam.
- ✦ [Practice Exam Schedules](#) are available by semester on the UTSA TExES website.

On-line Registration Instructions for UTSA TExES Practice Exams

1. [Log on to Banner ASAP.](#)
2. Click on the tab “Student Services”.
3. “TExES Practice Exam Registration”.
4. Select “Register for TEST Session”.
5. Under Test Name choose “Practice TExES”.
6. From the drop-down menu select the practice exam you want to take.
7. On the far right under the “Select Test” column is a small radial (circle) button that must be clicked.
8. Hit the “Submit” button and you will be registered for a UTSA TExES Practice Exam.

Practice Exam scores will generally be available on Banner ASAP two business days after the Practice Exam Session. Scores are reported in percentiles with an overall score of 80% being comparable to the state scaled passing score of 240/300. 70% is required for test approval.

Candidates who fail the practice test should pay attention to the data. A failure in a domain or on a test indicate that there are gaps in your knowledge that you need to fill before taking the real test.

- ✦ If you fail once, talk with your friends in your study group about what you need to learn.
- ✦ If you fail twice, talk with a professor.
- ✦ If you fail a third time, talk to the Assessment Coordinator, [Carisa Kohutsek](#).

Approval to Test (take the state exam)

Teacher candidates may only register for exams that correspond to their area of certification through UTSA.

- ✦ Teacher candidates can take their tests in any order. You do not, for example, have to pass the content test before you take the PPR.
- ✦ Teacher candidates will be eligible to register for one state exam after the Practice Exam and Review Session requirements have been met, when applicable.
- ✦ All candidates must submit an Eligibility Form for “approval to test” every time they want to be approved to register for a state exam.

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

- ✎ Submit Eligibility Forms, available for download on the [UTSA TExES Website](#), to The Office of Teacher Education Services by:
 - Submitting in person to our office located in the Main Building, (MB) 3.310.
 - Scanning and emailing to carisa.kohutek@utsa.edu.
- ✎ Candidates who meet the UTSA requirements will be approved to test.

Test Retake Procedures and Rules

Five Times Rule for Taking State Exams

Candidates may only take the same TExES exam for a total of five times. The five attempts include the first attempt to pass the exam and four retakes. You must follow TEA procedures to obtain a waiver to take the test more than five times. This is difficult, lengthy and expensive.

Core Subjects (211 & 291) Exam Retakes

Every time you take Core Subjects test you should sign up for the whole test unless you only have one subtest left to pass. You may skip through the sections of the test you have already passed by clicking next, next, next, and so on until you reach the sections that you still need to pass. Candidates do not need to answer a single question in the sections that they have already passed. The only time a candidate should sign up for an individual subtest is when that is the last test the candidate needs to pass.

Retake Procedures

If you fail a TExES exam, you must wait 30 days before you can take the test again. You must get UTSA approval to retake the test. ([TAC §230.21\(a\)\(1\)\(D\)](#))

This table describes UTSA policy regarding the approval of retake attempts on TExES tests. A reflective essay includes an analysis of the candidate's score report, identification of competencies where the candidate needs additional study, and identification of needed resources to address those competencies. An action plan is the candidate's plan for mastering the knowledge, skills and attitudes identified in the reflective essay. It should include resources, a schedule/timeline, and benchmarks/standards for measuring progress. The candidate should develop the reflective essay and action plan in conjunction with the faculty mentor/chair.

The Fitness to Teach Council meets as needed approximately every six weeks.

Table 5: Retake Policy

Status	Policy
Before Initial Test Approval	<ol style="list-style-type: none">1. Student completes a diagnostic test.2. Student completes a review session or module.3. Student earns a passing score of 70% correct on a practice test. BTLPT requires a passing score of 80% correct.

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

Status	Policy
After Failed 1st Attempt	<ol style="list-style-type: none"> 1. Student submits a reflective essay and an action plan to the faculty mentor, completes 50 hours of remediation, and documents the activities and resources in a learning log. 2. Student works with a faculty mentor to address the domains where the student failed to meet standard. Faculty member completes an Informal Review. 3. Student retakes and scores 85% on the practice or comparable examination. 4. The faculty mentor certifies the student is ready to retake the exam on the retake eligibility form.
After Failed 2nd Attempt	<ol style="list-style-type: none"> 1. Student writes a reflective essay regarding the repeated failures and submits it to the department chair. Chair completes a Formal Review: Level I. 2. Student develops an action plan using non-UTSA resources, completes 100 hours of remediation since the failure, and documents the activities and resources used.
After Failed 3rd Attempt	<ol style="list-style-type: none"> 1. Student completes 150 hours of remediation since the failure and documents the activities and resources. 2. Student meets the Fitness to Teach Council. Council completes a Formal Review: Level II.
After Failed 4th Attempt	<ol style="list-style-type: none"> 1. Student meets with the Fitness to Teach Council about the history of failure and reasons why the prospects of success on the fifth attempt justify another try. 2. FTT Council (a) approves/disapproves the fifth attempt and (b) decides the course of action if the student fails the fifth attempt. Options include (1) allowing the student to appeal to SBEC for a waiver to attempt the test a sixth time, (2) allowing the student to pursue a different certification field, or (3) more coursework in the current certification field.
After Failed 5th Attempt	<ol style="list-style-type: none"> 1. Implement decision the FTT Council made after the fourth failure regarding approving a waiver, an alternative certification field, or more coursework. 2. If approved for a waiver, the student completes the remediation required by SBEC policy.
After Failed 6 or more attempts	<ol style="list-style-type: none"> 1. Student meets with ADPPP or designee regarding history of failure and presents an action plan used to address areas of concern. 2. ADPPP or designee approves or disapproves another attempt.

BTLPT Retake Procedures

In order to attempt TEXES BTLPT for a second time, complete the Certify Teacher BTLPT review test and submit the following to Maya Guirao (amalia.guirao@utsa.edu):

1. Screenshot of multiple choice section scores
2. Your audio recordings for Oral Expression tasks
3. Your screenshots/Word documents of Written Expression tasks

Note: Passing score for all sections is set at 80%. If not reached, you will be provided one-on-one or small group tutoring. Tutoring will target areas in need of development to help you reach passing score. Tutoring will include purchasing \$10 BTLPT Interactive Test for further practice and to determine passing score has been reached.

Acquiring Additional Certifications

Candidates' employment opportunities may be enhanced with additional certifications that make them better qualified and more versatile than their competitors.

- ✦ All candidates can benefit from having the Bilingual Education, ESL Supplemental and Special Education Supplemental certificates on their résumés.
- ✦ Special Education candidates can benefit from having a subject certification, most often Core Subjects EC-6, Core Subjects 4-8, ELAR/Social Studies 4-8, or Math/Science 4-8.
- ✦ Physical Education candidates can benefit from having another subject certification.

UTSA will only approve candidates for the tests that lead to the certification in the admission letter. Most candidates will pursue additional certification after they become certified. A certified teacher can “certify by exam” for most content areas. The TEA website provides more information about [Certification by Exam](#). We strongly encourage you to complete the course work for additional certifications.

State Exam Registration

All teacher candidates seeking certification through UTSA are required to have “approval to test” before they may register for their certification exams. Approved candidates navigate two websites to register for tests, the TEA website and the testing vendor’s website.

TEA

The TEA website is like a house with a locked front door and many rooms inside. The front door is the Texas Education Agency Login or “TEAL.” The room candidates want to enter is the Educator Certification Online System or “ECOS.” Candidates must enter through a TEAL account to get to information into and out of ECOS. The TEA systems work best with Microsoft Internet Explorer.

Request a **TEAL Login** account by completing the following steps on the [TEA website](#).

Logging onto TEAL for the First Time

1. Click on **ECOS for Educators** at the top of the page.
2. Click on [Create a New TEAL Account](#).
3. Select “**Educator**” as your Organization Type on the TEAL New User Registration form. TEAL will prompt you to enter your Social Security Number and other information.
4. After you have created your TEAL User account, you will receive an email with your new user name and password. Follow the link in this email to login, using your new user name and password.

5. After changing your password and establishing your security questions, you will be redirected to the TEAL landing page, where you can access the ECOS for Educators application by clicking on the link. [TEA provides directions for creating a TEAL account.](#)

Exam Approval Status

1. To check exam approval status, go to the [TEA Website](#) and login to **TEAL**.
 - a. Click on “**View Examinations**”.
2. “**Approval to test**” will only be granted to teacher candidates that have successfully completed UTSA eligibility requirements prior to submitting the Eligibility Form.

****UTSA DOES NOT NOTIFY TEACHER CANDIDATES WHEN THEY HAVE BEEN APPROVED.***

Testing Vendor

1. Visit the [testing vendor’s website](#) to register for a TExES State Exam.
2. Click the “Register” tab, then “Register Now,” then “Create an account now.” Follow the directions.
3. You will need your TEA ID Number each time you register for a TExES State Exam.
4. Be sure you understand the [Candidate Rules Agreement](#) and the ID policy. Your unexpired identification documents must match your name in ECOS. If they do not, you must [request a name change from TEA](#).
5. The testing vendor provides support at (800) 877-4599, (413) 256-2898 or via email or chat at their website.

Proper Identification Required for Testing

In order to take the TExES exam for certification, candidates who indicate non-U.S. citizenship have to provide a passport from their country of origin. Consular, diplomatic, or embassy ID’s are not sufficient. Read the identification requirements at the [testing vendor’s website](#) and the [Identification](#) section on page 29.

SECTION FOUR

PreClinical Field Experience

Field Experience Courses

Field experience courses provide the teacher candidate with the opportunity to observe in public school classrooms and to develop teaching skills through course assignments. Field experiences allow teacher candidates to grow professionally and to apply their knowledge of pedagogy, content area instruction, instructional strategies, and professionalism in diverse school settings. Teacher candidates in field experience courses spend anywhere from 8-80 hours a semester participating in fieldwork in assigned schools.




Courses with required field experience assignments are listed in the course catalog and in the course schedule on ASAP. It is important that teacher candidates note courses with a field experience assignment as this may impact scheduling of other courses in a semester.

Field-based Courses

Field-based courses take field experiences one step further. During this time, teacher candidates are usually placed in a school for one full day of fieldwork. Teacher candidates prepare and teach lessons, tutor students one-on-one, develop classroom management skills, and participate in school activities as much as possible. Field-based courses are intended to prepare teacher candidates for the next phase of their professional development – clinical teaching.

Educational Aides (Instructional Assistants)

Educational aides (Instructional Assistants) who are pursuing teacher certification at UTSA will be given permission to complete course-required fieldwork (such as Approaches and Reading courses), at their place of employment, only if:

-  - The student's work experience matches the certification track they are pursuing at UTSA;
-  - Their mentor teacher's certification matches their own certification track; and
-  - They work at a TEA-approved field placement site or public school.

Educational Aides or Instructional Assistants must contact the Assistant Director for Preclinical Field Experiences for more information about their specific case and to get permission to conduct their fieldwork at their workplace. If their workplace does not meet the above criteria, they will be placed at another TEA-approved campus for their field experience.

Educational Aide Exemption Program

The UTSA Financial Aid Office offers assistance for educational aides known as the Educational Aide Exemption Program (EAE). If a student is accepted into the EAE program, a portion of the fieldwork and clinical teaching can be waived based on work experience. To learn more about this program, please visit the [UTSA Financial Aid Office](#).

Transportation for Field Assignments

Candidates are responsible for their own transportation to and from field placement campuses, including clinical teaching. When possible, we try to cluster field assignments to facilitate carpooling and minimize fuel expenses. Please let the Field Placement Coordinator know no later than the first week of classes if you need to be placed at a school that is located on a bus route. We will do our best to accommodate your request.

Students Seeking Accommodations

If a student requires an accommodation during their field placement or clinical teaching, it is the student's responsibility to request assistance as early as possible before planning to attend the field placement or clinical teaching. Because the student may not fully realize the need for accommodation and/or they may not have a sense of what the placement setting will specifically demand, [Student Disability Services \(SDS\)](#) recommends that the student should initiate a meeting one semester before the intended placement to learn more about the expectations of field-based experiences. Once they have a better understanding about the field placement requirements, the student can initiate any necessary steps towards accommodations that meet their needs and their field placement requirements.

Field Experience Policy

It is required that teacher candidates in courses with fieldwork complete their fieldwork assignments in a timely and professional manner.

The teacher candidate is expected to demonstrate proficiency in all of these areas as evidenced by assessment instrument(s) used in evaluation of the teacher candidate in the assigned placement.

All teacher candidates enrolled in a course that includes a field placement will be responsible for meeting the same course requirements for fieldwork regardless of their employment status. Teacher candidates who work in an area school district or another educational environment will be required to complete their coursework outside of their place of employment.

The completion of the minimum number of hours of fieldwork as required by the individual courses is required for a passing grade. Teacher candidates who do not meet the minimum requirement of field hours as required by the course will automatically receive an “F” for that course. Missed field placement hours cannot be made up without special permission from the instructor, the Assistant Director of Preclinical Field Experiences, and the mentor teacher. Teacher candidates must remain in the assigned placement throughout the semester or as required by the instructor. This means that teacher candidates must complete their required hours weekly for the duration of the semester or for the duration of the placement as described by the instructor. Teacher candidates may not alter their assigned schedule or placement in any way.

Teacher candidates may not choose their own field placements. The Assistant Director of Preclinical Field Experiences and field placement coordinators assign all field placements. Teacher candidates begin fieldwork when they receive the approval from the Assistant Director of Preclinical Field Experiences or the assigned field placement coordinator for their program.

Attendance

Regular, prompt attendance is expected.

If you know you will be absent, email your mentor teacher, field placement coordinator, and professor prior to the absence. If absent, you must develop a plan to make up the hours missed and have it approved by your mentor teacher and the field placement coordinator assigned to your program.

Your placement will be cancelled if you accumulate more than two absences.

Teacher Candidates with Two or More Absences

Teacher candidates with two or more absences need to contact the Assistant Director of Preclinical Field Experiences in the Office of Teacher Education Services and will be required to attend a conference to discuss their field placement status. The placement may be reinstated if the absences were due to special circumstances, such as an extended illness. Permission from the mentor teacher, campus administrator, professor, and Assistant Director of Preclinical Field Experiences will be required for reinstatement. Teacher candidates who do not contact the Assistant Director of Preclinical Field Experiences will have their field placement cancelled.

Failure to Complete Hours as Instructed

Teacher candidates who do not complete the required field experience hours will receive an “F” for the course. No partial credit will be given for completing less than the required hours.

SECTION FIVE

Clinical Teaching

Clinical teaching is the capstone experience of the Educator Preparation Program. It is a semester-long **Traditional Clinical Teaching (TCT)** or a **Year Long Clinical Teaching (YLCT)** opportunity to enact teaching knowledge and skills under the supervision of a clinical/mentor teacher and a university supervisor. TCT candidates are placed in a classroom for a full semester, five days a week, or YLCT are placed in a classroom for two consecutive semesters, three to five days per week, where they gradually assume the duties and responsibilities of a classroom teacher. The TCT or YLCT experience is a unique opportunity to develop and strengthen teaching knowledge, skills, and dispositions to become familiar with all facets of the teaching profession. See the [Educator Preparation Program Clinical Teaching Pathways](#) table.

It is expected that the clinical teaching component of the certification program will be completed through UTSA.

Note: Candidates employed as or who may be seeking employment as certified educational/instructional aides must communicate with the [Director of Clinical Professional Experiences](#) and submit a formal request to obtain approval in order to satisfy the clinical teaching placement and requirements as an instructional aide.

Criteria for acceptance into Clinical Teaching

Teacher candidates must meet the following requirements to enter clinical teaching:

- ✎ admission to the Teacher Certification program
- ✎ completion of all prerequisite courses, including completion of the Professional Education coursework
- ✎ a 2.75 cumulative grade point average on all college work applied to the degree plan
- ✎ attempt TExES content test; students are highly encouraged to pass the real exam before clinical teaching.

Clinical teaching applicants should consult their advisor and their catalog for specific details regarding their eligibility.

Applying for the Clinical Teaching Semester

A required meeting is held early in the semester prior to beginning clinical teaching to explain the application process and procedures. Clinical teaching application information is provided and questions are addressed to facilitate the submission of the clinical teaching application. The meeting dates, times, and location are announced on the [Clinical Teaching Website](#).

Application Deadlines

Table 6: Clinical Teaching Application Timeline

To Clinical Teach in the	Application Deadline
Fall	March 1
Spring	October 15

Approximately six weeks after the deadline to apply for clinical teaching, teacher candidates may download a Registration Packet from the [Clinical Teaching Website](#).

If an applicant does not meet the criteria for acceptance to the clinical teaching program, he or she will receive an email denying the application to clinical teaching. Denial emails will be sent after the close of the semester prior to the clinical teaching semester. The email will explain the reason why an applicant has been denied for clinical teaching. Teacher candidates may contact their academic advisor with any questions regarding their denial notification.

Placing Candidates

UTSA works with the Human Resources Departments of partner school districts in the San Antonio area to place clinical teachers. **Placements are not available in private schools or charter schools.** At the meeting held early in the semester prior to clinical teaching, clinical teacher applicants will be given a list of available school districts and will be asked to indicate their school district preferences.

Clinical teachers will meet with the Director of Professional Clinical Experiences prior to beginning the clinical teaching experience. At that mandatory meeting, clinical teaching placement information, including the name of the assigned school and cooperating teacher, will be provided. An announcement of the time and place of the meeting will be on the [Clinical Teaching Website](#).

In order to complete clinical teaching, candidate criminal background checks are conducted by the school districts. Candidates who experience rejection by the school districts due to their criminal history may not be able to complete the program. The decision to attempt to place the candidate in more than one district is at the discretion of the Director of Professional Clinical Experiences.

Requirements for Clinical Teaching

The traditional and year-long clinical teaching semester(s) are a full-time commitment. Clinical teachers who commit themselves only to clinical teaching have a more successful semester than those who are obligated to jobs and other classes. Beginning with the first day of class, clinical teachers are expected to be available during daytime hours which correspond to those of public schools, approximately 7:00 a.m. until 5:30 p.m., Monday through Friday. Whenever

possible, clinical teachers are also expected to be in attendance at evening events such as PTA meetings and at school sponsored weekend activities such as fairs and athletic/music events.

Please note that **Fall field experience candidates** scheduled to complete clinical teaching in the Spring (see TAC §§228.35(e)(4)) are required to complete 5 hours—Start of School Experience during the first two weeks of classes. For example, if the school district's academic year begins August 10, you will have to complete and document these 5 hours within the first two weeks of the school which it may occur before the official start day at UTSA.

Clinical teachers are strongly discouraged from working and/or taking additional classes during the clinical teaching semester(s). Under no circumstances will **Traditional Clinical Teachers** be permitted to enroll in additional coursework during the one-semester clinical teaching that exceeds six semester credit hours or in classes that meet during the regular instruction day.

Clinical teachers will also be expected to attend bi-monthly seminars. These will be scheduled to be held every other week in a hybrid classroom/internet format to include asynchronous content and synchronous meetings.

Conditions for Completion of Clinical Teaching/Internship

Successful completion of clinical teaching/internship is a condition for meeting teacher certification requirements. Teacher candidates may attempt clinical teaching/internship a maximum of two times. If the teacher candidate does not successfully complete the second clinical teaching experience, the candidate will not be eligible to enroll in clinical teaching a third time. The teacher candidate may appeal to the Fitness to Teach Council to be reinstated only in the case of documented extenuating circumstances.

Post-Baccalaureate Internships

The UTSA COEHD offers the internship as an option to teacher certification students who have extensive experience in a public or private school setting as instructional aides or as substitute teachers in permanent, long-term positions. The COEHD faculty, however, feels strongly that the best preparation for prospective teachers is clinical teaching. The supportive environment typical of a clinical teaching placement cannot be duplicated with an internship. Therefore, UTSA teacher candidates are strongly encouraged to complete clinical teaching, since it is the better option for the majority of students.

Contact a COEHD certification advisor for information about the internship semester and the requirements for eligibility at 210-458-6287 or at teacheradvising@utsa.edu.

Educator Preparation Program Clinical Teaching Pathways

Table 7: Educator Preparation Program Clinical Pathways

CLINICAL PATHWAY	Traditional Clinical Teaching (TCT)	Year Long Professional Experience (YLPE)	Year Long Clinical Teaching (YLCT)	Year Long Clinical Teaching-Residency (YLCT-R)
SEMESTER SCHEDULE	Semester #1: 10 days (80 hours, 1 full day per week) of field experience tied to methods coursework. ² Semester #2: 72 days of full-time clinical teaching in one semester.	Semester #1: 10 days (80 hours, 1 full day per week) of field experience tied to methods coursework. Semester #2: 72 days of full time clinical teaching in one semester with the same mentor teacher as semester #1.	Semester #1: Combination of ½ and full days of clinical teaching and field-experience- embedded in approaches/ methods coursework over the semester (approximately 42 total required days). Semester #2: Combination of ½ and full days of clinical teaching and field-experience- embedded in approaches/methods coursework over the semester (approximately 42 total required days).	
FIELD PLACEMENT LOCATION	Possibility of requirements to attend field experiences at multiple sites and districts	All field experiences and clinical placements will be at the same site and district.		
MENTOR TEACHER	Clinical Teacher may or may not be with the same Mentor Teacher from a field experience for clinical teaching placement.	Clinical Teacher works with the same Mentor Teacher for field experiences tied to coursework and clinical teaching placement.		
COURSEWORK INSTRUCTOR	Coursework taught by UTSA faculty			All coursework taught by an APiP
FIELDWORK/ CLINICAL INSTRUCTOR	Clinical Teacher Supervisor may be Field Coach, Associate Professor in Practice (APiP), or Lecturer			APiP is the Clinical Teacher Supervisor

² May vary for all-level and 7-12 candidates

SECTION SIX

Applying for Initial Certification

There are five steps to getting your standard Texas Teacher Certificate.³

1. Complete all the required certification tests.
 - a. You can see the [Required Texas Certification Tests](#) at the Texas Education Agency's [Educator Testing](#) webpage or in Figure [19 Texas Administrative Code §230.21\(e\)](#) from [TAC §230](#).
2. Successfully complete clinical teaching.
 - a. You have successfully completed clinical teaching when both your cooperating/mentor teacher and your field supervisor recommend you for certification ([TAC §228.35\(e\)\(2\)\(A\)\(iii\)](#)).
3. Hold a bachelor's degree or higher.
 - a. Advising cannot recommend you for certification until the Registrar posts your degree. Degrees are usually posted to transcripts in January and June.
4. Complete [fingerprinting and a national criminal history background check](#) through the Texas Education Agency. The fingerprinting process can take weeks, so plan ahead. If you were fingerprinted through your district, your fingerprints may already be on file with TEA. To confirm this, contact the Fingerprinting [Help Desk](#) through the TEA web site. Give them your social security number, and ask them to confirm that they have your fingerprints and that they will post to your ECOS account when you apply for your standard certificate.
5. Apply for certification and pay the required fees through your [TEAL](#)/ECOS account.
 - a. For Undergraduate and Graduate program: Apply for a **STANDARD** certificate, and the recommending entity is University of Texas of San Antonio-**UNIVERSITY BASED**.
 - b. For Accelerated Certification Programs: Apply for a **STANDARD** certificate, and the recommending entity is University of Texas of San Antonio-**ALTERNATIVE**.
 - i. Note: your certificate will not reflect alternative, but STANDARD.

STOP! Do not apply for certification until you are **eligible** to be recommended. Teacher candidates who apply without meeting eligibility requirements will be removed from the UTSA list of candidates and required to reapply.

After you apply, UTSA will be notified that you applied for certification. The Certification Officer typically recommends students for certifications on Friday, so there may be a delay between when you apply and when your certificate posts. If you are eligible, UTSA will complete the

³ See <https://tea.texas.gov/texas-educators/certification/initial-certification/becoming-a-classroom-teacher-in-texas>

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

recommendation and you will be notified by email that you have been recommended. Your certificate should be available on-line within 24 hours of recommendation.

You will not be officially certified until TEA has:

- 1) received and applied the required fee,
- 2) received your fingerprints (if applicable), and
- 3) completed a criminal history background check.

If you have questions, call the UTSA Advising and Certification Center at 210-458-6287. Address technical questions regarding TEAL or fingerprinting to TEA at 512-936-8400 or the [TEA Help Desk](#).

SECTION SEVEN

Professional Preparation Policies and General Information

Fitness to Teach Policy

Preamble

“A certified educator holds a unique position of public trust with almost unparalleled access to the hearts and minds of impressionable students. The conduct of an educator must be held to the highest standard.” (19 TAC §249.5 (b)(1)).

“Educators have positions of authority, have extensive access to students when no other adults (or even other students, in some cases) are present, and have access to confidential information that could provide a unique opportunity to exploit student vulnerabilities. Educators must clearly understand the boundaries of the educator-student relationship that they are trusted not to cross.” (19 TAC §249.5 (b)(2)(F)).

“The University of Texas at San Antonio is committed to admitting and retaining students who meet the highest professional expectations of the professions they wish to enter.” (HOP 5.17 Student Fitness for Professional Practice).

The Fitness to Teach Policy stands on a foundation of national standards, state regulations, and university standards and policies. For a fuller understanding of Fitness to Teach, review the [Educators’ Code of Ethics](#), the [NASDTEC Model Code of Ethics for Educators](#), the [UTSA Student Code of Conduct](#), and [UTSA’s Student Fitness for Professional Practice](#) policy in Appendices A-D.

Fitness to Teach

The COEHD offers a curriculum designed to academically prepare individuals for the teaching profession. However, satisfying the curriculum and testing requirements alone does not make a candidate worthy for The University of Texas at San Antonio (UTSA) to recommend the candidate to the State of Texas for teaching certification. All teacher candidates in the UTSA Educator Preparation Program (EPP) will have passed a criminal history background check prior to enrolling in the teacher certification program and are expected to demonstrate that they are prepared to teach children and youth throughout the remainder of the EPP. See [Criminal History Policy](#). This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all teachers should possess.

A. Definitions

1. Teacher candidate: A person who has been formally admitted to the UTSA Teacher Certification Program. Candidates are admitted to the Teacher Certification Program when they sign the Acknowledgement of Admission form and the Interdisciplinary Education (IDED) Advising Center receives the Acknowledgement of Admission form. The Certification Officer maintains the official list of persons admitted to the Teacher Certification Program in the TEA ECOS System.
2. Fieldwork: Coursework and exposure to school environments as described in Section 4 of this manual, and related catalog and course syllabi.
3. Preclinical teaching – Level I, II, and III field experiences as described in the [Tiered Experience](#) table.
4. Clinical teaching: Coursework and practice teaching in school environments as described in [Section 5](#) of this manual, and related catalog and course syllabi.

B. Professional Conduct Expectations

1. Each UTSA teacher candidate is subject to the Texas Code of Ethics and Standard Practices for Educators, found at 19 TAC §247.1 and § 247.2. The Educators' Code of Ethics is found in [Appendix B](#) of this document. The Texas Educators' Code of Ethics applies "to educators and candidates for certification" (19 TAC §247.1 (b)).
2. Each UTSA teacher candidate is also expected to follow the tenets of the Model Code of Ethics for Educators (MCEE), passed in 2015 by the National Association of State Directors of Teacher Education and Certification (NASDTEC). This professional code of ethics is not only a guide to expected conduct of educators, but also serves as a guide to assist the UTSA teacher candidate in making ethical decisions in the best interests of the students, profession, and the community at large. The MCEE is found in [Appendix C](#) of this document.
3. Each UTSA teacher candidate is also subject to the following internal UTSA expectations for professional conduct:
 1. Academic Requirements
 1. Attends all classes as required. Preparedness for class and punctuality are expected at all times.
 2. Completes course assignments in a professional manner according to the timelines designated by the course instructor.
 3. Completes and documents all field experiences in a professional and timely manner as required.
 4. Demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials. Refer to the [UTSA Academic Honesty Policy](#).

5. Demonstrates written and oral communication skills expected of an education professional that shows the ability to comprehend information and communicate ideas and feelings.
 - (1) Written: Writes clearly, uses academic grammar and spelling. Demonstrates professional level skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
 - (2) Oral: Communicates effectively with other students, faculty, staff, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates professional level skills in spoken English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by TAC 230.11. Bilingual education candidates must also demonstrate proficiency in Spanish.
 - (3) Electronic: Uses available electronic tools proficiently to facilitate appropriate and professional communication. Refrains from inappropriate electronic communication with K-12 students including, but not limited to, electronic communications by cell phone, text messaging, email, instant messaging, blogging, or other social network electronic communication.
2. Personal and Professional Requirements
 1. Protects confidential information concerning K-12 students or colleagues unless disclosure serves professional purposes or is required by law.
 2. Demonstrates interpersonal skills that are required for successful professional teaching. These skills include:
 - (1) an openness to accepting and testing the results of unfamiliar ways of teaching;
 - (2) the ability to accept and act upon reasonable criticism and constructive feedback;
 - (3) the ability to understand others' perspectives about teaching;
 - (4) the ability to separate personal and professional issues when in the classroom or completing course work;
 - (5) the ability to work collegially with parents, teachers, staff, and administrators in school settings and elsewhere;
 - (6) the ability to work collegially and productively with classmates in course assigned group projects
 - (7) the disposition to act always for the benefit of all students.
 3. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with students, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways.
 4. Maintains appropriate personal hygiene habits.
 5. Dresses appropriately in professional contexts.

6. Behaves professionally both in and out of the classroom or school setting, including social media sites.
 7. Is morally fit and worthy to instruct or supervise the youth of this state.
 8. Has not been convicted of certain offenses that directly relate to the duties and responsibilities of the licensed occupations or other offenses less than five years before the date the person applies for the license. See Texas Occupation Code, Chapter 53, Sections 53.001 through 53.105: <http://www.texas-statutes.com/occupations-code/chapter-53-consequences-of-criminal-conviction>.
3. Cultural and Social Attitudes and Behavior
 1. Respects superiors, peers, families, community members, children and youth in all settings.
 2. Understands and appreciates the value of diversity and looks beyond self in interactions with others; respects differences of race, ethnicity, religion, and social class, national allegiance, and cultural heritage. Teacher candidate does not impose personal, political, religious, sexual, and/or cultural values on others.
 3. Accepts and accommodates exceptional learners.
 4. Works productively with peers.
 5. Speaks in a manner appropriate to the classroom or other context.
 6. Displays positive attitudes toward faculty, colleagues, families, community members, and students;
 7. Demonstrates positive social skills in professional and social interactions with faculty, colleagues, parents, and students.
 4. Physical Skills
 1. Exhibits motor and sensory abilities to attend and participate in class and practicum placements, with or without accommodations as recommended by the Office of Disability Services.⁴
 5. Emotional Dispositions
 - a. Stress Management - The teacher candidate demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. The candidate handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
 - b. Emotional and Mental Capabilities

⁴ No otherwise qualified teacher candidate shall, on the basis of disability, be subjected to discrimination or excluded from participation in the EPP. A teacher candidate with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified teacher candidate with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. A COEHD ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodation. An initial assessment, subsequent plans, use of outside experts (including the Office of Disability Services), and periodic checks between the committee and the teacher candidate are appropriate courses of action in making accommodations.

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

- (1) Uses sound judgment.
- (2) Demonstrates the emotional and mental health required to function effectively as a teacher.
- c. Cognitive Dispositions
 - a) Thinks analytically about educational issues.
 - b) Reflects on their practice.
 - c) Is flexible, open to new ideas, and willing and able to modify beliefs and practices.
 - d) Questions and tests assumptions about teaching and schooling.
4. Each teacher candidate remains subject to the [UTSA Student Code of Conduct](#), which is found in [Appendix D](#) of this document.
5. Each teacher candidate is subject to the policies of the local school district at which the candidate engages in field observations, preclinical teaching, or clinical teaching.

C. Admission to the Educator Preparation Program at UTSA

Prior to admission to the EPP, all teacher candidates will be apprised of the Fitness to Teach (FTT) policy. This policy applies to all students upon admission to or enrollment in the EPP, whichever occurs first, and to students completing coursework in the COEHD that requires interaction with schools, and remains so until completion of their program.

1. Students must be in good standing with the UTSA.
 - a. Students seeking admission to the Undergraduate Educator Preparation Program (EPP) who have at any time been previously referred to UTSA's [Office of Student Conduct and Community Standards](#) ("SCCS") may have those referrals and the outcomes of those referrals considered by the Associate Dean of Professional Preparation and Partnerships (ADPPP) in determining whether to grant admission to the Program. Admission is at the discretion of the ADPPP.
 - b. Students requesting admission to the EPP who have cases pending with the SCCS will not be admitted until the SCCS case has been fully adjudicated.
2. Students must have passed an initial Criminal Background Check or have had their criminal history evaluated by the Texas Education Agency. See <https://tea.texas.gov/texas-educators/investigations/national-criminal-history-checks-faqs>.

After the IDED Advising Center has reviewed an application and the supporting documents, they will send the applicant an Acknowledgement of Admission form. Applicants will be required to sign the Acknowledgment of Admission form which will be emailed to their preferred email address. Once the IDED Advising Center receives the acknowledgement form, the student will be admitted to the program. The Certification Officer maintains the official list of persons admitted to the program in TEA's Educator Certification Online System.

D. Conditions for Completion of Student Teaching/Internship

Successful completion of student teaching/internship is a condition for meeting teacher certification requirements. Students may attempt student teaching/internship a maximum of two times. If the student does not successfully complete the second clinical teaching experience, they will not be eligible to enroll in clinical teaching a third time. The student may appeal to the Fitness to Teach Council to be reinstated only in the case of documented extenuating circumstances.

E. Review of Teacher Candidates at UTSA

All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate the process and may result in dismissal from the EPP. The level of review will depend on factors such as the nature, severity, frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 review. Alleged violations of the UTSA student code of conduct or the host school district's employee code of conduct will result in immediate Level 2 Formal Review.

1. Ongoing Review

In addition to curriculum and testing requirements addressed in the UTSA catalog and other UTSA policies, all teacher candidates will be screened throughout their program according to the criteria addressed in this policy, including dispositions for teaching. Dispositions for teaching are defined as those professional attitudes, values, and beliefs expected of an education professional contained in this document. As a professional program, the COEHD reserves the right to recommend or not recommend teacher candidates for certification. If all criteria are not met satisfactorily, teacher candidates may be denied the clinical teaching opportunity. Without acceptance into the EPP and successful completion of all course work, field work, and clinical teaching or its equivalent, the university cannot recommend teacher candidates for Texas Teacher Certification. All teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate or invalidate the process and may result in dismissal from the EPP. Fitness to Teach reviews are internal institutional reviews and are not open to the public, including family members, friends, and other professionals unless specifically requested by the ADPPP.

- a. In October and March a reminder will be sent to faculty to use the [Referral Forms](#) for identification of [Outstanding Teacher Candidates](#) or the Faculty Concerns Regarding Fitness to Teach. Faculty and partner school district representatives may submit the referral forms at any time prior to or during the professional level courses.
- b. The completion of these forms will allow the COEHD to identify teacher candidates who display outstanding knowledge and/or skills that deserve recognition and identify those who may have some difficulties that raise concerns about the candidate's ability to successfully complete the program. All forms completed will be sent to the ADPPP.

- c. Completed Criminal History Review. In accordance with Texas Education Code § 22.083, an examination of each teacher candidate's criminal history will be conducted by the independent school district (ISD) prior to the candidate's participation in field-based course work, including preclinical or clinical teaching. Criminal history record information, which includes both conviction and arrest records, is obtained. An ISD or other school field-based entity may deny placement of teacher candidates based on the results of the criminal history review. In certain cases, information discovered in the candidate's criminal history record information may require the cooperating school district or UTSA to report this information to the State Board for Educator Certification (see 19 TAC §249.14) for investigation. The teacher candidate's clearance for fieldwork is the prerogative of the ISD or participating entity and not UTSA. If a teacher candidate is unable to obtain a field-based placement, he/she will not meet UTSA's requirements for recommendation for teacher certification. If a teacher candidate cannot complete course-required field work because of their criminal history, the teacher candidate will be required to withdraw from the course and/or the EPP. The teacher candidate may retake the course if and when the criminal history changes, allowing them to be cleared by the school district. If the offense is one that will preclude any further field work, the teacher candidate will be dismissed from the teacher education program. Generally, the ADPPP will work with advising in these cases. See 19 TAC § 227 regarding the preliminary evaluation of certification eligibility.

2. Informal Review

An informal review involves a faculty member, and/or a partner school district representative (e.g. mentor teacher, campus administrator, central office field experience/clinical teaching coordinator-liaison), and a teacher candidate. When a faculty member and/or a partner school district representative has concerns about a teacher candidate meeting any of the Fitness to Teach criteria, the faculty member and/or partner school district representative will:

- a. discuss the concerns directly with the teacher candidate and seek to work with the candidate to resolve the difficulties;
- b. advise the appropriate department head and the ADPPP or ADPPP's designee of the concern(s) in order to identify potential patterns and issues related to the teacher candidate;
- c. document dates and content of meetings with teacher candidates;
- d. Submit documentation to the ADPPP or ADPPP's designee.

If a problem arises in the field, the mentor/cooperating teacher or administrator of the host school district may discuss concerns directly with the UTSA faculty member or appropriate staff. The teacher candidate may also be included in this meeting.

3. Formal Review: Level 1

When a faculty member and/or a partner school district representative is sufficiently concerned about a teacher candidate's fitness to teach, he or she will fill out the Fitness to Teach Formal Review Level 1 form. These forms are to be turned in to the ADPPP or ADPPP's designee.

A three-way conference will then be scheduled with the instructor and/or a partner school district representative, the teacher candidate, and the ADPPP or ADPPP's designee. At this conference, the teacher candidate will be given the opportunity to respond to the concerns raised. During this conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. However, all remediation plans will be stated in measurable, objective terms, include a reasonable timeline, and be signed by all parties involved. If the candidate fails the remediation plan(s) candidate will be placed on Level 2 Formal Review. If the candidate successfully completes the remediation plan, he/she will continue in the EPP. The remediation plan may continue for more than one semester, depending on the individual circumstances.

4. Formal Review: Level 2

If a second incident or concern is reported on the same teacher candidate, the candidate has failed a remediation plan during the Level 1 Review, or the seriousness of the incident or concern warrant it, the Fitness to Teach Council will be convened. This group (made up of faculty and chaired by the ADPPP or ADPPP's designee) will meet to:

- a. review the paperwork,
- b. interview the faculty member(s) and/or a partner school district representative who have instructed the teacher candidate,
- c. interview the teacher candidate, and
- d. determine the teacher candidate's suitability to continue in the program.

The teacher candidate is afforded due process, including an opportunity to respond to any concerns, incidents, or allegations of misconduct, throughout each of these proceedings. The Fitness to Teach Council may seek information from school district partners should the concern, incident, or allegation of misconduct be related to the performance of the teacher candidate in preclinical or clinical teaching. Following a Level 2 review and determination, the teacher candidate may submit a letter of appeal to the Dean of the COEHD for consideration. The Dean's decision is final.

Other Policies

Appeals for Extreme Circumstances

Due to extreme circumstances, teacher candidates may need to alter their preparation plan with regard to coursework. When this occurs, teacher candidates may appeal to alter or

change their required coursework by submitting an appeal form through their COEHD advisor. Appeal forms are submitted to the COEHD Appeals Committee for consideration. The Appeals Committee decisions are final and will not be overturned.

The following conditions will ***not*** be considered for appeal because they are an integral component of the teacher certification program:

- Waivers for clinical teaching
- Waivers for the required 2.75 GPA
- Waivers for course required field experiences
- Waivers for taking restricted courses before being accepted into the program

Criminal Background Check and Fieldwork Policy

Teacher candidates are required to undergo a criminal history background check as a requirement to be able to conduct fieldwork for their courses and to complete their preclinical and clinical teaching assignments. UTSA does not conduct background checks. Rather, each school district is responsible for conducting these background checks and clearing UTSA teacher candidates for field experience. Teacher candidates who do not have a clear criminal history may not be allowed to complete courses that require fieldwork. This may impact a teacher candidate's ability to complete the program. Depending on the severity of the offense discovered through the criminal background check, teacher candidates may be dismissed from the Educator Preparation Program. In certain cases, information discovered in the candidate's criminal history record information may require the cooperating school district or UTSA to report this information to the State Board for Educator Certification (see 19 TAC §249.14) for investigation. If a teacher candidate experiences rejection from a school district for fieldwork due to criminal history, the department will attempt to place the teacher candidate, if possible, in a different district. No more than two attempts for placement of a teacher candidate will occur.

Superintendents encountering severe misconduct may be required to report it to the SBEC in accordance with TEC §21.006

For fingerprinting/background check, candidates need to show a state-issued ID, which is either a driver's license or a DPS issued state ID.

In order to take the TExES exam for certification, candidates who indicate non-U.S. citizenship are required to provide a passport from their country of origin. Consular, diplomatic, or embassy ID's are not sufficient.

Clinical Teaching and Taking Additional Courses

Given the strenuous and time-consuming efforts needed to be successful during the Traditional Clinical Teaching (TCT) semester, students should complete all courses before clinical teaching. If a teacher candidate still has courses left to take and is participating in TCT, then no teacher

candidate will be allowed to take more than 6 additional hours of course work during the clinical teaching semester. If the teacher candidate needs to take additional courses, they must be courses offered in the evening. The teacher candidate will not be allowed to take courses during the day during the clinical teaching semester, unless participating in the Year Long Clinical Teaching (YLCT), see [Educator Preparation Program Clinical Teaching Pathways](#).

Timeline for Being Recommended for Testing and Being Recommended for Your Teaching Certificate

There is a time limit within which the UTSA Educator Preparation Program will recommend an individual for testing and recommend an individual for a teaching certificate. Due to the frequent changes imposed by the state on preparation programs, an individual completer will have **five years from the date they complete their Educator Preparation Program** to complete testing for teacher certification and be recommended for a teaching certificate. If the state makes major changes to programs, this timeline may be shortened. **After five years, individuals will be required to return and complete a new program for their certification in order to be recommended for testing for certification and be recommended for a teaching certificate.**

Response to a Disaster or Emergency

If the governor of Texas declares a state of disaster consistent with the Texas Government Code, §418.014, if the mayor of San Antonio or the county judge for Bexar County declares a local state of disaster consistent with the Texas Government Code, §418.108, or if leadership of the University of Texas System or UTSA declares an emergency, the dean and associate deans of the COEHD may modify the policies stated in this manual to address the situation, the best needs of students and the college.

Formal Complaints

The University of Texas at San Antonio Educator Preparation Program Formal Complaint Form	
<p>The Texas Education Agency requires that all Educator Preparation Programs have a formal complaint process in which individuals may seek redress for alleged grievances. The Complaint Policy of The University of Texas at San Antonio is posted in the Teacher Preparation Handbook.</p> <p>If resolution for a complaint is not achieved through informal means, a formal complaint is filed. Use of this Formal Complaint Form is required. Completed Forms and supporting documentation should be turned into the Office of the Associate Dean for Undergraduate Student Success in Main Building 3.212.</p>	
Complainant Contact Information. Please print.	
Name _____	Banner ID: @ _____
Telephone # _____	Email _____
Describe the alleged complaint:	
<p>List the significant dates, facts, and documented evidence that support the complaint. Attach evidence relating to the complaint.</p>	
Describe the informal steps you have taken to resolve the complaint.	

Complaint Policy on File with the Texas Education Agency

COMPLAINTS		In this policy, the terms “complaint” and “grievance” shall have the same meaning.
GUIDING PRINCIPLES		The University of Texas at San Antonio encourages interns to discuss their concerns and complaints through informal conferences with their program staff.
INFORMAL PROCESS		Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
FORMAL PROCESS		<p>If an informal conference regarding a complaint fails to reach the outcome requested by the candidate, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, a candidate is encouraged to seek informal resolution of his or her concerns. A candidate, whose concerns are resolved, may withdraw a formal complaint at any time.</p>
GENERAL PROVISIONS FILING		Complaint forms and appeal notices may be filed by hand-delivery, email, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are date and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
RESPONSE		At Level One and Two, “response” shall mean a written communication to the candidate from the appropriate University of Texas at San Antonio staff. Responses may be hand-delivered or sent by U.S. Mail or emailed to the candidate’s email or mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on the deadline and received by the candidate no more than three days after the response deadline.
DAYS		“Days” shall mean program business days. In calculating time lines under this policy, the day a document is filed is “day zero,” and all deadlines shall be determined by counting the following day as “day one.”
GENERAL PROVISIONS		<p>Complaints arising out of an event or series of related events shall be addressed in one complaint. Candidates shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p> <p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, The University of Texas at San Antonio may consolidate the complaints.</p>
UNTIMELY FILINGS		<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the candidate, at any point during the complaint process. The candidate may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
COST INCURRED		Each party shall pay its own costs incurred in the course of the complaint.

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

COMPLAINT FORM	<p>Complaints under this policy shall be submitted in writing on a form provided by The University of Texas at San Antonio.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the candidate does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the candidate did not know the documents existed before the Level One conference.</p> <p>A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refiling is within the designated time for filing a complaint.</p>
AUDIO RECORDING	<p>As provided by law, a candidate shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate's complaint is discussed. The candidate shall notify all attendees present that an audio recording is taking place.</p>
LEVEL ONE	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none"> 1. Within fifteen days of the date the candidate first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and 2. With the direct supervisor. <p>The direct supervisor shall hold a conference with the candidate within ten days after the receipt of the written complaint.</p> <p>The direct supervisor shall have ten days following the conference to provide the candidate a written response.</p>
LEVEL TWO	<p>If the candidate did not receive the relief requested at Level One or if the time for a response has expired, the candidate may appeal the decision to The University of Texas at San Antonio's legal authority.</p> <p>The appeal notice must be filed in writing, on a form provided by the program, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level One.</p> <p>The University of Texas at San Antonio's legal authority or designee shall inform the candidate of the date, time, and place of the meeting at which the complaint will be discussed.</p> <p>The direct supervisor shall provide The University of Texas at San Antonio's legal authority with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by candidate. The University of Texas at San Antonio's legal authority shall consider only those issues and documents presented at the preceding level and identified in the appeal notice.</p> <p>The University of Texas at San Antonio's legal authority must provide written notice of the decision to the candidate.</p> <p>The University of Texas at San Antonio must retain information concerning the complaint for a minimum of three years.</p> <p>After the candidate has exhausted all attempts at The University of Texas at San Antonio level to resolve a complaint that occurred within the past two years</p>

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

		and has not received the relief sought, information on how to file a complaint with TEA can be secured from The University of Texas at San Antonio by information posted at their physical facility, on their website or, upon request, directions in writing.
LEVEL THREE		<p>The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select “Educator Preparation Programs”.</p> <p>The complaint process allows for an applicant or candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program.</p> <p>Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242)</p> <p>All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by mailing or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or by emailing it to generalinquiry@tea.texas.gov.</p> <p>To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.</p> <p>Complaints submissions should include the following:</p> <ul style="list-style-type: none"> • The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program. • Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or emails exchanged between parties. <p>Texas Education Agency staff will send confirmation of a complaint within thirty days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.</p> <p>TEXAS ADMINISTRATIVE CODE §228.70</p>

General Information

Teacher Standards

Teaching is a profession because its practitioners possess the unique knowledge, skills and dispositions needed for effective teaching. These are codified by the State Board for Educator Certification and the Commissioner of Education in Texas.

The Texas Teaching Standards are delineated in [Texas Administrative Code Section 149](#) Teacher Standards.

Additionally, the SBEC sets certificate-specific skills. Links to these can be found on the [Approved Educator Standards](#) webpage.

Bilingual teachers have a unique set of skills and associated [Bilingual Education Standards](#).

Modern Texas teachers needs strong technological skills as expressed in Standards I-VII in the [Technology Applications EC-12](#) standards and the [International Society for Technology in Education \(ISTE\) Standards](#).

Other organizations which set teacher standards include the Council of Chief State School Officers' [Interstate Teacher Assessment and Support Consortium](#) (InTASC), the [National Board for Professional Teaching](#) (NBPTS), and a variety of [subject-specific standards](#).

Contact Information

-  **Office of Professional Preparation and Partnerships**
210.458.5420
-  [Dr. Belinda Bustos Flores](#)
Associate Dean of Professional Preparation & Partnerships
-  [Dr. Kristen Lindahl](#)
Assistant Dean of Professional Preparation
-  [Dr. Lorena Claeys](#)
Director of Clinical Professional Experiences
-  [Dr. Youmna Dbouk](#)
Assistant Director of Preclinical Experiences
-  [Dr. Tiffany Farias-Sokoloski](#)
Senior Field Placement Coordinator
-  [Mrs. Carisa Kohutek](#)
Assessment Coordinator
-  [Dr. Michael Vriesenga](#)
Director for Assessment and Program Accountability
-  **Teacher Certification Advising Office**
210.458.6287
-  [Mrs. Kimberly Perez](#)
Assistant Director/Educator Certification Officer

Appendix A

Educator's Code of Ethics⁵

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) 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 and good moral character. The Texas educator, in exemplifying ethical relations 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. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
- (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Abuse--Includes the following acts or omissions:

⁵ 19 Texas Administrative Code Chapter 247.

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

Revised July 2020

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and

integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

(18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(19) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(20) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(21) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(22) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.

(23) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

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.

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

(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.

Appendix B

Model Code of Ethics for Educators⁶

Principle I: Responsibility to the Profession

*The **professional educator** is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.*

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;

Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;

Holding oneself responsible for ethical conduct;

Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;

Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;

Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and

Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;

⁶ https://www.nasdtdec.net/page/MCEE_Doc
Revised July 2020

Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another [educator](#) may be approaching or involved in an ethically compromising situation;

Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;

Neither filing nor encouraging frivolous ethical complaints solely to [harm](#) or retaliate; and

Cooperating fully during ethics investigations and proceedings

C. The professional educator promotes and advances the profession within and beyond the school community by:

Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and [student](#) services;

Engaging in respectful discourse regarding issues that impact the profession;

Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;

Actively participating in educational and professional organizations and associations; and

Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the Model Code of Educator Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;

5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
 6. Committing to ongoing professional learning.
- B. The professional educator demonstrates responsible use of data, materials, research and assessment by:
7. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
 8. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
 9. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
 10. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
 11. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with [district](#) policy, state and federal laws; and
 12. Using data, data sources, or findings accurately and reliably.
- C. The professional educator acts in the best interest of all students by:
1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
 2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
 3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social [boundaries](#).

- A. The professional educator respects the rights and dignity of students by:

Respecting students by taking into account their age, gender, [culture](#), setting and socioeconomic context;

Interacting with students with [transparency](#) and in appropriate settings;

Communicating with students in a clear, respectful, and culturally sensitive manner;

Taking into account how appearance and dress can affect one's interactions and relationships with students;

Considering the implication of accepting gifts from or giving gifts to students;

Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;

Avoiding [multiple relationship](#) with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;

Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and

Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an [ethic of care](#) through:

Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;

Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and

Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;

Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and

Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;

Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;

Considering the implication of accepting gifts from or giving gifts to parents/guardians; and

Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

Respecting colleagues as fellow professionals and maintaining civility when differences arise;

Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;

Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;

Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;

Enhancing the professional growth and development of [new educators](#) by supporting effective field experiences, mentoring or induction activities across the career continuum;

Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;

Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and

Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;

Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and

Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;

Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;

Exhibiting personal and professional conduct that is in the best interest of the organization, [learning community](#), school community, and profession; and

Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;

Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;

Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and

Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses [technology](#) in a responsible manner by:

Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;

Staying abreast of current trends and uses of school technology;

Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;

Knowing how to access, document and use [proprietary materials](#) and understanding how to recognize and prevent plagiarism by students and educators;

Understanding and abiding by the district's policy on the use of technology and communication;

Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing [sensitive information](#) electronically either via professional or personal devices/accounts; and

Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students' [safety and well-being](#) when using technology by:

Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;

Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and

Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;

Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and

Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

Advocating for equal access to technology for all students, especially those historically underserved;

Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and

Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Glossary

Boundaries: The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/school district: This is often referred to as a "local education agency." A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a

service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture: The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time.⁷

Educator: Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for “professional educator.”

Ethic of care: Responding with compassion to the needs of students.

Ethical Decision-Making Model: A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship: A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

Implicit or Explicit Demands of an Organization: Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

⁷ <http://www.merriam-webster.com/dictionary/culture>
Revised July 2020

Harm: The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community: A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.⁸

Multiple Relationships: Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators: New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator: A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary Materials: Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being: A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm.

School Community: This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.⁹

Sensitive Information: This includes but is not limited to student information and educational records, including medical or counseling records.

⁸ <http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y>

⁹ <http://edglossary.org/school-community/>

Student: A learner attending a P-12 school.

Technology: Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency: Openness and accountability with respect to one's behaviors, actions and communications as an educator.

© NASDTEC 2015

Material in Appendix B was created by a national panel of experts under the auspices of NASDTEC. Reproduced by permission.

Appendix C

Student Code of Conduct

Student Conduct and Community Standards (SCCS) promotes appropriate standards of behavior for the UTSA community, in part by investigating alleged violations of the University's [Student Code of Conduct](#), and addressing these violations by holding students accountable while intentionally educating them regarding their choices. SCCS accomplishes this by truly listening to students and creating an environment where they feel heard. SCCS is a place where students can discuss violations of University rules, learn about University expectations, and report possible violations. All *safety* concerns should be reported to the [UTSA Police Department](#). Visit the [SCCS website](#) for further information.

General Provisions

Sec. 101. Introduction

By enrolling at The University of Texas at San Antonio (UTSA), a student neither loses the rights nor escapes the responsibilities of citizenship. All students are expected to obey federal, state, and local laws; the [Rules and Regulations of the Board of Regents](#) of The University of Texas System; the [rules and regulations of UTSA](#); and directives issued by an administrative official in the course of their duties. A student who enrolls at the University is charged with the obligation to conduct themselves in a manner compatible with the University's function as an educational institution; consequently, conduct which interferes with the use or utilization of University facilities by other persons may be sanctioned regardless of whether such conduct is specifically proscribed by the provisions of the Student Code of Conduct.

Sec. 102. Definitions

In this chapter, unless the context requires a different meaning:

"referral" is a written statement of the essential facts constituting a violation of Regents' Rules, University policies, or administrative rules;

"administrative disposition" is a document signed by the student and Dean which includes a statement of the disciplinary charges, the findings, the sanction, and a waiver of the hearing procedures;

"Provost" means the Provost or the Provost's delegate or representative;

"chief student affairs officer" means the administrative officer primarily responsible for the development and administration of policies relating to students, for the development and implementation of services to students, and for the initial preparation of institutional regulations that will implement the policies and regulations;

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

“Dean” or [“Dean of Students”](#) refers to the administrative officer or officers responsible for the administration of the disciplinary process, who may designate individual(s) to administer disciplinary cases under this policy;

[“Student Conduct and Community Standards”](#) means the Dean of Students’ delegates for matters pertaining to student misconduct;

“faculty member” means a person who is employed by the University for the purpose of teaching a class and who has authority to assign grades for the class;

“Hearing Officer” means an individual or individuals appointed by the Dean to hear disciplinary charges, make findings of fact, and upon a finding of responsibility, impose an appropriate sanction(s);

“student” means a person who

- is currently enrolled at the University;
- is accepted for admission or readmission to the University;
- has been enrolled at the University in a prior semester or summer session and is eligible to continue enrollment in the semester or summer session that immediately follows;
- is attending an additional program sponsored by the University while that person is on campus; or
- has engaged in prohibited conduct at a time when they met the criteria of 1, 2, 3, or 4;

“System” means [The University of Texas System](#);

“campus” means all real property, buildings, or facilities owned or controlled by the institution;

“University” means The University of Texas at San Antonio;

“Business day” means Monday through Friday excluding any day that is an official holiday of the University or when regularly scheduled classes are suspended due to emergent situations; and

“day” means a calendar day except for days on which the University is officially closed or when regularly scheduled classes are suspended due to emergent situations.

Sec. 103. Application

The *Student Code of Conduct* applies to individual students, prescribes the standards of conduct expected of students enrolled at the University, outlines actions that can be taken when

conduct is not in conformity with the prescribed standards, and establishes due process procedures for the imposition of such actions.

A student may be sanctioned by the University for conduct that is proscribed by the University even though the student may be punished by local, state, or federal authorities for the same conduct, but the sanctions imposed by the University shall not be used merely to duplicate penalties imposed by local, state, or federal authorities.

Sec. 104. Miscellaneous

Computation of Time: Where the required action must be taken on a specified number of days either before or after the date upon which an act or event takes place or is to take place, the date of the act or event from which the time is computed shall not be included.

Service: Service of every notice, request, or decision required by the *Student Code of Conduct* may be made by delivering a copy of the documentation to the person to be served in person, by regular mail, or by e-mail. A written notice, request, or decision may be served on a student by mailing to the preferred address appearing in the [Registrar's](#) records.

Student Standards of Conduct

Sec. 201. Conduct Expected of Students

A student is expected and required to obey federal, state, and local laws; to comply with the Regents' *Rules and Regulations*, The University of Texas System Student Conduct and Discipline Model Policy, University rules and regulations, and directives issued by an administrative official of the System or the University in the course of their authorized duties; and to observe standards of conduct appropriate for an academic institution.

Sec. 202. Specific Conduct Proscribed

Disciplinary proceedings may be initiated against any student for any of the following acts or violations:

- violation of any provision of the Regents' *Rules and Regulations* of the System;

- violation of any rule or regulation of the University, including but not limited to those relating to on-campus housing, the registration of student organizations, the use of University facilities or grounds, and the time, place, and manner of expression or expression-related conduct;

- failing to comply with any order or instruction of an official of the University or the System acting in the course of their authorized duties, and furnishing false or misleading information to or withholding material information from any University staff member acting in the course of their duties;

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

damaging, destroying, tampering or defacing property, equipment, supplies, buildings, or facilities owned, leased, or controlled by the University or the System and/or damaging, destroying, defacing, or taking without authorization property located on campus and belonging to any student, employee, or visitor;

the unauthorized entry into or upon property owned, leased, or controlled by the University;

forging, altering, mutilating, or destroying any University document or record, entering false information in such documents or records, or giving a false response to an inquiry made by an official of the University or the System acting in the course of their duties, including but not limited to omitting requested information related to an application for admission, the award of a degree, or any official record of the University. A former student who engages in such conduct is subject to bar against readmission, revocation of degree, and withdrawal of diploma;

forging or altering any parking permit, traffic ticket, or parking ticket issued by the System or the University, any ticket for admission to a program or event sponsored by the University, any means of identification issued by the University, any instrument obligating the University to pay any sum of money, any key which may be used for entering any building owned or controlled by the System or the University, or participating in such action with other persons;

using or participating with others in the use of any University record, instrument, or document that does not specifically relate to the person or persons making use of same, except to the extent such use may be authorized by statute, a rule or regulation of the University, or the written permission of either the person to whom such record, instrument, or document relates or the University official having custody of same;

using or participating with others in the use of any permit, means of identification, or key issued by the University to a person other than the user;

engaging in, or encouraging, aiding, or assisting any other person to engage in any act that is commonly known and recognized as hazing. The term hazing includes, but is not limited to, "walks," "rallies," "paddling," and all other acts that may be now or hereafter defined as such by Section 51.936 of the [Texas Education Code](#). Acts constituting hazing shall not be justified or excused by the fact that they were performed either with the consent of the person subjected to such hazing or as a part of the requirements for becoming a pledge or member of any fraternity, sorority, club, society, association, or organization (see [Prohibition of Hazing](#));

failing or refusing to pay any monetary debt or obligation owed to the University. A check, draft, or order tendered to the University shall not discharge a debt or obligation unless the University receives payment upon presentation of such check, draft, or order;

use, manufacture, possession, possession of drug paraphernalia, sale, or distribution on the campus of the substances defined and regulated under Chapters [481](#), [482](#), [483](#), and [485](#) of the *Texas Health and Safety Code*, except as may be allowed by the provisions of such articles. If a student is found responsible for the illegal use, possession, and/or sale of a drug or narcotic on campus, the sanction assessed shall be suspension from the institution for a specified period of time, and/or suspension of rights and privileges;

unauthorized use, possession, or consumption of any intoxicating beverage is prohibited in classroom buildings, laboratories, auditoriums, library buildings, museums, faculty and administrative offices, intercollegiate and intramural facilities, and all other public areas. However, with the prior consent of the President of the University, the foregoing provisions of this section may be waived with respect to any specific event sponsored by the institution. In addition, events scheduled in special use facilities may serve alcohol in accordance with state law and University procedures governing such facilities. The University's contracted dining services provider may serve alcohol in a venue and manner approved by the University and in accordance with state law. An exception to this provision is possession or consumption of alcohol in Laurel Village and University Oaks Apartments done in accordance with state law and the community policy standards/regulations governing those two communities. Violations of this policy also include but are not limited to underage possession or consumption of alcohol, providing alcohol to a minor, public intoxication, minor driving under the influence of alcohol, and driving while intoxicated;

any conduct which constitutes a violation of a federal, state, or local law regardless of whether the conduct takes place on or off campus or results in the imposition of the penalty prescribed by the federal, state, or local law;

possession or use of firearms, imitation firearms, explosives, ammunition, hazardous chemicals, or weapons as defined by state or federal law on University premises in accordance with the designated exclusionary zones determined by the President of the University as outlined in the [Campus Carry Policy](#), or on any property or in any building or facility owned or controlled by the System is strictly prohibited unless authorized by the Dean of Students and by federal, state, or local laws;

advocacy, either oral or written, directed to inciting or producing imminent lawless action and is likely to incite or produce such action;

physical abuse, threats, intimidation, retaliation, unwanted and/or repetitive contact, coercion, and/or conduct that threatens or endangers the health or safety of any persons on any property owned or controlled by the System or the University, or at any function, program, event, or assembly conducted, sponsored, supervised, or authorized by the University;

engaging in harassment; harassment is defined as conduct that is sufficiently severe, pervasive, or persistent to create an objectively hostile environment that interferes with or diminishes the ability of an individual to participate in or benefit from the services, activities, or privileges provided by the University;

engaging in conduct, either alone or in concert with other people, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any scheduled class, laboratory, education or research activity, athletic event or contest, concert, program, assembly, or other activity either sponsored, performed, authorized, or participated in by the System or the University, any administrative process, procedure or function of the System or the University, any disciplinary hearing conducted by the University with regard to any student, faculty member or employee, any authorized or lawful use of property owned or controlled by the System or the University, any officer, official, agent, or employee of the University or System in the performance of their duties or the performance of any service the University has undertaken to perform or has contracted to have performed for the benefit of the students, faculty, officials, officers, agents, or employees of the University. Examples include but are not limited to such acts as stand-ins, sit-ins, lock-ins, lock-outs, parades, marches, picketing, concerts, speeches, solicitations, campaigning, or group demonstrations;

entering, walking, running, lying, playing, remaining, or being in the water of any University fountain or other artificial body of water located on the campus not designed and maintained for recreational or therapeutic purposes, unless such person has been granted permission by the President of the University to enter, remain, or be in such waters; or dumping, throwing, placing, or causing any material, object, trash, waste, or debris to be placed in the water of any campus fountain or other artificial body of water; or damaging, defacing, removing any portion of any fountain, monument, building, statue, structure, facility tree, shrub, or memorial located on the University campus;

unauthorized appearance on the campus after having been suspended or expelled from the University or any other component institution of the System for disciplinary reasons must have written approval of the chief student affairs officer of the System institution at which the suspended or expelled student wishes to be present. In a request for such approval, the former student is required to disclose in writing each institution from which the individual has been suspended or expelled and the conduct leading to the disciplinary action;

failing to notify University authorities of personal knowledge of any violation of the *Student Code of Conduct*;

making a charge of a violation of the *Student Code of Conduct* against a member of the University community that is knowingly false;

attempting to, or actual theft of or damaging property of the University or property of a member of the University community or other personnel or public property on University property;

engaging in an inappropriate or disproportionate use of an information technology resource owned or controlled by the University or System or using an information technology resource for an illegal, threatening, or disruptive/destructive purpose; prohibited conduct includes but is not limited to circumventing system or network security, committing copyright infringement, transmitting unsolicited e-mail, sharing a University-issued password, falsifying an e-mail header, unauthorized entry into or transfer of a file to use, read, change the contents or for any other purpose and using resources for personal financial gain or profit, or any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, University computers, computer programs, computer records, or computer networks accessible through the University's computer resources;

engaging in stalking, which is defined as repeated conduct directed specifically at another person that reasonably causes that person, or a member of that person's family or household, to fear for their safety or that person's property; such conduct may include, but is not limited to repeated, close physical or visual contact, watching, following and making direct or implied threats by phone calls, e-mail, letters or messages;

photographing and/or otherwise visually recording someone without that person's consent with the intent to arouse or gratify the sexual desire of any person;

photographing and/or otherwise visually recording, broadcasting, or transmitting a visual image of another person at a location that is a bathroom, private dressing room, or on-campus bedroom, without the other person's consent;

engaging in the unauthorized use, access and presence of, on or in property, equipment, supplies, buildings, or facilities owned or controlled by the System or the University;

otherwise engaging in conduct inappropriate for members of an academic institution (such conduct includes, but is not limited to pranks, being present and/or choosing to remain where the odor of marijuana is confirmed by a University official, throwing food at persons or property, public nudity, unwanted communications, unwanted non-physical contact, and harassing telephone calls); and

attempting to commit or assisting with the commission or attempted commission of any of the foregoing listed violations.

Neither the President of the University nor any System officer, nor any representative of either of them when dealing with disruptive activities, shall negotiate or attempt to negotiate with any person or persons engaged in any disruptive activity on the campus. When such a situation

arises, the President of the University or System officer, or any representative of either of them, shall take immediate action to utilize all lawful measures to halt and eliminate any and all such disruptive activities that come to their attention.

It is unlawful for any person on any property of the University to refuse to identify themselves to an institutional representative in response to a request. A person identifies themselves by giving their name and complete address substantiated by a current driver's license, voter registration card, or other official documentation, and by stating truthfully whether they are a student or employee of the System or a component institution.

A student who receives a period of suspension as a disciplinary sanction is subject to further disciplinary action for prohibited conduct that takes place during the period of suspension.

Sec. 203. Scholastic Dishonesty

Student Conduct and Community Standards or a faculty member may initiate disciplinary proceedings against any student for an alleged potential infraction involving scholastic dishonesty.

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the *Student Code of Conduct*. Scholastic dishonesty or academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

"Cheating" is any form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill the student has not obtained. Cheating includes, but is not limited to:

copying from another person's or another student's work during an examination, test, or while completing an assignment;

using unauthorized assistance, material, or study aids during an examination, quiz, or other academic work;

failing to make any effort to prevent another from using unauthorized assistance, material, or study aids during an examination, quiz, or other academic work;

failing to comply with instructions given by the person administering the test;

using and/or possessing materials during a test which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of

textbooks constitutes a violation only if the person administering the test has specifically prohibited them;

using, buying, coercing, offering money or other valuable things, either for personal use, the free use of others, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, any completed test, test key, homework solution or assignment, computer program, or other graded class material without expressed authority from the person or their designee approved by the University to administer the course;

collaborating with, allowing someone to copy from one's work, or seeking aid from another student during a test or other assignment without expressed authorization from the person or their designee approved by the University to administer the course;

discussing the contents of an examination with another student who will take the examination at a later time or date;

divulging the contents of an examination for the purpose of preserving questions for use by another when the instructor has designated the examination is not to be removed from the examination room or not to be returned to students;

substituting for another person, or permitting another person to substitute for one's self to take a course, or a test, or to complete a course-related assignment;

paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;

falsifying research data, laboratory reports, and/or other academic work offered for credit;

taking, keeping, misplacing, or damaging the property of the University or of another, if the student knows or reasonably should know an unfair academic advantage would be gained by such conduct;

misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially;

attempting to commit or assisting with the commission or attempted commission of any of the foregoing listed violations

“Plagiarism” is a form of academic dishonesty and intellectual theft that violates long-held and widely-recognized principles of academic integrity including, but not limited to

the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of said work as one's own academic work offered for credit.

Plagiarism also includes, but is not limited to:

 failing to credit sources in a work in order to pass it off as one's own work;

 having someone else complete assigned work and then passing it off as one's own;

Plagiarism may occur with respect to unpublished as well as published material; this includes the act of copying another student's work or other unpublished document and submitting it as one's own individual work without proper attribution;

 Intentional Plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote;

 Inadvertent Plagiarism involves the inappropriate, but not deliberate use of another's words, ideas, or data without appropriate attribution, failure to follow established rules for documenting sources, or from being insufficiently careful in research and writing;

 Paraphrased Plagiarism involves paraphrasing without acknowledgment of ideas taken from another that the reader might mistake for one's own;

 Plagiarism Mosaic involves the borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source; and

 Insufficient Acknowledgment involves the partial or incomplete attribution of words, ideas, or data from an original source.

"Collusion" includes, but is not limited to the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

"Falsifying academic records" includes, but is not limited to the altering or assisting in the altering of any official record of the University or the System, the submission of false information, or the omission of requested information required for or related to any academic record of the University or the System. Academic records include, but are not limited to applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

Disciplinary Sanctions

Sec. 301. Authorized Disciplinary Sanctions

Any one or more of the actions listed below may be imposed upon a student who has engaged in conduct which violates a rule, regulation, or administrative order of the University, a provision of the Regents' Rules of the System, or a federal, state, or local law. Sanctions include but are not limited to prohibited conduct taking place in System-sponsored, off-campus activities such as field trips, internships, rotations or clinical assignments, regardless of whether civil or criminal penalties are also imposed for such conduct. The disciplinary actions assessed in a particular case will be dependent upon the nature of the conduct involved, the circumstances and conditions which existed at the time the student engaged in such conduct, and the results which followed as a natural consequence of such conduct.

Disciplinary warning;

Disciplinary probation;

Withholding grades, official transcript, or degree;

Bar against readmission, or drop from current enrollment and bar against readmission;

Restitution or reimbursement for damage to or misappropriation of institutional or System property;

Suspension of rights and privileges, including participation in athletic or extracurricular activities;

Failing grade for an examination or assignment or for a course, and/or cancellation of all or any portion of prior course credit;

Suspension from the institution for a specified period of time;

Expulsion (permanent separation from the institution);

Educational programs;

Revocation of degree, denial of degree, and/or withdrawal of diploma;

Deferral of sanction; or

Other sanction(s) as deemed appropriate under the circumstances.

Sec. 302. Explanation of Disciplinary Sanctions

Disciplinary warning is a written statement expressing disapproval of conduct.

Disciplinary probation indicates further violations may result in suspension or expulsion. Students who are assessed this sanction will be removed from behavioral probation automatically upon expiration of the probationary period.

Bar against readmission means a student may be prohibited from admission or enrollment at the University. This sanction is among those that may be imposed upon a student who fails to respond to a summons from the Dean of Students or their designee to discuss allegations that the student has engaged in conduct which may result in disciplinary action.

Restitution requires a student to reimburse the University for loss from, damage to, or unauthorized taking or use of property owned or leased by the University when the conduct of the student has caused or contributed to cause such loss. The student shall be advised of the amount of the loss and failure to make restitution by a specified date will result in suspension from the University until such time as restitution shall have been made.

Suspension of rights and privileges, including participation in official events or activities of the University, whether athletic or non-athletic. Students shall not join a registered student organization or participate in any meetings or activities of a registered student organization of which they may already be a member, and shall not be appointed or elected to or continue to function in any office or position within student government or the staff responsible for publication of a student newspaper. Students may also be barred from entering specified buildings, suspended or restricted from using particular facilities, transportation or other applicable items. This sanction may be enforced in part or in full.

A failing grade means an "F." This sanction is among those that may be given when a student is found responsible for scholastic dishonesty in a course.

Suspension from the University for a specified period of time or until the student meets specified conditions. Students who are currently enrolled will be administratively withdrawn from all courses and refunds will not be issued. Suspension is noted on the academic transcript with the term "Disciplinary Suspension." The notation can be removed upon the request of the student when all conditions of the suspension are met. Suspension prohibits the student on whom it is imposed, during the period of suspension, from entering the University campus without prior written approval of the Dean, from being initiated into an honorary or service organization, and from receiving credit for academic work done during the period of the suspension. Suspension may also prohibit the student from being admitted to, enrolling at, or entering the campus of another component institution of the System without prior written approval of the chief student affairs officer of the institution at which the student wishes to be present. The Dean of Students or Hearing Officer may, however, permit the student to receive credit for academic work completed at another institution during the period of suspension,

except when suspension is imposed for academic dishonesty. The Dean of Students or Hearing Officer may impose conditions related to the violation(s), and failure to meet such conditions or terms of the sanction will be considered an additional violation.

Expulsion from the University means a student will be dropped from current enrollment and a bar against readmission imposed. Expulsion is a permanent separation from the University and prohibits the student on whom it is imposed from entering the University campus without prior written approval of the Dean. Expulsion may prohibit the student from being admitted to, enrolling at, or entering the campus of another component institution of the System without prior written approval of the chief student affairs officer of the institution at which the student wishes to be present. Educational programs are activities developed to expand the student's understanding of the regulation or policy, and/or help the student learn more about themselves in relation to the policy or the violation.

Possession or distribution of drugs or alcohol: The University will impose at least the minimum disciplinary sanction of suspension for a specified period of time, or suspension of rights and privileges, or both, for conduct related to the use, possession, or distribution of drugs prohibited by state, federal, or local law. Other sanctions that may be imposed for conduct related to the unlawful use, possession, or distribution of drugs or alcohol include disciplinary probation, payment for damage to or misappropriation of property, suspension of rights and privileges, suspension for a specified period of time, expulsion, or such other sanction as may be deemed appropriate under the circumstances.

Debts to the University: Students who owe a debt to the University may be denied admission or readmission to the University and have their official transcripts, grades, diplomas, and degrees to which they would otherwise be entitled, withheld until the debt is paid. Students who write bad checks to the University for tuition and fees may have their registration canceled. Bad checks written to the University for other purposes may subject the student to legal and/or disciplinary action.

Deferral of sanction (e.g., probation, suspension) may be imposed on a student for whom the specific sanction deferred is appropriate, but for whom there are mitigating circumstances as determined by Student Conduct and Community Standards or the Hearing Officer. If a student is found to have violated any rule of the University and/or the System while the deferred sanction is in effect, the minimum sanction for such a violation will be the sanction that was deferred. The facts of the case may be decided by the Hearing Officer and/or appealed to the Provost, but the minimum sanction may not.

Student Conduct and Community Standards or the Hearing Officer may impose conditions related to the violation. Failure to meet such conditions shall be considered an additional violation.

Sec. 303. Authorized Academic Sanctions

A faculty member, Student Conduct and Community Standards, or a Hearing Officer may impose one or more of the following sanctions for scholastic dishonesty:

written warning that further scholastic dishonesty violations may result in a more severe sanction;

no credit, or reduced credit for the paper, assignment, or test in question;

retaking of examination or resubmission of assignment; or

failing grade or reduced final grade for the course.

Student Conduct and Community Standards, with approval of the student's academic dean, may assign an academic sanction for violation of a University policy concerning scholastic dishonesty to a student who fails without good cause to appear for a meeting or formal hearing.

A student who is in violation of University regulations concerning scholastic dishonesty may also be subject to one or more of the sanctions in Section 301.

Initiation of Disciplinary Charges

Sec. 401. Investigation

Upon receiving information that any student has allegedly violated Regents' Rules, University regulations, or administrative rules, Student Conduct and Community Standards shall investigate the alleged violation. Student Conduct and Community Standards may dismiss the allegation as unfounded or summon the student. In cases where the alleged violation is sexual harassment, sexual misconduct, or sexual violence, the investigation will be conducted by The Office of [Equal Opportunity Services](#) (EOS). Please refer to Section 801 - 811 for the process regarding these incidents.

Any student may be summoned by written request from Student Conduct and Community Standards to meet for the purpose of investigating and/or discussing the allegations. The written request shall specify a place for the meeting and a time at least three (3) business days after the date of the written request if the request is sent regular mail, or at least two (2) business days after the date of the request if the request is sent by e-mail or hand delivered. The written request may be mailed to the address appearing in the Registrar's records, e-mailed to the student at the e-mail address on record with the System institution, or may be hand-delivered to the student. If a student fails to appear without good cause, as determined by Student Conduct and Community Standards, the office may bar or cancel the student's enrollment or otherwise alter the status of the student until the student complies with the summons, or the office may proceed to implement the disciplinary hearing procedures provided in Section 501, et seq. The refusal of a student to accept delivery of the notice, the

failure to maintain a current address with the Registrar, or failure to read mail or e-mails shall not be good cause for the failure to respond to a summons.

The purpose of the meeting is to allow Student Conduct and Community Standards to discuss, for the purposes of investigating, the alleged incident/violation(s) with the student. At this meeting the student is given a copy of the Student Code of Conduct.

Sec. 402. Disposition of the Charges

The student must choose one of two decision-making approaches: (1) an administrative decision made by Student Conduct and Community Standards; or (2) a formal hearing.

When the student elects not to dispute the facts upon which the charges are based and agrees to the sanctions Student Conduct and Community Standards assesses, the student may execute a written waiver of the hearing procedures yet retain the right to appeal the decision of Student Conduct and Community Standards only on the issue of the sanction. This administrative disposition shall be final and there shall be no subsequent proceedings regarding the charges.

In any case where the accused student disputes the facts upon which the charges are based and elects the formal hearing as the decision-making approach, or refuses to execute a written waiver of a hearing, such charges shall be heard and determined by a fair and impartial Hearing Officer. A Hearing Officer will be chosen in accordance with the procedures of the institution.

Sec. 403. Interim Discipline

Pending a hearing or other disposition of the allegations against a student, if the continuing presence of the student is a potential danger to persons or property or a potential threat of disrupting the academic process or any activity authorized by the University, or in cases where actual or threatened violent conduct against a person is alleged, the dean of students may take such immediate interim disciplinary action as is appropriate to the circumstances. Appropriate actions include, but are not limited to, suspending the right of the student to be present on the campus (including to live in campus residence halls) and to attend classes, and otherwise altering the status of the student. Notwithstanding (B), listed below, the Dean of Students may withhold the issuance of an official transcript, grade, diploma, certificate, or degree to a student alleged to have violated a rule or regulation of the System or its institutions which would reasonably allow the imposition of such sanction. When interim disciplinary action has been taken, a hearing of the charges against the student will be held under the procedures specified in Section 501, et seq. A hearing following interim disciplinary action will generally be held within 10 business days after the interim disciplinary action was taken; however, at the discretion of the Dean of Students, the 10-day period may be extended for a period not to exceed an additional 10 business days.

As an alternative to a hearing of the charges before a Hearing Officer, the accused student may choose to have the charges disposed of in accordance with an administrative decision as set forth under procedures specified in Section 402.

Hearing

Sec. 501. Notice of Hearing

Student Conduct and Community Standards shall notify the accused student in writing of the statement of charges and a summary statement of evidence supporting the charge; the name of the person who will act as the Hearing Officer; the date, time, and place of the hearing; and that both the accused student and Student Conduct and Community Standards will be accorded the following rights in connection with such hearing:

the right to have actual copies of documents each intends to present, including a list of the names of witnesses and a brief summary of their testimony;

the right to appear, present testimony of witnesses and documentary evidence, cross-examine witnesses, and be assisted by an advisor of choice. The advisor may be an attorney. If the accused student's advisor is an attorney, Student Conduct and Community Standards' advisor may be an attorney from the Office of General Counsel of the System. An advisor may confer with and advise Student Conduct and Community Standards or the accused student, but shall not be permitted to question witnesses, introduce evidence, make objections, or present argument to the Hearing Officer; and

the right to have all proceedings at the hearing recorded electronically. The recording of the hearing shall be made under the direction of the Hearing Officer.

The required notice shall be delivered in person to the student or sent by regular mail or e-mail, addressed to the accused student at the address appearing in the Registrar's records, and shall be mailed at least 10 business days prior to the date specified for the hearing. A notice sent by regular mail will be considered to have been received on the third day after the date of mailing, excluding any intervening Sunday. The requirements of this paragraph shall not be applicable in any case where immediate interim action has been taken in accordance with Section 403.

Sec. 502. Postponement of Hearing

Upon a showing of good cause by either the accused student or Student Conduct and Community Standards, the Hearing Officer may postpone the hearing, or by agreement of the student and Student Conduct and Community Standards.

Requests for postponement shall be in writing and shall set forth the facts upon which the party relies as constituting good cause.

The application for postponement must be presented to the Hearing Officer and the opposing party no later than the third day preceding the date specified for the hearing. Any application received after that date will be granted only in the case of extreme hardship or emergency.

Upon granting a postponement, the Hearing Officer shall notify the accused student and Student Conduct and Community Standards of the new date, time, and place for the hearing. It shall be the responsibility of the accused student and Student Conduct and Community Standards to notify their respective witnesses accordingly.

Sec. 503. Challenge to the Hearing Officer

An accused student may challenge the ability of the Hearing Officer to render a fair, impartial, and objective decision.

The challenge must be made in writing and submitted to the Hearing Officer through Student Conduct and Community Standards at least three (3) business days prior to the hearing. The reason or reasons upon which the challenge is based shall be set forth fully and shall be confined solely to the fairness and objectivity of the Hearing Officer.

It shall be up to the Hearing Officer to determine whether they can render a fair and objective decision in the case. In the event the Hearing Officer disqualifies themselves, a substitute will be chosen in accordance with procedures of the institution.

Sec. 504. Disclosure of Evidence

In order that the case be fully developed for the benefit of the Hearing Officer, Student Conduct and Community Standards and the accused student shall be required to disclose to each other the names of the witnesses they expect to be present and actual copies of documents and other evidence relied upon.

The parties are encouraged to exchange this information at the earliest practical time but not later than five (5) business days prior to the date of the hearing. Upon objection by the opposing party, witnesses or other evidence not so disclosed will be excluded by the Hearing Officer unless it be shown by the party offering same that the existence of the testimony to be given by the witness or the evidence offered was unknown to the offering party five (5) business days prior to the date of the hearing and could not have been discovered by the use of reasonable diligence.

The provisions of this section shall not prohibit either party from offering at the hearing evidence strictly in rebuttal to evidence offered by the other party.

Sec. 505. Request for Public Hearing

The accused student may request the hearing be open to the public. In the absence of such a request, the hearing will not be open to the public or representatives of the news media.

A request that the hearing be open to the public must be made in writing and delivered to Student Conduct and Community Standards no later than the third business day preceding the date specified for the hearing.

UTSA TEACHER PREPARATION PROGRAM HANDBOOK

An accused student who requests a public hearing is not entitled to require such hearing be held in any particular place or facility in which the hearing is held accommodate any specific number of persons. The determination of the suitability of the facility in which the hearing is to be held will rest solely within the discretion of Student Conduct and Community Standards.

Sec. 506. Authority of the Hearing Officer

The Hearing Officer shall have and exercise such power and authority as may be deemed appropriate or necessary to ensure a fair, orderly, and impartial hearing of the charges is conducted in accordance with the provisions of the Student Code of Conduct. At the discretion of the Hearing Officer, one or more commissioned peace officers from the police department of the University shall be available throughout the hearing to enforce the orders and rulings of the Hearing Officer, control admission to the hearing, and perform such other duties as the hearing may require.

Sec. 507. Order and Decorum

If, in the opinion of the Hearing Officer, the demeanor or conduct of any person or persons in attendance at the hearing causes or contributes to any disruption, disturbance, or distraction of the hearing, such person or persons shall be required to leave the hearing room.

No camera or photographic equipment of any kind, nor any equipment which may be used to record or transmit sound, shall be permitted in the hearing room or in the hallway outside of the hearing room during the progress of the hearing or any recess thereof. This prohibition shall not apply to any equipment used under the direction of the Hearing Officer to make the official recording of the hearing.

Persons in attendance at the hearing shall not consume any food or beverage, use electronic devices, nor read any newspaper, magazine, or book during the progress of the hearing.

If the accused student has requested a public hearing in accordance with Section 505, a reasonable number of seats will be provided within the hearing room for use by persons who wish to attend the hearing. The number of seats to be provided and the arrangement thereof shall be determined by Student Conduct and Community Standards after giving consideration to the size of the hearing room and necessity for maintaining clear access to all doors to the hearing room. Admission of the public shall be on a first-come basis.

No one shall be allowed to stand, sit on the floor, or bring additional seats into the hearing room. Designation of the hearing as a public hearing does not mean everyone who wishes to attend will be accommodated, and the refusal to admit persons after seating within the hearing room has been filled will not be a denial of a public hearing.

Sec. 508. Order of Proceedings

The hearing shall be called to order and shall proceed in the following manner:

the Hearing Officer shall read the charges against the accused student, explain the rights of the parties, and entertain questions from either party concerning the procedures to be followed;

Student Conduct and Community Standards shall proceed to present evidence in support of the charges;

the accused student shall present evidence in support of their defense to the charges;

each party may then present rebuttal evidence;

argument may then be presented by each party; and

Student Conduct and Community Standards may recommend a sanction be assessed by the Hearing Officer. The recommendation may be based upon past practice of the University for violations of a similar nature, the past disciplinary record of the student, or other factors deemed relevant by Student Conduct and Community Standards. The accused student shall be entitled to respond to the recommendation of Student Conduct and Community Standards.

An accused student who fails to appear in person at their disciplinary hearing shall remain accountable. The hearing will be held without the accused student's presence, and a decision will be rendered by the Hearing Officer.

Sec. 509. Burden of Proof

Student Conduct and Community Standards shall have the burden of proceeding with the evidence and the burden of proving the charges by the greater weight of the credible evidence (i.e., or is it more likely than not the violation occurred).

As the party having the burden of proof, Student Conduct and Community Standards shall have the right to open and conclude both in presenting evidence and in argument.

Sec. 510. Oath and Removal of Witness

Each witness shall swear or affirm the testimony they will give will be true. The Hearing Officer shall administer the required oath or affirmation to each testifying witness.

At the request of either party, all witnesses may be removed from the hearing room so they cannot hear the testimony of any other witness. Neither party nor their advisors shall be placed under the rule. Witnesses removed shall be instructed by the Hearing Officer not to converse with each other or with any other person about the case other than with the parties or their advisor, and not to read any report of or comment upon the testimony given at the hearing while isolated. Violation of such instructions will result in the imposition of such sanction as the Hearing Officer may deem appropriate.

Sec. 511. Record of the Hearing

Revised July 2020

The hearing will be recorded. If either party desires to appeal the decision of the Hearing Officer, the record can be made available to the appealing party by submitting a written request. The official record will consist of the recording of the hearing, the documents received in evidence, and the decision of the Hearing Officer. At the request of the Provost, the recording of the hearing will be transcribed, and both parties will be furnished a copy of the transcript.

Sec. 512. Evidence

The term “evidence” refers to the means by which alleged facts are either proved or disproved. It includes the testimony of witnesses and documentary or objective exhibits offered by the parties.

The Hearing Officer shall be the sole judge of the admissibility of evidence, the credibility of the witnesses, and the weight to be given to the evidence or any inference drawn therefrom. The Hearing Officer may ask questions of witnesses, the parties, or their counsel as may be deemed appropriate to ascertain the facts, or to aid the Hearing Officer in deciding upon the admissibility of evidence, the credibility of a witness, or the weight given to evidence admitted.

The Hearing Officer is entitled to have the advice and assistance of legal counsel from the Office of General Counsel of the System. Legal rules of evidence do not apply to Student Code of Conduct hearings.

Either party may object to the admission of evidence upon any ground they deem appropriate. The Hearing Officer shall rule upon such objections and either admit or exclude the objectionable evidence.

Evidence which is irrelevant, immaterial, or unduly repetitious will be excluded by the Hearing Officer upon objection of either party.

Documents, letters, writings, pictures, drawings, or objects a party plans to offer in evidence shall first be given to the Hearing Officer to be marked and identified as the exhibit of that party and listed by the Hearing Officer. After being marked and identified, each exhibit shall be shown to the opposing party. Unless the opposing party disputes the authenticity of the exhibit or has no knowledge with respect thereto, the exhibit may be offered without authentication; however, the exhibit may be objected to on grounds other than authenticity.

Sec. 513. Agreements of the Parties

Any of the provisions of this chapter relating to the time within which an act must be performed or the procedures for conducting the hearing may be altered by written agreement of the parties, duly signed and presented to the Hearing Officer for inclusion in the record of the case.

Sec. 514. Decision of the Hearing Officer

The Hearing Officer shall render and send to Student Conduct and Community Standards and the accused student a written decision that contains findings of fact and a conclusion as to whether the accused student is responsible for the violations as charged. Upon a finding of responsibility, the Hearing Officer shall assess a sanction or sanctions specified in Section 301 and/or Section 303. When an accused student is found responsible for the illegal use, possession, or sale of a drug or narcotic on campus, the assessment of a minimum sanction provided in Section 202 (A) (12) is required.

Disciplinary Records

Sec. 601. Disciplinary Record

The University shall maintain a permanent, written disciplinary record for every student assessed a sanction of suspension, expulsion, denial or revocation of degree, and/or withdrawal of diploma. A record of scholastic dishonesty shall be maintained for at least five (5) years, unless the record is permanent in conjunction with the above-stated sanctions.

Disciplinary records required by law to be maintained for a certain period of time (e.g., [Clery](#) violations) shall also be maintained for at least the time specified in the applicable law, unless the records are permanent in conjunction with the above-stated sanctions.

A disciplinary record shall reflect the nature of the charge, the disposition of the charge, the sanction assessed, and any other pertinent information.

This disciplinary record shall be maintained by Student Conduct and Community Standards. It shall be treated as confidential, and shall not be accessible to or used by anyone other than Student Conduct and Community Standards, the Dean of Students or University official with legitimate educational interests, except upon written authorization of the student or in accordance with applicable state or federal laws or court order or subpoena. The record in disciplinary cases where the sanctions are not as described in Subsection (A) of this section may be destroyed by Student Conduct and Community Standards six (6) years after final disposition of the case or may be considered for destruction at the written request of the student.

Sec. 602. Notation of Sanction

Student Conduct and Community Standards shall notify the Dean when one of the following sanctions is assessed in a disciplinary case:

Bar against readmission;

Drop from enrollment and bar against readmission;

Denial of degree or transcript;

Suspension from the University; or

Expulsion from the University.

Appeal

Sec. 701. Right to Appeal

The accused student may appeal a disciplinary sanction assessed by Student Conduct and Community Standards in accordance with Section 702 below.

Either the accused student or Student Conduct and Community Standards may appeal the decision of the Hearing Officer.

In cases dealing with alleged violations of the University's Policy on Sexual Harassment and Sexual Misconduct, the accused student, student complainant, and/or Student Conduct and Community Standards may appeal the findings and/or any sanctions imposed by the Provost in accordance with Section 807 below.

Sec. 702. Appeal of Sanction Assessed by Student Conduct and Community Standards

A written appeal of the sanction assessed by Student Conduct and Community Standards must state the specific reasons for the appeal and any argument to the Provost with a copy to Student Conduct and Community Standards. The appeal must be stamped as received by the Office of the Provost no later than fourteen (14) business days after the appealing party has been notified of the sanction assessed by Student Conduct and Community Standards. If the sanction assessed by Student Conduct and Community Standards is sent by regular mail, the date the notice or decision is mailed initiates the fourteen (14) business day period for the appeal. Student Conduct and Community Standards may submit a response to the appeal which must be received by the Office of the Provost no later than five (5) business days after receipt of the appeal with a copy to the other party.

An appeal of the sanction assessed by Student Conduct and Community Standards will be reviewed solely on the basis of the written argument of the student and Student Conduct and Community Standards.

The action of the Provost shall be communicated in writing to the accused student and Student Conduct and Community Standards within thirty (30) business days after the appeal and related documents have been received.

The decision of the Provost is the final appellate review.

Sec. 703. Appeal of Decision of Hearing Officer

A written appeal of the decision of the Hearing Officer must state the specific reasons for the appeal and any argument to the Provost with a copy to the non-appealing party. The appeal must be stamped as received by the Office of the Provost no later than fourteen (14) business

days after the appealing party has been notified of the decision of the Hearing Officer. If the notice of the decision of the Hearing Officer is sent by regular mail, the date the notice or decision is mailed initiates the fourteen (14) business day period for the appeal. The non-appealing party may submit a response to the appeal that must be received by the Office of the Provost no later than five (5) business days after receipt of the appeal with a copy to the other party. The appeal of the decision of the Hearing Officer will be reviewed solely on the basis of the record from the hearing.

Student Conduct and Community Standards will submit the record from the hearing to the Provost as soon as it is available to Student Conduct and Community Standards.

The action of the Provost shall be communicated in writing to the accused student and Student Conduct and Community Standards within thirty (30) business days after the appeal and related documents have been received.

The Provost may approve, reject, or modify the decision in question, or may require the original hearing be reopened for the presentation of additional evidence and reconsideration of the decisions. It is provided, however, that upon a finding of responsibility in a case involving the illegal use, possession, and/or sale of a drug or narcotic on campus, the sanction may not be reduced below the sanctions prescribed by Section 202 (A) (12) of the *Student Code of Conduct*.

The decision of the Provost is the final appellate review.

Sec. 704. Effect of Appeal Upon Disciplinary Action

An appeal of the decision of the Hearing Officer or of a sanction assessed by Student Conduct and Community Standards shall suspend the imposition of the prescribed disciplinary action pending final disposition of the appeal.

If upon final disposition of any case in which the action has been suspended during appeal, the Provost, whose decision becomes final, finds the original action can no longer be imposed because of passage of time, may specify a new period of time for which the original action will be imposed, or in any case where imposition of the original action will no longer be effective because of a change in the status of the student involved, the Provost shall prescribe a substitute disciplinary action deemed appropriate to the conduct involved.

Sexual Harassment and Sexual Misconduct

Sec. 801. Investigation

Upon receiving information that any student has allegedly violated the University's Policy on Sexual Harassment and Sexual Misconduct in accordance with [9.24](#) in the [Handbook of Operating Procedures](#) (HOP), [Office of Equal Opportunity Services](#) (EOS) shall investigate the alleged violation and forward the EOS report to the Dean of Students.

EOS will provide a letter of finding to both the complainant(s) and respondent(s) providing the final findings of the EOS investigation.

If a “no contact” directive is given by EOS, the Dean, and/or the UTSA Police Department, it shall remain in effect until the final disposition of the case.

Complainant(s) and respondent(s) may request interim remedies and/or measures that may be provided before the end of the EOS investigation. See HOP 9.24. IX. Procedures, (D) (8) for interim remedies/measures.

Sec. 802. Disposition of HOP 9.24 Violation

After receiving the EOS report, the complainant(s) and respondent(s) have seven (7) business days from the date of the EOS report to submit comments regarding the report to the Dean.

The Dean will review the EOS report and any written comments submitted by the respondent(s) and/or complainant(s). After review, the Dean will provide a determination of action which includes:

- requesting further investigation by EOS into the complaint;

- dismissing the complaint if it is determined at the completion of the investigation there is no violation;

- proceeding with disciplinary charges if the findings are inconclusive and the Dean determines a hearing of the charges would be beneficial; or

- proceeding with disciplinary charges if the findings indicate the Policy on Sexual Harassment and Sexual Misconduct was violated.

A decision that the policy was violated shall be made upon the record provided by the EOS investigator, any comments submitted by the complainant(s) or respondent(s), and the totality of circumstances surrounding the conduct complained of, including but not limited to the context of that conduct, its severity, its frequency, and whether it was physically threatening, humiliating, or simply offensive in nature.

Facts will be considered on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual. If additional investigation is requested, no decision regarding charges will be made until the investigation is complete.

The Dean’s final determination of action will be provided to the complainant(s) and respondent(s) within ten (10) business days if either the complainant(s) and/or respondent(s) submit comments. If the complainant(s) and/or respondent(s) disagree with the final determination of action, they may request and receive a hearing.

To the extent authorized by the [Family Educational Rights and Privacy Act](#) (FERPA), the Dean will provide both parties, the complainant(s) and respondent(s), with a final determination of action.

Sec. 803. Disposition of Charges

The complainant(s) and respondent(s) must choose one of two decision-making approaches: (1) an administrative decision made by Student Conduct and Community Standards; or (2) a formal hearing.

Administrative Decision (Waiver)

When the respondent(s) elect(s) not to dispute the facts upon which the charges are based and agree to the sanctions Student Conduct and Community Standards assesses, the student may execute a written waiver of the hearing procedures, yet retain the right to appeal the decision of Student Conduct and Community Standards only on the issue of the sanction.

The complainant may agree and elect not to dispute the facts upon which the charges are based, and agree to the sanctions Student Conduct and Community Standards assesses.

Formal Hearing

Complainant(s) may request a hearing:

- if they disagree with the respondent(s) choice to complete a written waiver of the hearing procedures;

- if the complainant(s) disagree with the sanctions in the waiver, the hearing will be to determine sanctions only; or

- the complainant(s) always retain(s) the right to request and receive a hearing.

The respondent(s) may dispute the facts upon which the charges are based and elect the formal hearing as the decision-making approach, or refuse to execute a written waiver of a hearing.

When a hearing is requested, the charges shall be heard and determined by a fair and impartial Hearing Officer. A Hearing Officer will be chosen in accordance with the procedures of the institution.

Sec. 804. Burden of Proof

EOS will determine if the student is responsible for violating the University's Policy on Sexual Harassment and Sexual Misconduct, HOP 9.24, and the Dean shall find the student responsible for violating the *Student Code of Conduct* if the greater weight of the credible evidence, or more likely than not the violation occurred, supports the alleged violation(s).

Sec. 805. Interim Discipline

During the investigation of an alleged violation pursuant to Section 801, EOS may recommend the Dean take interim disciplinary action. The Dean may take interim disciplinary action as is appropriate to the circumstances when such action is in the best interest of the institution, pending a disposition of the allegations against a student. This includes, but is not limited to an immediate suspension and bar from the campus when it reasonably appears from the circumstances the continued presence of the student poses a potential risk that harassment will continue to harm the complaining student, other members of the University community, or any visitor. The Dean may take such actions pending a disposition of the sexual harassment, sexual misconduct, or sexual assault case, and/or exhaustion of appellate rights.

When interim disciplinary action has been taken, a disposition of the charges against the student will be held under the procedures specified in Section 803, *et seq.* A decision pursuant to Section 803 following interim disciplinary action will generally be held within ten (10) business days after the interim disciplinary action was taken; however, at the discretion of the Dean, the 10 business day period may be extended for a reasonable period.

Sec. 806. Hearing Procedures

In a hearing of the disciplinary charges, both the complainant(s) and the respondent(s) have the right to be present throughout the hearing. Each may have an advisor(s), and both may submit questions to witnesses.

Appeal

Sec. 807. Right to Appeal

Both the complainant(s) and respondent(s) may appeal a disciplinary sanction(s) assessed by Student Conduct and Community Standards in accordance with Section 803.

The complainant(s), respondent(s), and/or Student Conduct and Community Standards may appeal the decision of the Hearing Officer.

Sec. 808. Appeal of Sanction Assessed by Student Conduct and Community Standards

A written appeal of the sanction assessed by Student Conduct and Community Standards must state the specific reasons for the appeal and any argument to the Provost with copies provided to the non-appealing parties and to Student Conduct and Community Standards. The appeal must be stamped as received by the Office of the Provost no later than fourteen (14) business days after both the appealing and non-appealing parties have been notified of the sanction assessed by Student Conduct and Community Standards. If the sanction assessed by Student Conduct and Community Standards is sent by regular mail, the date the notice or decision is mailed initiates the fourteen (14) business day period for the appeal. Student Conduct and Community Standards and the non-appealing party should be notified by the Office of the

Provost that an appeal has been received. Student Conduct and Community Standards and the non-appealing party may submit a response to the appeal which must be received by the Office of the Provost no later than five (5) business days after receipt of the appeal with a copy to the other party.

An appeal of the sanction assessed by Student Conduct and Community Standards will be reviewed solely on the basis of the written arguments of the appealing party, non-appealing party, and Student Conduct and Community Standards.

The action of the Provost shall be communicated in writing to the appealing party, non-appealing party, and Student Conduct and Community Standards within thirty (30) business days after the appeal and related documents have been received.

The decision of the Provost is final.

Sec. 809. Appeal of Decision of Hearing Officer

A written appeal of the decision of the Hearing Officer must state the specific reasons for the appeal and any argument to the Provost with a copy to the non-appealing parties. The appeal must be stamped as received by the Office of the Provost no later than fourteen (14) business days after the appealing party has been notified of the decision of the Hearing Officer. If the notice of the decision of the Hearing Officer is sent by regular mail, the date the notice or decision is mailed initiates the fourteen (14) business day period for the appeal. The Office of the Provost shall notify the non-appealing parties that an appeal has been received and they may submit a response to the appeal that must be received by the Office of the Provost no later than five (5) business days after receipt of the appeal with a copy to the other parties. The appeal of the decision of the Hearing Officer will be reviewed solely on the basis of the record from the hearing.

Student Conduct and Community Standards will submit the record from the hearing to the Provost as soon as it is available to their office.

The action of the Provost shall be communicated in writing to the appealing and non-appealing parties within thirty (30) business days after the appeal and related documents have been received.

The Provost may approve, reject, or modify the decision in question, or may require the original hearing be reopened for the presentation of additional evidence and reconsideration of the decisions.

The decision of the Provost is final.

Sec. 810. Effect of Appeal Upon Disciplinary Action

An appeal of the decision of the Hearing Officer or of a sanction assessed by Student Conduct and Community Standards shall suspend the imposition of the prescribed disciplinary action pending final disposition of the appeal.

If upon final disposition of any case in which the action has been suspended during appeal, the Provost, whose decision becomes final, finds the original action can no longer be imposed because of passage of time, may specify a new period of time for which the original action will be imposed, or in any case where imposition of the original action will no longer be effective because of a change in the status of the student(s) involved, the Provost shall prescribe a substitute disciplinary action deemed appropriate to the conduct involved.

Sec. 811. Communication of Sanctions

The complainant(s), respondent(s), and Student Conduct and Community Standards will be notified, in writing, about the outcome of both the complaint and the appeal.

Appendix D

5.17 Student Fitness for Professional Practice

POLICY STATEMENT

The University of Texas at San Antonio (UTSA) is committed to admitting and retaining students who meet the highest professional expectations of the professions they wish to enter. Each student is responsible for knowing and complying with the provisions of the Regents' Rules and Regulations, Rule 50101, the policies of UTSA, and the requirements and rules of the College and the academic program (program) in which the student is enrolled. This may include meeting fitness to practice requirements of the profession in which the program is focused. Information regarding fitness to practice requirements is made available on UTSA college and program websites and is made available to students as part of the advising process; however, the student is responsible for informing himself/herself and staying abreast of the fitness to practice requirements applicable to the profession he/she is pursuing. If professional fitness to practice requirements exist, and the student believes he/she may not meet those requirements, the student should seek counseling regarding his/her career choices.

RATIONALE

Because of the public trust placed in professionals, admission to professions frequently requires the meeting of academic requirements in addition to scholastic achievement in order to practice. Students in some programs must meet these requirements to be placed with a sponsor for an internship, practicum or student teaching experience.

SCOPE

All students with aspirations for a career in a profession, in which entrance into that profession requires a fitness to practice determination including, but not limited to an acknowledgment, certification, and/or recommendation, may be screened to determine if those criteria are met.

WEBSITE ADDRESS FOR THIS POLICY

<http://www.utsa.edu/hop/chapter5/5-17.html>

RELATED STATUTES, POLICIES, REQUIREMENTS OR STANDARDS

UTSA or UT System Policies or the Board of Regents' *Rules & Regulations*

- The University of Texas System Board of Regents' *Rules and Regulations*, Rule 50101
- UTSA Information Bulletin
- UTSA Undergraduate Catalog
- UTSA Graduate Catalog

Other Policies & Standards

- Texas Administrative Code - Title 19, Part 7, Chapter 247, Educators' Code of Ethics
- Texas Administrative Code - Title 22 Examining Boards

CONTACTS

If you have questions about HOP policy 5.17, *Student Fitness for Professional Practice*, please contact the appropriate college dean's office.

DEFINITIONS

Criminal Background Check (CBC): Information collected about a person's criminal record(s).

Fitness to Practice: A student's compliance with and adherence to all criteria of the profession for which he/she is in training.

Profession: A career field, which, in addition to academic training, requires other qualifications, standards of achievement and/or conduct in order to meet its obligations to and the expectations of the public.

Sponsor: An employer that, in coordination with a college or program, provides an on-the-job experience for the student, through a temporary position in the professional field for which the student is studying. Examples include experiences involving an internship, practicum, or student teaching.

Student: A person currently enrolled at UTSA; accepted for admission or readmission at UTSA; previously enrolled and eligible to continue enrollment at UTSA.

RESPONSIBILITIES

Student

- Notifies the college or program of intent to pursue a degree or training in specific profession.
- Adheres to fitness to practice standards of the chosen profession.
- Informs the college or program of breaches of fitness to practice standards.
- Consents to a criminal background check by the sponsor, if required.

The College or Program Advisor or Other Career Counselors in the College or Program

- Provides information to the student of the fitness to practice standards of the profession the student intends to enter (including those applied retroactively).
- Provides guidance about career alternatives.

College or Academic Program

- Obtains appropriate UTSA reviews of fitness to practice standards, criteria, including UTSA Office of Legal Affairs review.
- Posts the standards, criteria, and process, once reviewed, on the program web site.

PROCEDURES

A. Fitness for Professional Practice Applicants

1. Each college or program will follow its own established admission procedure to determine whether the applicant meets the qualifications including the fitness to practice standards of the profession, which will be located on the college or program web site and provided to the student with the admissions requirements.

2. Admission decisions based on failure to meet professional fitness to practice standards are final.
- B. Fitness for Professional Practice for Admitted and Continuing Students
 1. Students shall conform to the policies of the college or program into which they have been accepted.
 2. Students are expected to conduct themselves in an ethical, responsible and professional manner in interaction with peers, faculty, staff and the community in general.
 3. In addition to conventional academic tests and measurement criteria for assessment, depending on the program, students may be evaluated on issues relating to their professional conduct/judgment according to the previously identified standards of the college, program and profession for which they are in training.
 - a. The student must inform the college or program of any instance of failure to adhere to professional fitness to practice standards.
 - b. For some programs, failure of students to adhere to professional fitness to practice standards after admission may result in dismissal from the program
 - c. The college or program may provide career counseling to admitted students who have breached professional fitness to practice standards.
 4. Students may be required to consent to a CBC or, in some cases, more than one CBC, as required by sponsor(s) offering internship, practica, or student teaching experiences

