



**OUR LADY OF THE LAKE**  
**— UNIVERSITY —**

**College of Professional Studies**

**Master of Arts in Teaching (M.A.T.) Handbook**  
**2024 - 2025 Admission Education Department**  
**College of Professional Studies**



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## MISSION AND VISION STATEMENTS

### Mission Statement

Founded and sponsored by the sisters of Divine Providence, Our Lady of the Lake University is a Catholic, Hispanic-serving, inclusive learning community. Through quality, innovative undergraduate and graduate education, we foster spiritual, personal, and professional growth. Our graduates are prepared for purposeful lives and service to humanity. *Approved by the Board of Trustees, Jan. 27, 2022*

The mission of the Master of Arts in Teaching program is to nurture and foster the intellectual, spiritual and professional identity of teachers, who are prepared to serve their students and communities. Through the guided application of effective pedagogical models, authentic learning opportunities, and reflective practice, pre-service candidates enhance professional competencies. These programs celebrate diversity and emphasize culturally sustaining pedagogy (CSP). Our graduates are ethical, responsive practitioners who are prepared to implement developmentally appropriate and differentiated instruction. *Approved by the Department of Education, April 24th, 2023*

The mission of the Education Department is to foster the intellectual and professional development of teachers. Through the guided application of content knowledge, effective pedagogical models, varied field experiences, hands on learning opportunities, and reflective practice, pre-service teacher candidates develop their instructional expertise and acquire professional skills. This program celebrates diversity as we emphasize the importance of applying culturally relevant and developmentally appropriate practices to our teaching. Our graduates are ethical and responsive practitioners; they are prepared to implement differentiated teaching and learning strategies to best meet the comprehensive needs of diverse student populations (including students with linguistic, cultural, and learning differences). *Approved by the Department of Education, April 24th, 2023*

### Vision Statement

Embracing the Catholic Intellectual tradition that integrates curiosity, faith, and ethical reasoning in the pursuit of truth, Our Lady of the Lake University challenges its diverse student body with transformative experiences to enrich their lives and inspire leaders in service with faith and wisdom. *Approved by the Board of Trustees, Jan. 27, 2022*

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Hello,

Welcome to Our Lady of the Lake Education Department and the Teacher Certification Program! We are excited that you are joining us on your journey to earn your Master of Arts in Teaching and become a certified teacher. Our Lady of the Lake University has a long legacy of preparing our teachers to serve their communities through education. We are glad you are part of this legacy, and the students whose lives you touch will benefit from your education.

As the Department Chair of Education, I am personally thrilled to be a part of your education here. Our outstanding faculty will guide you in your courses and help you develop your passion for helping others. All our faculty members have different areas of expertise and distinct practice and research experience. The MAT program is rigorous, and we are confident that, in the end, you will be a qualified, professional, responsible, and effective teacher. Our hopes and responsibilities are to challenge you and to get you to stretch your ways of thinking. We encourage you to engage in reflective practice, strive for continuous improvement, and further your quest towards lifelong learning. We hope you will invest the time and work needed to support your growth throughout the process – it will be well worth your efforts!

We are here to support you. If you need additional support at any time, be sure to ask for it. We can only help if we know your needs.

We wish you well throughout the MAT program. Please use this handbook as a resource for policies and practices designed for your success in the program. The last page of the handbook has links to these policies; copies are also on the OLLU Education Certification Information webpage. ([Texas Educator Certification Information](#))

If you have questions or concerns, we are always here to help.

My best,

Alycia D. Maurer, Ph.D., Associate Dean, Education Department Chair

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## PROGRAM OVERVIEW

Programs within the Education Department at Our Lady of the Lake University (OLLU) prepare the professional educator to understand and meet the comprehensive needs of diverse student populations, including students with linguistic, cultural, and learning differences. Graduates of our programs are committed to being lifelong learners who demonstrate content and pedagogical knowledge while utilizing innovative and effective practices as ethical, reflective practitioners and leaders in the field.

Candidates for standard Texas teacher's certificates must achieve satisfactory performance on the examinations prescribed by the State Board for Educator Certification. All applicants will be screened for a record of felony or misdemeanor conviction through SARMA, a national-level search as prescribed by state law.

The OLLU Education Department's graduate program is accredited by the Texas Education Agency and approved by the State Board of Educator Certification as a university-based educator preparation program. Our curriculum utilizes scientifically based research and is aligned to the TEKS (Texas Essential Knowledge and Skills) to ensure teacher effectiveness as outlined in [Chapter 149 of the Commissioner's Rules Concerning Educator Standards](#).

## PROGRAM DESCRIPTION

Program details: Accredited by TEA; small cohorts; University scholarship opportunities are available for qualified, selected candidates.

- This TEA accredited program is designed for aspiring teacher candidates who have already earned a bachelor's degree who would like to add teacher certification while earning a master's degree.
- Candidates will follow a thoughtfully designed course sequence that will prepare them to work in diverse schools with diverse student populations.
- Accepted candidates follow a cohort model starting in May\*, and they complete a 36 –39-hour, 15-month program, over the course of four semesters: Summer, Fall, Spring, Summer
- Candidates will utilize pedagogical theories and innovative instructional strategies.

\*If you begin at a different time, this will impact the program completion timeline.

- Candidates will have the chance to apply their knowledge in a real-world setting during a full-year internship or a semester-long clinical teaching experience.
- Courses will be offered through face to face, hybrid and/or virtual (synchronous) online classes. Most class meetings in the fall and spring semesters will be in the evenings and on weekends.
- The first summer semester will be academically intensive, students will take four courses, complete at least 30 hours of field experience and prepare for their content certification exams.
- Candidates will have the opportunity to add Bilingual Education, English as a Second Language and/or Special Education, if they choose, for additional hours.
- Candidates are provided with individualized mentorship and guidance from faculty and staff.
- Candidates may be eligible for scholarship opportunities and the TEACH Grant.

## PROGRAM LEARNING OUTCOMES

### Program Goal #1 - Effective Instruction

The MAT degree program prepares students to plan for effective instruction by developing students' capacity to develop standards based TEKS, data driven, differentiated learning opportunities that engage students, make appropriate use of technology, and make learning relevant for diverse students.

- 1.1 Teacher candidates will develop, design and implement engaging and culturally sustaining and inclusive lessons for diverse learners; these lessons will demonstrate the pre-service teachers' ability to match objectives and learning experiences to relevant state standards and assessments including differentiation for the classroom.
- 1.2 Teacher candidates will develop sequential lessons that promote higher order thinking and authentic learning experiences for diverse students.
- 1.3 Teacher candidates will use a variety of assessment instruments in a data-driven assessment process that includes formative and summative assessments and can utilize assessment results to plan sequential lessons.
- 1.4 Teacher candidates will develop and implement lessons that align state standards and demonstrate effective content and pedagogical knowledge and instructional technology through the learning objectives, instructional activities and assessment.
- 1.5 The graduate will integrate and apply appropriate instructional technology into student learning experiences.
- 1.6 The graduate will demonstrate their understanding of major concepts, key themes, processes of inquiry, and the real-world application of grade level and subject level content.

## Program Goal #2 - Knowledge and Student Learning

The program will provide students with instructional models that are indicative of cultural efficacy, and developmental, social, and emotional learning experiences for diverse students.

- 2.1 Teacher candidates create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- 2.2 Teacher candidates acquire, analyze, and use background information (familial, cultural, educational, linguistic, and socioemotional development and achievement characteristics) to engage students in learning.
- 2.3 Teacher candidates facilitate student learning by employing content knowledge and expertise using evidence-based practices.
- 2.4 Teacher candidates clearly and accurately plan support for learners' persistence, deeper understanding and persistent effort.

## Program Goal #3 - Learning Environment

The program will provide students opportunities to facilitate positive, effective, well-organized, physically safe classroom environments

- 3.1 Teacher candidates will lead a mutually respectful, collaborative and safe class of actively engaged community of diverse learners.
- 3.2 Teacher candidates will develop/implement classroom schedules/routines that support students during times of transition, establish routines and maximize learning opportunities.
- 3.3 Teacher candidates will develop and communicate effective classroom management.

## Program Goal #4 - Data-Driven Practice

The program will increase candidates' understanding of formal and informal assessment methods that are specifically aligned to instructional goals and objectives. Pre-service teacher candidates will be guided in their reflective analysis of multiple sources of student data to best plan for future instruction and make content delivery adjustments.

4.1 Teacher candidates reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning.

4.2 Teacher candidates will collaborate effectively with their colleagues, community, faculty and cooperating/mentor teachers through effective communication and outreach.

4.3 Teacher candidates will model punctual, professional, ethical, and respectful behavior and demonstrate integrity.

4.4 Teacher candidates will create a philosophy of education statement that defines ethical and reflective practice and addresses the candidate's professional goals in teaching.

## DEGREES, MAJORS, AND CERTIFICATION OPTIONS

The OLLU Education Department Offers the Master of Arts in Teaching (MAT) degree with certification in EC-6 and English as a Second Language (ESL) and may choose to add a specialization/additional certification in bilingual education and/or special education.

### Elementary Education Certification Options (EC – 6)

- Core Subjects EC-6 in ESL with additional certification in bilingual education
- Core Subjects EC-6 in ESL with additional certification in special education

Students seeking secondary education certification will earn their Master of Arts in Teaching (MAT) degree in the content discipline and will earn certification in grades 4-8 or 7-12 or Early Childhood-12 and may choose to add a specialization/additional certification in English as a Second Language (ESL) or special education.

### Secondary Education Certification Options (4 – 8 or 7-12)

- Mathematics w/ additional Special Education or ESL certification option (4 – 8 or 7-12)
- Science w/ additional Special Education or ESL certification option (4 – 8 or 7-12)
- English Language Arts w/ additional Special Education or ESL certification option (4 – 8 or 7-12)
- Social Studies w/ additional Special Education or ESL certification option (4 – 8 or 7-12)
- Music w/ additional Special Education or ESL certification option (All Level EC - 12)
- Art w/ additional Special Education or ESL certification option (All Level EC - 12)
- Physical Education w/ additional Special Education or ESL certification option (All Level EC - 12)
- Spanish w/ additional Special Education or ESL certification option (All Level EC - 12)

## INTERDISCIPLINARY CURRICULUM AND FIELD WORK

All candidates admitted into the MAT certification program will be engaged in a rich learning experience. Our interdisciplinary curriculum includes the following instructional foundations:

- reading and writing across the curriculum;
- integration of technology as a tool for learning;
- inclusion of relevant TEKS, including the English Language Proficiency Standards in instruction and planning;
- reading instruction, including Science of Teaching Reading (STR) instruction that improves students' content-area literacy and dyslexia;
- appreciation of diversity;
- apply and value differentiated instruction;
- creating a positive and productive classroom environment;
- implementing effective and responsive instruction and assessment to promote student learning;
- understanding and adhering to legal and ethical requirements for educators;

- mental health, substance abuse, and youth suicide;
- building strong classroom management skills;
- framework for teacher evaluation;
- appropriate relationships, boundaries and communications between educators and students;
- instruction in digital learning; and
- field based hours (minimum of 32hours) plus minimum of 14 weeks (a minimum of 70 Full days) of clinical teaching, or a full year of Internship

Through their course work, field experiences and clinical/internship experience, MAT candidates are expected to demonstrate mastery of core content and pedagogical skills, including competencies captured in the Texas teacher standards, as indicated in [Chapter 149 of the Commissioner's Rules Concerning Educator Standards](#) which include:

- instructional planning and delivery;
- knowledge of students and student learning;
- learning environment;
- data-driven practice; and
- professional practices and responsibilities;

The Education Department is responsible for offering the following educator preparation curriculum as defined by [TAC §228.30 Educator Preparation Curriculum](#). Additionally, the curriculum at OLLU incorporates the [ISTE Standards](#) and [Technology Application TEKS](#) that are embedded in various pedagogical courses learning outcomes and assignments, and for providing coursework and/or training as outlined in [19 TAC §228.35](#).

## Degree/Graduation Requirements for the MAT

OLLU's Master of Arts in Teaching program is comprised of the following components:

### MAT Required Core Courses

- These courses provide a foundation in teacher preparation.

### Certification Specialization Courses

- This includes course required for an additional certification such as bilingual, English as a second language, and/or special education.

### Clinical Teaching or Internship

- Full day field-based experiences are built into the supporting content and professional education curricular requirements through Clinical Teaching or Internship. The Texas Education Agency (TEA) and program requires 70 full days of clinical teaching. To be on an internship certificate, Texas Education Agency requires passing content exams and to be hired as a teacher of record.
  - Elementary: CORE EC – 6 and STR and any specializations required by district
  - Secondary: Content Area and any specializations required by district

### Comprehensive Exam/Graduation Requirements

Graduation requirements are different from certification requirements. The OLLU MAT program requires that candidates must pass their official content TExES exams before the Master of Arts in Teaching degree can be conferred:

Core EC-6 or Content Area (Social Studies 4 – 8 or 7 - 12, English 4 – 8 or 7 - 12, Math 4 – 8 or 7 - 12, Science 4 – 8 or 7 - 12, Art EC - 12, Music EC – 12, PE (Physical Education) EC - 12, or Spanish EC - 12

**and**

Demonstrate readiness for PPR EC-12

**Please note:** *The Science of Teaching Reading exam is considered a content exam for EC – 6, English 4-8 or Generalist 4-8. Both content exams must be taken and passed before the Master of Arts in Teaching degree can be conferred.*

Students are required to adhere to the MAT Handbook in effect the semester they are admitted to the Master of Arts in Teaching program.

**DISCLAIMER:** OLLU reserves the right to make changes regarding degree requirements, certification levels, assessment requirements and/or timelines for implementation.

Changes may occur in rules, standards, testing, certification, or other areas of educator preparation because of legislative, State Board for Educator Certification, or TEA action through no fault of OLLU but must be adhered to.

Notifications of any revisions to the Teacher Education program will be communicated to students via (1) campus publications such as the graduate catalog, (2) MAT Handbook, (3) Blackboard courses and/or OLLU email, and (4) OLLU website. [www.ollusa.edu](http://www.ollusa.edu)

## TEA Requirements for Certification (TAC §227.10 (a)(4))

### EC-6 Applicants

To qualify for the certification, applicants need at least 12 semester credit hours in the specific subject area. Additionally, applicants must maintain a minimum GPA of 2.75 in that content area.

MAT applicants not meeting the required content hours or GPA requirements will require the applicant to pass the TX PACT (Pre-Admission Content Test) Essential Academic Skills (700) that consists of Subtest I: Reading (701), Subtest II: Writing (702), and Subtest III: Mathematics (703). A candidate that is required to pass the PACT 700 with all three subsections the first time they test.

### Grades 4 – 8, Grades 7 - 12, or All - Level (EC-12) Applicants

**English, History, Music, Art, Physical Education, or Spanish:** Requires a minimum of 12 semester credit hours in the subject-specific content area with a minimum content GPA of 2.75.

*MAT applicants not meeting the required content hours or GPA requirements will require the candidate to pass the TX PACT (Pre-Admission Content Test) for their specific content exam the first time.*

**Mathematics or Science:** A minimum of 15 semester credit hours in the subject-specific content area (Math or Science) is required.

*MAT applicants not meeting the required content hours or GPA requirements will require the candidate to pass the appropriate TX PACT (Pre-Admission Content Test) for their specific content exam the first time.*

## TX PACT TESTING

A Pre-Admission Content Test (PACT) can be used for admission to an alternative certification or post-baccalaureate educator preparation program. Applicants enrolling in a preparation program that requires a PACT exam beginning January 27, 2020, must complete a passing score on the appropriate [TX PACT content examination](#) (TX PACT) that corresponds with each certificate area. TX PACT exams are different from the TExES content-pedagogy certification exams used for standard certification. More information can be found on the [TEA website](#).

*Law requires applicants to take and pass a PACT for admission into an EPP in the following cases:*

- 1. If the applicant has a GPA below a 2.5 or*
- 2. If the applicant has not completed at least 12 semester credit hours in the subject area of the certificate the applicant is seeking (15 hours if seeking certification in math or science above 7th grade).*

*A PACT is not required for applicants who meet the 2.5 GPA and have completed a minimum of either 12 or 15 semester credit hours of coursework.*

## OUT OF COUNTRY APPLICANTS/TOEFL iBT (Test of English as a Foreign Language Internet-Based Test)

The Texas Education Agency (TEA) reviewed the TOEFL Internet-based test (iBT) requirements for certified teachers whose degree was earned outside the United States. The purpose of the test is to demonstrate English language proficiency for all candidates who did not complete an undergraduate or graduate degree at an accredited institution of higher education in the United States that are reflective of the language skills that teachers need. As of October 2017, TEA in consultation with stakeholders introduced minimum TOEFL iBT requirements for each section of the test to demonstrate English language proficiency for all candidates who did not complete an undergraduate or graduate degree at an accredited institution of higher education in the United States that are reflective of the language skills that teachers need: minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) is 24 for speaking, 22 for listening, 22 for reading, and 21 for writing (TAC 230.11).

## MILITARY EXPERIENCE CREDIT - EDUCATION DEPARTMENT

Contact Person: Certification Officer – Monica Castillo, [mycastillo@ollusa.edu](mailto:mycastillo@ollusa.edu)

Guideline Text: Candidates may be granted course credit for prior military training or education in accordance with OLLU military service credit practices, as developed and applied by the OLLU registrar's office in cooperation with the program faculty.

Candidates may be granted credit toward course assignments for prior or ongoing military service. Military service must be related to the certification sought to be considered. Credit toward courses may be granted based on an evaluation by the program faculty of service members and veterans' military record(s). No credit will be given toward field experience, clinical teaching, practicum, or internship requirements. [RULE §228.35](#)

## ADMISSION STATUS/NOTIFICATION:

Candidates will be informed of their admission status via their OLLU e-mail address prior to advising/early registration with formal admission for the following semester. Students may be placed one of three categories:

1. **Formal Admission**– All initial teacher documents and requirements are met as specified in [\[19 TAC § 227.10\]](#) and will indicate a candidate's formal admission into MAT program. Candidates must sign and return the formal admission letter by deadline stated in the letter.
2. **Contingency Admission** – Some admission requirements have not been met (such as a required passing of the PACT test). Candidates can register for professional classes but must submit missing documents per the deadline in the letter; failure to complete requirements will result in candidates being dropped from the professional courses for that term. Once the terms are met, candidates will receive a subsequent letter indicating they are formally admitted into the MAT program.
3. **Denied Admission**– A letter indicating that the candidate does not meet the admission requirements.

## MINIMUM STANDARDS FOR REMAINING IN THE MAT PROGRAM

- A minimum overall institutional and cumulative G.P.A. of 3.0 – per graduate handbook
- No grade lower than a "C" is acceptable in any core, specialization or clinical teaching/internship course which includes specializations; additionally, candidates can only have 2 C's in the program.(Make a link to Graduate Catalogue)



- Demonstration of professional dispositions as measured on the Professional Practices and Responsibilities (PPR) Assessment
- Scholastic Integrity

## PROFESSIONAL PRACTICES and RESPONSIBILITIES POLICY

The Education Department offers a curriculum designed to academically prepare individuals for the teaching profession. In addition to curriculum and testing requirements, all teacher candidates in the OLLU Master of Arts Teacher Education Admissions Cohort are expected to demonstrate professional dispositions that demonstrate they are prepared to instruct children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important intra- and interpersonal characteristics and dispositions that all effective teachers should possess.

### Academic Dishonesty and AI (Course Specific)

AI is an evolving technology, and its acceptable use may differ from course to course, instructor to instructor, and assignment to assignment, depending on the learning objectives related to graded assessments.

Any student work submitted using AI tools should clearly indicate with citation what work is the student's work and what part is generated by the AI. Failure to do so constitutes an academic integrity violation. This is a sample list of AI Tools and is not exclusive, especially as more tools come onto the market: Artificial Intelligence Tools such as ChatGPT, Elicit, iA Writer, Marmot, Botowski, Dall-E, Moonbeam, Bard, Spinbot, MidJourney, Stable Diffusion, GitHub Copilot, Humata.ai, etc.

Actions that can be labeled plagiarism when using AI include:

- more than 20% of the student work or content such as text, artwork, graphics, video, audio, images that will end up in any assignments, activities, responses, projects, research papers, essays, quizzes, exams, debate scripts, etc. generated by AI;
- entire sentences or paragraphs suggested by an AI tool/app without providing quotation marks and a citation, just as you would to any other source;
- not including AI Usage in references/bibliography, just as you would with any other source; or
- substitute or impersonate you in video conferencing including TEAMS and Webex, classroom, breakout rooms, collaboration, group work, or other attendance activities.

## MAT Initial Teacher Certification Candidates - Professional Practices and Dispositions:

### Competency in Oral, Written and Digital Communication

The Master of Arts teacher candidate knows the importance of clear, accurate communication – oral, digital, and written.

- The Master of Arts teacher candidate communicates clearly, accurately and with appropriate level of detail orally, in writing and through electronic communication. Teacher candidates speak appropriately to the classroom's context. Teacher candidates refrain from inappropriate electronic communication; and
- Scholastic Integrity - OLLU Master of Arts teacher candidates are expected to adhere to the guidelines for scholastic integrity, honesty and ethical behavior as stated in this OLLU MAT Handbook. Master of Arts teacher candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; completing one's own work; attributing proper credit for the ideas of others; and providing proper citation of source materials.

## Positive Work Habits, Communication, and Interactions

As a member of the teaching profession, it is important for Master of Arts teacher candidates to model positive work habits, responsibility, dependability, honesty, and commitment to the profession. The Master of Arts teacher candidate:

- attends all classes as expected. Exhibits preparedness for class, engagement, and punctuality,
- demonstrates enthusiasm and a positive attitude towards the teaching profession and learners,
- dresses appropriately for the professional context and demonstrates positive personal hygiene habits; and
- demonstrates honesty and integrity by providing true statements regarding background, experiences, and qualifications; submitting one's own work; attributing proper credit for the ideas of others; and providing proper citation of source materials.

## Cognitive Dispositions

The Master of Arts teacher candidate is required to:

- think analytically about educational issues,
- be thoughtfully reflective about their practice,
- be flexible, open to innovative ideas, and willing and able to modify their beliefs and practices,
- question and test their assumptions about teaching and schooling,
- demonstrate content knowledge appropriate for the level of certification they are seeking,
- demonstrate the effective utilization of technology for instructional purposes,
- demonstrate and utilize a wide variety of effective teaching practices,
- use formal and informal assessments to evaluate learners and teaching practices and utilizes the findings in instructional planning,
- recognize students' unique prior knowledge, life experiences and interests as part of the
  - context for learning,
- promote achievement of students at all levels by providing equitable learning opportunities,
- apply effective planning and classroom organization as tools in maximizing instructional and learning time,
- make a positive contribution to the cooperating school community and school services; and
- demonstrate a commitment to continued professional growth – reflect on their own strengths and professional learning needs.

## Respect for Diversity and Individual Differences

The Master of Arts teacher candidate, in preparation for responsible teaching, understands the importance of creating a learning environment in which diversity and individual differences are respected and is required to:

- interact with others in ways that reflect support and show respect for all students and colleagues,
- exhibits acceptance of and addresses the needs of exceptional learners; and
- understands and appreciates the value of diversity and pursues cultural competency.

## Facilitation of Cooperation and Productivity

The Master of Arts teacher candidate, is expected to:

- work cooperatively and collegially in groups, which includes interactions with fellow students, faculty, teachers, staff, parents, and administrators.



- 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. Master of Arts Teacher candidates do not impose personal, religious, sexual, and/or cultural values on others.

### Collaboration and Interactions with Colleagues

The Master of Arts teacher candidate is expected to:

- collaborate with colleagues; is self-aware of their interpersonal interactions and is open to constructive feedback from peers, faculty, and administrators,
- seeks out feedback and demonstrates the ability to accept and act on reasonable criticism,
- maintains supportive and cooperative relationships with fellow students,
- engages in collaborative decision-making; and,
- understands others' perspectives' and is open to new and innovative ideas about teaching.

### Models Ethical and Respectful Behaviors

The Master of Arts teacher candidate is expected to:

- maintain appropriate professional educator-student relationship and boundaries based on a prudent
- educator standards,
- demonstrate compliance with all laws, regulations, OLLU University Policies, The Texas Administrative Code of Ethics and Standards for Texas Educators, as well as the TEA professional program standards,
- always maintain appropriate confidentiality – including confidential information concerning students unless disclosure serves professional purposes or is required by law,
- maintain a professional teacher-student relationships and teacher-parent relationships; and,
- serve as an advocate; demonstrates the disposition to act always for the benefit of all students.

### Maintains Composure and Self Control

The Master of Arts teacher candidate is required to:

- follow appropriate channels of communication and authority,
- reacts/acts professionally when under stressful situation,
- respond with flexibility to various situation; and,
- uses sound judgment, emotional and self-control, and self-determination in personal interactions.

### Maintains Proper Emotional and Physical Dispositions

The Master of Arts teacher candidate is required to:

- Stress Management - demonstrate the ability to deal with current life stressors through appropriate coping mechanisms. He or she handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- Emotional and Mental Capabilities – use sound judgment, emotional and social self-control, and self-determination in personal interactions; and demonstrate the emotional and mental health required to function effectively as a teacher.
- exhibit motor and sensory abilities to attend and participate in class and field placements, with or without accommodations as recommended by the OLLU Disability Coordinator.

*Note:* No otherwise qualified Master of Arts teacher candidate shall, based on disability, be subjected to discrimination, or excluded from participation in the initial teacher certification program. A Master of Arts 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 reasonable accommodation must notify the Accessibility Services Office and provide documentation as needed. The Director of Accessibility Services makes recommendations regarding accommodation.

## MAINTAINING ACADEMIC REQUIREMENTS AND PROFESSIONAL BEHAVIORS

This policy was developed as a support to MAT candidate development as a professional. Therefore, any behaviors contrary to those described in the PPRA will be addressed immediately, and a support plan will be developed.

- The faculty will call a meeting with the Master of Arts teacher candidate; the faculty member will complete the PPRA form and identify the behavior or academic area that needs addressing by the student. The purpose of this meeting is for the student and faculty member to explore ways in which the student can better meet the expectations for professional behaviors or academic requirements in the classroom and to develop a support plan. Both the student and professor will sign the completed PPRA form; a copy will be provided to the student and the second copy will be maintained in the student's departmental file.
- If a second infraction occurs, the same procedure described above will be employed. In addition, the department chair will participate in the meeting and explain the university responsibility as gatekeeper to the profession. As a professional program, the Education Department reserves the right to recommend or deny the Master of Arts teacher candidate for certification. If all criteria are not met satisfactorily, Master of Art teacher candidates may be denied full acceptance into the MAT initial certification program and/or denied the opportunity to complete clinical teaching/internship.
- A third infraction may lead to removal from the program. Without unconditional acceptance into the MAT initial certification program and successful completion of all course work, fieldwork, and clinical teaching/internships or its equivalent, the university does not recommend MAT candidates for Texas teacher certification. All Master of Arts teacher candidates referred for review are expected to participate in the process. Refusal to participate will not terminate or invalidate the process.

## CRIMINAL HISTORY POLICY: Criminal Background Check and Preliminary Criminal History Evaluation

Texas Certification seeking applicants/candidates must read and sign this acknowledgement form

Pursuant to the Texas Education Code (TEC), §22.083, Master of Arts teacher candidates seeking certification must undergo a criminal history background check prior to employment as an educator and pursuant to TEC, §22.0835, prior to clinical teaching.

OLLU's Texas certification/educator preparation program requires that applicants and Master of Arts teacher candidates have a clear criminal history background check (nationwide) PRIOR to admittance into the educator preparation program or a favorable Preliminary Criminal History Evaluation letter from TEA about their potential eligibility for educator certification. Applicants with certain criminal convictions or deferred adjudications may not be eligible for placement and thus not able to pursue certification. For more

information candidates may review [Texas Occupation Code, Chapter 53, Section 53.001-53.105](#) and/or [Texas Administrative Code Chp. 249, Subchapter B §249.16](#).

Applicants and/or Master of Arts teacher candidates of the OLLU educator preparation program should be aware of the following:

- 1) Having a criminal history might prevent applicants from attaining a placement and/or completing their clinical teaching or becoming certified educators based on the following factors:
  - the nature and seriousness of the crime;
  - the relationship of the crime to the purposes that certification is required to become a professional educator;
  - the extent to which certification might offer an opportunity to engage in further criminal activity of the same type as that in which the person previously had been involved;
  - the relationship of the crime to the ability, capacity, or fitness required to perform the duties of a professional educator;
  - the extent of the applicant's past criminal activity;
  - the age of the person when the crime was committed;
  - the amount of time that has elapsed since the person's last criminal activity;
  - the conduct and work activity of the person before and after the criminal activity;
  - if the person has completed the terms of their probation or deferred adjudication;
  - the evidence of rehabilitation; and
  - other evidence, including letters of recommendation.
- 2) Applicants may request a Preliminary Criminal History Evaluation (PCHE) prior to admission into the educator preparation program;
  - TEA will provide an evaluation for a non-refundable online fee of \$50
  - The evaluation will give TEA's written opinion about the individual's eligibility for certification and is based on the individuals self-reported criminal history
  - The evaluation is voluntary and non-binding
  - Master of Arts teacher candidates may request a Preliminary Criminal History Evaluation (PCHE) only if:
    - enrolled or planning to enroll in an educator preparation program or planning to take a certification exam for initial educator certification, and
    - There is reason to believe that the Master of Arts teacher candidate may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

### Requesting a Preliminary Criminal History Evaluation (PCHE):

Effective October 1, 2018, requests for a PCHE must be submitted online:

1. Read all [FAQs](#) to ensure that the eligibility criteria for a preliminary criminal history evaluation is met. Do not submit a PCHE request or make payment if eligibility criteria are not met.
2. Gather the following information, which TEA will require to complete the evaluation. To prevent delay in the agency's response, be prepared to submit all documentation with the request:
  - All offenses which may make you ineligible for a teaching certification,
  - A statement about the circumstances upon which your arrest(s) were based,
  - All court documentation showing the formal disposition of each offense and related charges. To obtain such documentation, contact the clerk in the jurisdiction (typically a County) in which you were arrested.
3. [Provide payment through Texas Online](#). Retain the Local Reference Number, your payment confirmation included in your request. Please be aware that the fee is non-

refundable.

4. Complete the online [Preliminary Criminal History Evaluation](#) request form. Upon your submission, you will receive a confirmation email that includes a copy of the information you entered.

Once the request and documentation are received, TEA staff will begin evaluation of your criminal history. Within 90 calendar days, staff will send you an evaluation letter by email that provides you with the agency's opinion about your potential eligibility for educator certification. The evaluation will be based on the information you provided as part of your request. Should you need to submit additional information during the review, you can do so by responding to your request confirmation email or faxing 512-936-8247.

**Note to applicants/Master of Arts teacher candidates:** If during the program of study, a person becomes ineligible for placement because of a certain criminal conviction he/she may have to withdraw from the course and/or program of study and may not be able to complete their course, certification and/or degree requirements. In addition, if upon successful completion of an educational program a candidate is convicted of certain offenses, they may become ineligible for certification/certification examination. Please refer to the [Texas Occupation Code, Chapter 53, Section 53.001-53.105](#) and/or [Texas Administrative Code Chp. 249, Subchapter B §249.16](#) for further clarification of offenses leading to ineligibility of certification.

## MAT PROGRAM COURSEWORK & TRAINING

Per [TAC § 228](#):

- a minimum of 300 clock-hours of coursework and/or training for candidates seeking initial teacher certificate
- Prior to clinical teaching or internship candidates must complete:
  - a minimum of 30 clock-hours of field-based experience.
  - 150 clock-hours of coursework and/or training allowing candidate to demonstrate proficiency in:
    - (A) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
    - (B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
    - (C) ensuring prominent levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
    - (D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;
    - (E) organizing a safe, accessible, and efficient classroom;
    - (F) establishing, communicating, and maintaining clear expectations for student behavior;
    - (G) leading a mutually respectful and collaborative class of actively engaged learners;
    - (H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
    - (I) reflect on his or her practice; and
    - (J) effectively communicating with students, families, colleagues, and community members.

## COURSEWORK

Required Core Courses: 21 hours

- EDUC 6304 – Trends and Issues in Multicultural Education in Diverse Societies

- EDUC 6305 - Curriculum and Instruction in Multicultural Settings
- EDUC 6349 - Instruction and Assessment Practices for the Multicultural Classroom
- EDUC 6356 - Instructional Strategies for Diverse Populations
- EDUC 6365 - First and Second Language Development and Acquisition
- EDUC 6368 - Classroom Organization and Management for Multicultural Settings
- SPED 6305 – Diversity and Special Education

#### Clinical Teaching /Internship: 6 hours

- EDUC 6680 Clinical Teaching
- OR
- EDUC 6386 Internship 1 and EDUC 6387 Internship 2

#### Specialization Courses for Elementary with ESL – 9 hours

- EDUC 6315 Foundations of Emergent Bilingual/ESL Learners
- EDUC 6344 Reading and Writing Assessment
- EDUC 6348 Foundations of Reading and Writing
- EDUC 6364 English as a Second Language Methodology

#### Specialization Courses for Elementary with Bilingual Education – 12 hours

- EDUC 6344 Reading and Writing Assessment
- EDUC 6348 Foundations of Reading and Writing
- EDUC 6340 Foundations of Bilingual Education (new course)
- EDUC 6363 Biliteracy and Bilingual Language Development

#### Specialization Courses for Elementary with Special Education – 12 hours

- EDUC 6344 Reading and Writing Assessment
- EDUC 6348 Foundations of Reading and Writing
- SPED 6323 Behavior Analysis and Intervention
- SPED 8303 Special Education Law

#### Specialization Courses for Secondary/All Level with ESL option- 12 hours

- EDUC 6348 Foundations of Reading and Writing
- EDUC 6375 Reading and Writing at the Secondary Level
- EDUC 6364 English as a Second Language Methodology
- [After] EDUC 6315 Foundations of Emergent Bilingual/ESL Learners

#### Specialization Courses for Secondary with Special Education – 12 hours

- EDUC 6344 Reading and Writing Assessment
- EDUC 6348 Foundations of Reading and Writing
- SPED 6323 Behavior Analysis and Intervention
- SPED 8303 Special Education Law

### Continuous Enrollment Policy

Unless on approved Leave of Absence, all students in graduate degree programs must register continuously for a minimum of 1 graduate credit in their discipline or GRAD 8000 each Fall and Spring semester until their degree is granted or until their status as a credential-seeking graduate student is terminated. Graduate students must enroll for summer sessions only if required by their program or when completing degree requirements during the summer term.

Students must be registered for at least one graduate credit in their discipline or GRAD 8000 in the semester in which the degree is conferred.

## FIELD EXPERIENCE, CLINICAL TEACHING, and INTERNSHIP REQUIREMENTS

### Field Experience:

In accordance with the State Board of Education the Educator Certification the Master of Arts in Teaching program at OLLU offers a wide variety of ongoing and relevant field-based experiences for our students ([Rule §228.43](#)). Students will complete at least 50 clock hours of observation/field experience before teaching. Master of Arts teacher candidates will have the opportunity to observe instruction by content certified teachers. In addition, candidates, under supervision, will be actively engaged in instructional activities in authentic school settings in a at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose for an additional 15 clock hours. Master of Arts teacher candidate will work with actual students in classrooms/instructional settings, and they will critically reflect on their observation experiences. ([Rule §228.43](#)) Students will be required to keep a log of their field experience hours and activities and engage in thoughtful written reflection about what they have observed.

### Background Check Requirements:

In accordance with Texas Education Code §22.0835, each school district will complete a criminal background check on all Master of Arts in Teaching candidates placed in their classrooms prior to participation in any field-based coursework including clinical teaching and internships. School districts usually request a social security number and/or driver's license number for all candidates to process background checks according to their procedures. Students are responsible for submitting all the required background check information in the right format at the right time to the Director of Field Experience. School districts may deny placements to students with a criminal background. Please reference the Criminal Background Check/Criminal History Policy Form.

### Clinical Teaching and Internship:

The clinical teaching and internship experience support the transition to professional educator. As they experience the day-to-day routine of the classroom teacher, the clinical teacher or intern will gain a better understanding of the inter-relationships and dynamics of classrooms and schools in TEA approved school sites. This course allows the clinical teacher or intern to benefit from the professional guidance of an experienced teacher and group of colleagues. Through this, the clinical teacher or intern will gain confidence in assuming their role of the teacher and grow professionally. Clinical Teaching and Internships must take place in the field and grade-level for which a candidate is seeking certification and will include a full range of experience that includes the start of the school year (defined as the first 15 instructional days of the school year).

Clinical Teaching and Internship is the culminating experience of the OLLU MAT teacher preparation program. Clinical Teachers will be placed with an experienced certified cooperating teacher. Clinical teachers must complete 14 weeks and no less than 70 full days; full-time (100% of the school day) supervised clinical teaching in their certification area. Internship must be at least one full school year for the classroom teacher assignment or assignments that match the certification category for which the candidate is prepared by the EPP and require an intern certificate. Interns will be placed with experienced certified mentor teachers. During Clinical Teaching and Internship students demonstrate their ability to effectively plan and teach developmentally appropriate lessons, implement effective classroom management strategies, and the application of a variety of evaluation methods and assessments to their instruction. Clinical teachers and Interns will be assessed on these crucial elements of teaching and their professional dispositions through observations completed by their university supervisor(s) and cooperating teachers or mentor teachers.

## CLINICAL TEACHING

A full-time, one semester (6 credit hours) unpaid professional practicum in a TEA approved school site where the candidate can demonstrate proficiency in the educator standards applicable to their assignment.

Clinical Teaching consists of:

- Full day teaching assignment (100% of the school day/no less than 4 hours)
- Minimum teaching all day for 14 weeks (no fewer than 70 full days in a classroom)
- Gradually assuming more responsibility for classroom instruction and management from cooperating teacher
- Under the direct supervision of a campus-assigned cooperating teacher (certified/qualified)
- Supported and observed by university assigned field supervisor (ongoing)
- Placement is arranged by the University
- Unpaid
- Master of Arts teacher candidates must demonstrate readiness on all TExES content exams

### Clinical Teaching Eligibility:

Applications for clinical teaching must be submitted the semester before your clinical teaching block.

Applications are available from the Director of Field Experience. Students must be officially admitted to apply for clinical teaching. Once admitted, the Director of Field Experience will contact MAT teacher candidates with further information.

To be eligible to begin clinical teaching, applicants must complete certain specified courses and meet the following criteria:

- Must be in "good standing" in the Education Department, e.g., GPA 3.0
- All coursework must be completed except for clinical teaching. Registering for more than 9 semester hours during clinical teaching requires permission from the Director of Field Experience.
- It is strongly recommended that no other coursework or outside employment be undertaken during the clinical teaching semester, as both placements are full-day placements. However, one course during clinical teaching may be permissible upon approval from candidate advisor.
- Clinical teaching (6 semester hours) is taken on a Pass/Fail basis. Due to the importance of clinical teaching experience, teacher candidates are expected to complete the entire clinical teaching experience to be eligible for certification upon passing all certification exams.



## INTERNSHIP

A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or another school approved by the TEA for this purpose that may lead to the completion of a standard certificate.

A full-time, two-semester internship (6 credit hours/semester) in a TEA-approved school site where the Master of Arts teacher candidate is employed and paid as the teacher of record where the candidate will demonstrate proficiency in the educator standards applicable to their assignment subject to [TAC §230.36](#)

### Internship consists of:

- Full-day teaching assignment (100% of the school day)/no less than 4 hours)
- Minimum teaching all day for one full school year in a classroom
- Teacher of record: employed by the school district
- Under the supervision of a campus-assigned mentor teacher (certified /qualified campus supervisor)
- Supported and observed by university-assigned field supervisor (ongoing)
- The University does NOT arrange placement; candidate must attain their own district placement
- Paid as teacher of record by district; candidate is a district employee
- Note: If a candidate fails to complete the full internship due to withdrawing or release from the university OR resigning, discharge, or termination by the district, the intern certificate will be deactivated.

### Internship Eligibility:

Applications to apply for an internship must be submitted the semester before your internship block. Applications are available from the Director of Field Experience. Students must be officially admitted to apply for an internship. Once admitted to the internship, the Director of Field Experience will contact MAT teacher candidates with further information.

To be eligible to begin an internship, applicants must complete certain specified courses and meet the following criteria:

- Must be in "good standing" in the Education Department, e.g., GPA 3.0
- All coursework must be completed except for internship [RULE §230.36](#).
- Must meet all the general requirements for a Texas educator certificate, per [RULE §230.36](#) including,
  - Cleared background check & fingerprints
  - Demonstrate basic skills
  - Complete required coursework, coursework hours, and field experience
  - Pay all associated fees
- Requires an Intern Certificate
- **Internship candidates must pass all required TExES exams for their certification area and obtain an intern certificate before participating in an internship ([RULE §230.36](#)).**
- It is highly recommended not to undertake any other coursework or outside employment during the internship year, as internship placements require a full workday, week, and year.
- Internship (6 semester hours) is taken on a Pass/Fail basis. Due to the importance of the internship experience, teacher candidates are expected to complete the entire internship experience to be eligible for a standard certification.



## EXIT POLICY FOR CERTIFICATION PROGRAMS

Texas requires all educator preparation programs to have an exit policy for candidates' dismissal. This policy must be published, reviewed, and signed by candidates when admitted to the Educator Preparation Program. ([19 TAC §228.31\(b\)](#)).

### Dismissal from the Educator Preparation Program

This dismissal policy applies to all Our Lady of the Lake University (OLLU) certification candidates from admission to their selected program to graduation. Certification candidates may be dismissed from Our Lady of the Lake University's Educator Preparation Program (EPP) if their behavior fails to meet the professional and ethical standards expected of Texas educators. Dismissal may occur for various reasons, including, but not limited to, the following:

1. Failure to meet coursework requirements.
2. Failure to abide by the [Professional Practices and Responsibilities Policy](#) established by Our Lady of the Lake University Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Any action deemed a violation of the [Code of Ethics](#) and [Standard Practices for Texas Educators](#), and/or;
4. Any action deemed a violation of Our Lady of the Lake University's [Student Handbook](#) and [Academic Integrity Policy](#) and/or;
5. Any action deemed violating school district and/or campus policy during field-based experiences, clinical teaching, or internship.

The program faculty and staff committee will decide whether a candidate should be dismissed from the program. Dismissal may occur at any time. Candidates dismissed from Our Lady of the Lake University will also be automatically dismissed from the Educator Preparation Program. Following Our Lady of the Lake University policies, all dismissal decisions can be appealed.

### Withdrawal from the Educator Preparation Program

If any candidate decides to withdraw from the EPP, they must send an email to the OLLU Certification Officer. The email must contain the student's ID number and a statement explaining their decision to leave the program. Additionally, the candidate must schedule a meeting with the Certification Officer to sign internal documentation. If the candidate withdraws from the Department of Education, they will also be withdrawn from the Educator Preparation Program.

Current students and faculty have access to the university's internal documents. If you are an external constituent and need access to a document, please contact Monica Castillo, OLLU Certification Officer, at [mycastillo@ollusa.edu](mailto:mycastillo@ollusa.edu).

## TRANSPORTATION POLICY REGARDING FIELD OBSERVATIONS, CLINICAL TEACHING, and INTERNSHIP

The Education Department at OLLU assumes responsibility for securing appropriate observation, field experience, clinical teaching, and internship placements with qualified professionals for students and providing information about their placement site. The Director of Field Experience maintains a list of faculty-recommended school sites, updated each semester, for each course requiring a placement. When possible, the department will work with Master of Arts teacher candidates to find observation sites and field placements near the university or bus line, but OLLU cannot guarantee this.

Master of Arts teacher candidates are responsible for providing their own transportation to and from observation and field placement site visits including clinical teaching and internship. The University does not provide any

insurance and does not assume any liability for Master of Arts teacher candidates making their own transportation arrangements. Master of Arts teacher candidates choosing to ride or transport others in a private automobile do so voluntarily and at their own risk. Master of Arts teacher candidates are expected to get directions and plan accordingly so that they arrive on time. We advise all candidates to have access to reliable transportation during the semester in which they are a clinical teacher or intern.

## TESTING PROCEDURES AND POLICIES FOR CERTIFICATION

To become a certified teacher in the State of Texas, all Master of Arts teacher candidates must pass exams specific to their licensure area. These include the following:

### Certifications

To become a certified teacher in the State of Texas, all teacher candidates must pass exams specific to their licensure area. These include the following:

#### EC-6 Certifications

Early Childhood to Sixth Grade Core Subjects:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #391 Core Subjects EC-6
- TExES #293 Science of Teaching Reading

*Please note: Individual subject area tests (if needed to repeat a section due to failing a section the first time):*

1. 901 ELA & Science of Teaching Reading
2. 902 Mathematics
3. 903 Social Studies
4. 904 Science
5. 905 Fine Arts, Health, Physical Education

Early Childhood to Sixth Grade Core Subjects with **Bilingual Education** certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #391 Core Subjects EC-6
- TExES #293 Science of Teaching Reading
- TExES #164 Bilingual Supplemental
- BTLPT #190 Bilingual Target Language Proficiency Test (Spanish)

Early Childhood to Sixth Grade Core Subjects with **English as a Second Language (ESL)** certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #391 Core Subjects EC-6
- TExES #293 Science of Teaching Reading
- TExES #162 English as a Second Language Supplemental

Early Childhood to Sixth Grade Core Subjects with All-Level **Special Education** certification candidate:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #290 Core Subjects EC-6
- TExES #293 Science of Teaching Reading
- TExES #161 Special Education EC-12

#### Grades 4-8, Grades 7-12/All-Level Certifications

TExES 7-12 content area test for your field:

- TExES #160 Pedagogy and Professional Responsibilities EC-12 plus one of the following:
- TExES # 235 Mathematics
- TExES # 238 Life Science
- TExES # 331 English Language Arts and Reading
- TExES # 233 Social Studies

#### All-Level Spanish certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #613 Languages Other Than English (LOTE – Spanish)

#### All-Level Art certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #178 Art

#### All-Level Physical Education certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #258 Physical Education

#### All-Level Music certification:

- TExES #160 Pedagogy and Professional Responsibilities EC-12
- TExES #177 Music

## CERTIFICATION EXAM READINESS AND REMEDIATION POLICY

The Texas Education Agency allows teacher preparation programs to determine when Master of Arts teacher candidates in their respective programs may qualify/have demonstrated readiness to take the TExES exams. The Our Lady of the Lake Education Department has established the following guidelines and qualifications for Master of Art teacher education candidates:

### BASELINE DATA

During the MAT application process and prior to final admission, applicants will be given a test preparation account to complete their diagnostic (baseline) TExES tests for their certification area, either:

TExES Core EC-6 (391) **OR** Content-specific, Grades 4-8 or Grades 7 – 12

### DEMONSTRATING READINESS

*Master of Arts teacher candidates will not be eligible for an internship certificate unless they have passed all their content certification exams.*

Prior to clinical teaching, Master of Arts teacher candidates must demonstrate readiness. If a teaching candidate has not demonstrated readiness prior to clinical teaching or internship, this may delay their date of graduation. Candidates will use the study programs for their practice exam unless otherwise indicated for:

- Core EC-6
- Grades 7-12 or EC-12 Content (Mathematics, Science, English Language Arts, History, Music, Art, Physical Education, and Spanish)
- Bilingual Education Supplemental
- Bilingual Target Language Proficiency Test (BTLPT)
- ESL Supplemental

- Special Education Supplemental

Elementary Master of Arts teacher candidates (EC-6) are required to demonstrate readiness with an overall score of 240 points (80%) or better on the CORE EC–6 practice exam. This includes at least 240 points (80%) or better on EACH content area (Reading, Math, Social Studies, Science, & Fine Arts/Health/PE). Demonstrating Readiness for an individual subject area will only be allowed when there is only one individual subject the candidate has not previously demonstrated readiness.

**All baseline assessments and/or practice tests must be taken in one sitting in a secure testing environment to better simulate an official testing experience. The CORE EC – 6 practice exam will also be taken in the order the test is administered.**

Please note, the Practice TExES exam is timed (maximum 5 hrs.)

Master of Arts teacher candidates must be fully admitted into MAT and meet the requirements above to be authorized to take any of the official certification exams.

*Note: Candidates under Conditional Admittance MAT contracts will not be authorized to test but will receive access to our study program. If a candidate does not demonstrate readiness, they must submit a remediation plan by September.*

When Master of Arts teacher candidates have demonstrated readiness on their practice TExES exam, they should submit their practice exam score report to the OLLU Certification Officer.

*NOTE: Once student scores have demonstrated readiness, they will receive an email notification from the certification officer providing registration instructions for the official TExES certification exam.*

### Testing Support Plan

- a. A candidate who does not pass an official TExES exam the first time with a score of 240 (80%) or higher will meet with the Certification Officer to make and sign a Testing Support Plan. The candidate must wait 30 days before taking the official exam again. The candidate is required to take the **practice** TExES exam again with a score of 260 or higher to be released to take the official TExES exam.
- b. Testing Support Plan may include:
  - Additional login (6-10 hours) on the study program
  - Review Resource Book available through the Certification Officer
  - Test Anxiety Sessions
  - Content Review Sessions and/or ACE (Academic Center for Excellence) Tutoring Sessions
  - Private Tutoring outside of OLLU
- c. Upon completion of agreed components of their Testing Support Plan, Masters of Arts in Teaching candidates will receive authorization to retest from the Certification Officer for the TExES practice exam they needed to demonstrate readiness.
- d. When candidates have demonstrated readiness for their Practice TExES exam, he/she/they will receive an email notification providing certification exam registration instructions.

### Registering for TExES Certification exams

Texas educator candidates will need to create a NEW Pearson testing account to register for TExES certification exams by logging into <http://www.tx.nesinc.com>, clicking on “My Account” on the upper right-hand corner of the page, selecting “Create an account now” and following the prompts.

To register for a certification exam, go to <http://www.tx.nesinc.com>, select “Register,” and follow the instructions provided. You must have created a Pearson testing account and have your TEA ID number to register. The Pearson Testing website also contains a variety of test preparation resources free of charge.

\*Testing fees are \$116 per exam with a test payment processing fee due when registering for an official certification exam. Candidates have 170 days to schedule and take their exam. If they do not take it or withdraw their registration within 170 days of their registration expiration date, they will receive no refund or credit of any kind. Cash and checks of any kind are not accepted for payment.

**NOTE: Your driver’s license first and last name MUST match the name on your admission ticket.** Consult [Pearson Testing Policies](#) regarding specific ID requirements/policy and test center rules.

### Accommodations for Disabilities or Health-Related needs

- a. Teacher candidates who need accommodation for the practice TExES exams at the OLLU Testing Center must contact the Accessibility Services Office at least 30 days prior to the first diagnostic (practice) session to obtain official documentation. Official documentation from the Accessibility Services Office must be provided to the advisor and the OLLU Testing Center for accommodations to be provided. If a student applies for accommodations with TEA through Pearson, they must be already receiving accommodations from OLLU’s Accessibility Services Office. Contact Info: Walter Center Suite 206 Office: (210) 431-4010 Appointments: (210) 528-7158 Email: [ada@ollusa.edu](mailto:ada@ollusa.edu) Website: [Accessibility Services](#)
- b. **Students should understand that TEA does not have to grant accommodations, and OLLU accommodations do not necessarily translate into TEA accommodations.**
- c. Candidates requesting accommodations for the official TExES certification exam must log onto the Pearson website at [Pearson Alternative Testing Arrangements](#) to obtain information about requesting alternative testing arrangements. Candidates must then submit the request form and the required documentation after registering for the test but PRIOR to scheduling a testing appointment for the test.

### Five Testing Attempts Limit

*Since September 1, 2015, candidates will be limited to five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to House Bill 2205, 84th Texas Legislature, 2015. For more information, please see the [Educator Certification Examination Retake Limit FAQs](#)*

### Additional Resources

- [Texas Education Agency](#) (TEA)

### OLLU Process to become a Certified Teacher:

1. Decide on the area of interest including specific grade level(s) of students and subject area(s)
2. Meet the program's screening criteria regarding basic skills, GPA, course hours completed and professional dispositions. Some of the requirements to be met are state-mandated, and others are specific to OLLU’s certification program
3. Complete the educator preparation program (program requirements will vary by specific certifications)
4. Demonstrate the required Texas educator skills by passing the Texas Examinations of Educator Standards (TExES) certification exams BOTH in your Content area (per your degree plan) and the Pedagogy and Professional Responsibilities certification exam (PPR EC-12). Domains of learning assessed via Content area TExES examination vary by certification area; however, each domain covers the educator standards which are supported by specific competencies
5. Specializations in Special Education, Bilingual Education, and ESL require additional TExES certification examinations. Please **note:** These certification examinations must be passed if OLLU *recommends* a

candidate for additional certifications. The candidate can also challenge the exam after becoming fully certified and have the exam added to their teaching certificate.

6. Detailed information about certification examinations, domains, standards, and competencies for each certification can be found on the Pearson Testing website: <http://www.tx.nesinc.com/>
7. Apply for certification through your TEAL/ECOS account and pay the required fees
8. Adherence to the highest standards of professionalism in daily interactions with peers/coworkers, students, parents, and other community stakeholders is expected in addition to compliance with the Educator's Code of Ethics [Title 19 Chapter 247 Rule §247.2](#)
9. Adherence to the State Board of Educators adopted [TEKS](#) (Texas Essential Knowledge and Skills), which are the state standards for what students should know and be able to do.

## DISCLAIMER:

OLLU reserves the right to make changes regarding degree requirements, certification levels, assessment requirements and/or timelines for implementation. Changes may occur in rules, standards, testing, certification, or other areas of educator preparation because of legislative, State Board for Educator Certification, or Texas Education Agency (TEA) action through no fault of OLLU but must be adhered to.

Notifications of any revisions to the Teacher Education program will be communicated to students via (1) campus publications such as the undergraduate catalog, (2) MAT Handbook, (3) Blackboard courses and/or OLLU email, and (4) OLLU website [www.ollusa.edu](http://www.ollusa.edu).

## CONSENT TO RELEASE EDUCATION RECORDS/ FERPA

The Family Educational Rights and Privacy Act of 1974 ("*FERPA*" 20 USC 123g; 34 CFR 99) states that no disclosure of your records can be made without your written consent unless otherwise provided for in legal statutes and judicial decisions. Persons/Candidates may revoke this consent at any time (via written request to the educator preparation program). Further, without such a release/consent on file, candidates are unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

## OLLU STUDENT SERVICES

### CAMPUS RESOURCES IN CAREER DEVELOPMENT

The Center for Career Development (CCD) delivers career development programs as well as testing and assessment services to OLLU students, alumni, and community members in San Antonio and across the country. The CCDT staff are available to meet with students and alumni to aid with career planning and the job search process. This may include assistance with a résumé or cover letter or gaining information about job search techniques or interview skills. To help students prepare for the important interview appointments in their future, the CCDT now loans interview attire through its new Career Closet program.

### OLLU TUTORING CENTER

At the Mary Francine Danis Writing Center (MFDWC), the professional consultants assist writers at all stages in the writing process from interpreting assignments, brainstorming, and focusing to organizing, determining tone, and creating clarity. The MFDWC offers the OLLU community a safe place for exploring ideas, developing a personal writing process, revising papers, learning about academic honesty, and improving writing skills in diverse formats and genres.

**THE MATH CENTER's** primary aim is to make math accessible and interesting for students. As recommended by mathematics faculty, math peer tutors participate in tutor training that includes studying tutor pedagogies, learning styles, and study strategies. The math peer tutors assist students with studying



course materials, reviewing concepts and notes, and discovering personal learning styles, so they can successfully and independently complete homework and coursework.

Please consult the OLLU Student Handbook for additional student support services.

## OLLU POLICIES

- **OLLU Title IX Policy** Please see the following link for further definitions, coordinator information, information about grievance procedures, and counseling and support services. [www.ollusa.edu/TitleIX](http://www.ollusa.edu/TitleIX).
- **OLLU Nondiscrimination Policy** For more information on persons who have been designated to handle issues related to the non-discrimination policies set forth by the University please visit: [www.ollusa.edu/TitleIX](http://www.ollusa.edu/TitleIX).
- **OLLU Student Handbook Academic Integrity Policy** Our Lady of the Lake University distinguishes between Academic Dishonesty, which is handled through the Academic Affairs Division, and other violations of the Student Code of Conduct, which are dealt with by the Office of Student Life. Penalties for academic dishonesty may include expulsion or suspension from the University, failure or grade reduction in the affected course or assignment, or lesser penalty as appropriate. Please see <https://www.ollusa.edu/student-handbook.html>
- **OLLU Student Concerns Procedure** Students are encouraged to attempt to resolve a problem whenever possible by discussing it with whom they are having academic concerns. Requesting an appointment with them to discuss the matter in a calm and professional manner is always the first step to trying to resolve a dispute. It may be possible to resolve the concerns without the need for formal institutional action. It is the goal of the University that any disagreements be discussed and resolved in a professional manner please visit the [OLLU Student Handbook](#).
- **OLLU Student Grievance Procedure** Our Lady of the Lake University provides a uniform method by which students can pursue a grievance of academic issues.
  - For full information about our Student Grievance Procedures, please visit the [OLLU Student Handbook](#)
- **OLLU Externship and Volunteer Risk Assessment and Agreement Form** The OLLU Compliance Office requires this form for sponsored externships including volunteerism, service learning, practicum, field placements and internships.

## SUPPLY AND DEMAND OF TEXAS TEACHERS

Per [TAC §227.1 \(c\)\(3\)\(A\)](#), the Texas Education Agency requires Educator Preparation Programs to provide current information regarding the teacher shortage areas at the state level. Please use the links below to learn more about the effects of supply and demand on the educator workforce in Texas.

- [Educator Reports and Data](#)
- [Teacher Shortage Areas for 2024-2025](#) (also includes Loan Forgiveness for Teachers)
- [Resources: Teacher Shortages in the United States](#)
- [Job Supply Data](#)
- [TEA Teacher Vacancy Task Force Overview](#)

## EDUCATION DEPARTMENT POLICIES

The most current documents are on the OLLU webpage under [Educator Preparation Program \(EPP\) Students Resource & Information](#).

- A. MAT ADMISSION REQUIREMENTS
- B. Out-of-Country Applicants/TOEFL IBT
- C. Prior Military Experience
- D. Criminal History Policy
- E. FERPA Form
- F. Policies for Certification Examinations

- G. Certification Exam Readiness and Remediation Policy
- H. Practices and Responsibilities Policy
- I. Transportation Policy
- J. Dismissal Policy
- K. Educator Preparation Program Complaint Policy for TEA OLLU

The Education Department encourages interns to discuss their concerns and complaints through informal conferences with their program staff. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. Please see the following link for further definitions, general provisions, and levels of appeal. [COMPLAINT PROCESS](#)

## TEA POLICIES

- A. TEA CODE OF ETHICS – [19 TAC RULE §247](#)
- B. COMMISSIONER’S RULES CONCERNING EDUCATOR STANDARDS - [19 TAC RULE §149.1001](#)
- C. ADMISSION – [19 TAC RULE §227.10](#)
- D. CURRICULUM - [19 TAC RULE §228.30](#)
- E. PROGRAM COURSEWORK AND TRAINING - [19 TAC RULE §228.35](#)
- F. ASSESSMENT AND EVALUATION OF CANDIDATES - [19 TAC RULE §228.40](#)
- G. DISCIPLINARY PROCEEDINGS AND SANCTIONS
- H. DISCIPLINARY ACTION - [19 TAC RULE §249.15](#)
- I. ELIGIBILITY OF PERSONS WITH CRIMINAL HISTORY - [19 TAC RULE §249.16](#)





**OUR LADY OF THE LAKE**  
**— UNIVERSITY —**

## **College of Professional Studies**

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College of Professional Studies

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