



Master of Education  
(MEd) Handbook  
2024 – 2025 Admission  
Education Department  
College of Professional Studies

MISSION AND VISION STATEMENT .....	5
Mission Statement .....	5
Vision Statement .....	5
Faculty .....	7
Staff .....	7
PROGRAM DESCRIPTION .....	8
PROGRAM LEARNING OUTCOMES .....	8
Program Goal #1 - Develop Your Identity .....	9
Program Goal #2 – Provide Culturally Responsive Instruction and Interventions.....	9
Program Goal #3 – Data-Based Decisions Based on Diverse Learners .....	9
Degrees, Majors and Certification Options .....	9
MAINTAINING ACADEMIC REQUIREMENTS AND PROFESSIONAL BEHAVIORS.....	9
CRIMINAL HISTORY POLICY: Criminal Background Check and Preliminary Criminal History Evaluation .....	10
Requesting a Preliminary Criminal History Evaluation (PCHE): .....	11
MEd Program Coursework & Training .....	12
COURSEWORK.....	12
DEGREE REQUIREMENTS .....	12
Required Foundation Courses for ALL Specializations: 18 hours .....	13
Required Concentration Courses:.....	13
Integrated Science Teaching Concentration Courses: .....	13
Dual Language and Special Populations Concentration Courses: 36 hours .....	13
Literacy Concentration Courses .....	13
Diverse Populations Concentration Courses.....	13
Core Courses .....	14
Students will take 3 of the following courses (9 hours):.....	14
ADMISSION STATUS/NOTIFICATION:.....	14
1. Formal Admission .....	14
2. Pending Admission .....	14
3. Denied Admission .....	14
MINIMUM STANDARDS FOR REMAINING IN THE MEd PROGRAM.....	14
PROFESSIONAL PRACTICES and RESPONSIBILITIES POLICY .....	14
Academic Dishonesty and AI (Course Specific).....	15

Policy on Academic Dishonesty and Plagiarism .....	15
Academic Cheating.....	15
Plagiarism .....	16
PRACTICUM REQUIREMENTS for READING SPECIALISTS .....	16
Practicum: .....	16
TESTING PROCEDURES AND POLICIES FOR CERTIFICATION .....	17
Requirements for the Issuance of the Reading Specialist Certificate (TAC 239.93): .....	17
Graduate Procedures for Qualifying to Take TExES Examinations .....	17
Testing Information for Reading Specialists: .....	18
Registering for TExES Certification exams .....	18
Testing Support Plan.....	18
Accommodations for Disabilities or Health-Related needs .....	19
Five Testing Attempts Limit .....	19
Additional Resources .....	<b>Error! Bookmark not defined.</b>
Applying for Certification: .....	19
STUDENT EVALUATION OF FACULTY .....	20
ADVISING AND REGISTRATION.....	20
Degree Plans .....	20
Add/Drop Courses.....	20
Course Cancellation.....	20
ACADEMIC POLICIES .....	20
Course Load and Continuous Enrollment .....	20
Attendance and Participation Policy.....	21
Time Limitations.....	21
Students with Disabilities .....	21
Statement on a Positive Learning Environment .....	21
Grading System .....	22
Satisfactory Academic Progress .....	22
Academic Discipline .....	22
Degree Completion.....	22
Exit Policy for Certification Programs .....	23
Dismissal from the Educator Preparation Program .....	23
CONSENT TO RELEASE EDUCATION RECORDS/ FERPA .....	23

OLLU STUDENT SERVICES .....	24
Campus Resources in Career and Development Testing .....	24
OLLU Tutoring Center .....	24
The Math Center's .....	24
Counseling Services Department .....	24
OLLU POLICIES.....	<b>Error! Bookmark not defined.</b>
A. OLLU Title IX Policy .....	<b>Error! Bookmark not defined.</b>
B. OLLU Nondiscrimination Policy.....	<b>Error! Bookmark not defined.</b>
C. OLLU Student Handbook Academic Integrity Policy .....	<b>Error! Bookmark not defined.</b>
D. OLLU Student Concerns Procedure.....	<b>Error! Bookmark not defined.</b>
E. OLLU Student Grievance Procedure .....	<b>Error! Bookmark not defined.</b>
EDUCATION DEPARTMENT POLICIES .....	<b>Error! Bookmark not defined.</b>
TEA POLICIES .....	<b>Error! Bookmark not defined.</b>

## MISSION AND VISION STATEMENT

### 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 Education Department is to foster the intellectual, spiritual, and professional learning of teachers, who are prepared to provide service to their students and communities. Through the application of content knowledge, effective pedagogical models, varied field and collaborative classroom experiences and reflective practice, in-service teacher candidates enhance their instructional expertise, become effective consumers of research, and enhance professional identity and leadership. These programs celebrate diversity and emphasize culturally sustaining pedagogy (CSP). Our graduates are ethical and responsive practitioners prepared to implement developmentally appropriate and differentiated instruction. Our programs celebrate diversity and social justice competencies. *Approved by the Department of Education, April 24th, 2023*

The Master of Education in Curriculum and Instruction has 4 concentrations: 1) Integrated Science, 2) Dual Language and Special Populations; 3) Diverse Populations, and 4) Reading Specialist/Literacy. The mission of the Curriculum and Instruction master's degree is to nurture and foster the intellectual, spiritual, and professional learning of teachers, who are prepared to provide service to their students and communities. Through the guided application of content knowledge, effective pedagogical models, and reflective practice, candidates enhance their instructional expertise and professional skills. This program celebrates diversity as we emphasize the importance of applying culturally sustaining pedagogy and teaching practices. Our graduates are ethical and responsive practitioners who are prepared to implement differentiated teaching and learning to best meet the comprehensive needs of diverse 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*



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 Education. 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 MEd 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 MEd 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,

A handwritten signature in cursive script that reads 'Alycia Maurer, Ph.D.'.

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

Our Lady of the Lake University Main 303B | 210 434-6711 ext. 7125 | [admaurer@ollusa.edu](mailto:admaurer@ollusa.edu)

## EDUCATION DEPARTMENT FACULTY AND STAFF

### Faculty

**Alycia Maurer, Ph.D.**

Department Chair, Associate Dean  
[admaurer@ollusa.edu](mailto:admaurer@ollusa.edu)  
Main 303b | Ext. 7125

**Belinda Treviño Schouten, Ph.D.**

Professor, Bilingual Education and ESL  
(English as a Second Language) Director  
[btschouten@ollusa.edu](mailto:btschouten@ollusa.edu)  
Moye 308 | Ext. 6701

**Shanna Bodenhamer, Ph.D.**

Assistant Professor  
[sbodenhamer@ollusa.edu](mailto:sbodenhamer@ollusa.edu)  
Moye 302 | Ext. 4503

**Jerrie Smith Jackson, Ph.D.**

Professor  
[jjackson@ollusa.edu](mailto:jjackson@ollusa.edu)  
Moye 300 | Ext. 5573

**Apolonio Trejo, Ph.D.**

Assistant Professor of Bilingual  
Education Director of Field Experience  
[atrejo@ollusa.edu](mailto:atrejo@ollusa.edu)  
Moye 302 | Ext.6783

**Kimberly Kennedy, Ph.D.**

Associate Professor  
[kdkennedy@ollusa.edu](mailto:kdkennedy@ollusa.edu)  
Moye 301 | Ext. 6845

### Staff

**Monica Castillo, MA, MBA**

Certification Officer  
[mycastillo@ollusa.edu](mailto:mycastillo@ollusa.edu)  
Main 318 | Ext. 6575

**April Tamayo, BA**

Office Manager  
[atamayo3@ollusa.edu](mailto:atamayo3@ollusa.edu)  
Main 319 | Ext. 6773

**Tiffany L. Garcia**

Field Education Coordination  
Specialist  
[tlgracia@ollusa.edu](mailto:tlgracia@ollusa.edu)  
Moye 315 | Ext. 5573

## PROGRAM DESCRIPTION

- This TEA accredited program is designed for current teachers to further their expertise and earn an additional or advanced certificate as a Reading Specialist
- Candidates will follow a thoughtfully designed course sequence that will prepare them for leadership in student services in diverse schools with diverse student populations.
- Candidates will earn 36-39 hours of graduate course credit
- Candidates will investigate pedagogical theories and innovative instructional strategies.
- Reading Specialist Candidates will have the opportunity to apply their knowledge and participate in two course that involve practicum 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.
- Candidates are provided with individualized mentorship and guidance from faculty and staff.
- Candidates may be eligible for scholarship opportunities and the TEACH Grant

## PROGRAM ADMISSION REQUIREMENTS

- Completed OLLU application (no application fee)
- An earned baccalaureate degree from a regionally accredited institution
- Minimum GPA of 2.75 (on a 4.0 scale) on undergraduate work and a 3.0 for the last 60 hours
- Official transcripts from all regionally accredited colleges and universities where degrees were conferred
- A personal statement
- Two recommendations academic or personal sources (request through application)
- Resume
- FERPA Consent to Release Education Records and Information Form-Written consent release of test records to certification officer and program faculty
- Teacher Service Record
- Any other materials requested though application (based on concentration)
- Interview arranged by the department (if necessary)
- All applicants 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: are required to provide minimum scaled scores on the Test of English as a Foreign Language internet-based (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading and 21 for writing (TAC 230.11).
- \$10 fee for a criminal background check and \$35 TEA technology fee will be required once admitted; if applicant feels there is something in their background that may hinder a placement/certification, it is recommended that a background check be completed prior to admission

## PROGRAM LEARNING OUTCOMES

Programs within the Education Department at Our Lady of the Lake University (OLLU) prepare the professional educator to understand and meet the comprehensive needs for 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 also utilizing innovative and effective practices as ethical reflective practitioners and leaders in the field.

Candidates for standard Texas teacher's certificates must achieve a satisfactory level of 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 is designed utilizing scientifically based research and aligned to the TEKS to ensure teacher effectiveness as outlined in

[Chapter 149 of the Commissioner's Rules Concerning Educator Standards.](#)

#### Program Goal #1 - Develop Your Identity

The program will prepare graduates to develop their identities as leaders, advocates, and scholars as evidence by their content/discipline knowledge, and the critical production and consumption of scholarly research and reflective work.

#### Program Goal #2 – Provide Culturally Responsive Instruction and Interventions

The program will prepare graduates to provide culturally responsive instruction and interventions that include inclusive instructional strategies that actively engage students in the learning process.

#### Program Goal #3 – Data-Based Decisions Based on Diverse Learners

The program will prepare graduates to align assessment and engage in data-based decision making based on the progress of diverse learners.

#### Degrees, Majors and Certification Options

All candidates participating in the MEd Curriculum and Instruction program must be a currently certified teacher. Candidates can specialize in one of the following degree plans:

- Integrated Science Teaching
- Dual Language and Special Populations
- Reading and Literacy (*leads to Reading Specialist certification*) \*
- Diverse Populations

\* Candidates who hope to be recommended for an advanced certificate as a Reading Specialist must have **two years of creditable teaching experience** in a TEA approved school where they are the teacher of record by the time, they complete the program.

#### MAINTAINING ACADEMIC REQUIREMENTS AND PROFESSIONAL BEHAVIORS

This policy was developed as a support to MEd 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 Education 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 Education candidate for certification. If all criteria are not met satisfactorily, Master of Education candidates may be denied full acceptance into the MEd program and/or denied the opportunity to complete practicum (where applicable).
- A third infraction may lead to removal from the program.
- All Master of Education 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 Education candidates seeking certification must undergo a criminal history background check prior to employment as an educator and pursuant to [TEC, §22.0835](#), prior to practicum (where applicable).

OLLU's Texas certification/educator preparation program requires that applicants and Master of Education 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 Education 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 practicum 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 individual's self-reported criminal history
- The evaluation is voluntary and non-binding
- Master of Education 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 Education candidates 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 area (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 Education 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.

#### MEd Program Coursework & Training

[Per TAC 228.53\(b\)](#), a minimum of 200 clock-hours of coursework and/or training for candidates seeking initial certification in a certification class other than classroom teacher that is directly aligned to the educator standards for the applicable certification class.

#### COURSEWORK

Candidates will select one of the following Specializations:

- Integrated Science Teaching
- Dual Language and Special Populations
- Reading and Literacy
- Diverse Populations

#### DEGREE REQUIREMENTS

Candidates must complete the following before their degree can be conferred:

- 36 hours of coursework,
- 160 hours of practicum-ONLY required for Reading and Literacy: Reading Specialist certification seeking candidates
- Take and pass TExES Certification Exam or Comprehensive Examination specific to the specialization (consult your advisor)
- Integrated Science: TExES 4-8 or 7-12 Science  
\*depends on current certification or Comprehensive examination
- Dual Language and Special Populations: TExES Bilingual Supplemental (164) or Special Education Supplemental (163) or Comprehensive examination
- Reading and Literacy: TExES Reading Specialist EC-12 (151)

- Diverse Populations: TExES Bilingual Supplemental (164) or Special Education Supplemental (163) or English as a Second Language Supplemental (154) or comprehensive examination

#### Required Foundation Courses for ALL Specializations: 18 hours

- EDUC 6304 Trends and Issues in Multicultural Education in Diverse Societies
- EDUC 6311 Research Methods and Foundation
- EDUC 6346 Assessment Principles and Implementation
- EDUC 6359 Teacher as a Leader, Reflective Practitioner and Advocate
- EDUC 6371 Curriculum and Instruction: Philosophy, Analysis and Implementation
- SPED 6305 Diversity and Special Education

#### Required Concentration Courses:

##### Integrated Science Teaching Concentration Courses:

Choose four courses, no more than one from each of the following: Biology, Chemistry, Mathematics, Physics, Geology

Elective: Three semester hours (approved by advisor)

#### Dual Language and Special Populations Concentration Courses: 36 hours

- EDUC 6320 Foundation, Implementation, and Maintenance of Dual Language Programs
- EDUC 6361 Effective Methods & Strategies for Diverse Populations in Dual Language Classrooms
- EDUC 6363 Biliteracy and Bilingual Language Development
- EDUC 6365 First and Second Language Development and Acquisition
- SPED 7312 Bilingual Special Education Instruction and Assessment
- Special Education Elective (3hrs)

#### Literacy Concentration Courses

- EDUC 6348 Reading at the Elementary to Middle School Level
- EDUC 6363 Biliteracy and Bilingual Language Development
- EDUC 6369 Literacy Programming and Professional Development Practicum
- EDUC 6374 Advanced Reading & Writing Assessment Practicum
- EDUC 6375 Reading and Writing Development at the Secondary Level
- EDUC 6398 Educational Policy and Improvement

#### Diverse Populations Concentration Courses

- EDUC 6356 Instructional Strategies for Diverse Populations
- EDUC 6398 Educational Policy and Improvement

And

- EDUC 6392 Place Based Learning: Project ACORN

Or

- EDUC 6344 Reading and Writing Assessment

### Core Courses

- EDUC 6363 Biliteracy and Bilingual Language Development
- EDUC 6364 English as a Second Language Methodology
- EDUC 6365 First and Second Language Development and Acquisition

### Students will take 3 of the following courses (9 hours):

- EDUC 6315 Foundations of Emergent Bilingual/ESL
- SPED 6323 Behavior Analysis and Intervention
- SPED 8303 Professional Seminar- Special Education Law
- SPED 7312 Bilingual Special Ed Instruction and Assessment
- EDUC or SPED elective with advisor's approval

### 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 and will indicate a candidate's formal admission into M.Ed. Candidates must sign and return the formal admission letter.
2. **Contingency Admission** – Some admission requirements have not been met. 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 M.Ed. program.
3. **Denied Admission**– A letter indicating that the candidate does not meet the admission requirements.

### MINIMUM STANDARDS FOR REMAINING IN THE MEd 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 practicum course which includes specializations; additionally, candidates can only have 2 Cs in the program.
- 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 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 Integrity 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.

### Policy on Academic Dishonesty and Plagiarism

Academic dishonesty refers to student conduct in academic assignments or situations which violates the norms of the academic community of students and scholars. In practice, it usually refers to academic cheating or plagiarism. OLLU distinguishes between Academic Dishonesty, which is handled through the Academic Affairs Division, and other violations to the Student Code of Conduct, which are dealt with by the Office of Student Affairs. Penalties for academic dishonesty may include expulsion or suspension from OLLU, failure or grade reduction in the affected course or assignment, or a lesser penalty as appropriate.

**Academic Cheating** means an act or attempted act of deception by which a student seeks to misrepresent information. Examples include, but are not limited to, the following:

- a) copying from another student's test paper;
- b) allowing another student to copy from one's test paper;
- c) using textbooks, notes, and other unauthorized materials during a test;
- d) collaborating with others during a test or on a project where collaboration is not permitted;
- e) theft, purchase, or other acquisition of all or part of an un-administered test;
- f) soliciting or giving away all or part of an un-administered test;
- g) bribing another person to obtain all or part of an un-administered test;

h) substituting for another student or permitting any other person to substitute for oneself to take a test;

i) submitting as one's own, in fulfillment of academic requirements, a theme, report, term paper, essay, other written work, painting, drawing, sculpture, other artwork, computer program, Media production, or other academic assignment prepared totally or in part by another;

j) selling, giving, or otherwise supplying to another student for use in fulfilling academic requirements, any theme, report, other written work, artwork, computer program, Media production, or other academic assignment.

**Plagiarism** means the inclusion of someone else's words, ideas, or data as one's own work. Examples of plagiarism include, but are not limited to, the following:

a) quoting another person's work, complete sentences or paragraphs, or whole works without acknowledgement of the source;

b) using another person's ideas, opinions, or theories without acknowledgement of the source;

c) borrowing facts, statistics, or other illustrating material without acknowledgement of the source;

d) copying another person's essay test answer;

e) copying or allowing another person to copy computer files that contain another student's assignments and submitting them either in part or in full as one's own work;

f) working together on an assignment or sharing computer files and submitting that assignment as one's individual work.

[Please refer to the student handbook for more information.](#)

### **PRACTICUM/INTERNSHIP REQUIREMENTS for READING SPECIALISTS**

At OLLU – since we divide practicum over two semesters, reading specialist candidates will be observed by their field supervisor twice in the fall semester (EDUC 6369) and two observations in the spring semester (EDUC 6374)

#### **Practicum/Internship:**

- Minimum of 160 clock-hours; must take place in an actual school setting (not virtual)
- Requires a campus site supervisor who is currently certified in the class in which supervision is provided, be an experienced educator with at least 2 years of experience in the certification class pursued by practicum candidate, has completed training by the EPP and reports candidates progress to the field supervisor, and is an accomplished educator as shown by student learning. [Site Supervisor Recommendation Statement](#)
- Requires a university field supervisor who is currently certified in the class in which supervision is provided, be an experienced educator with at least 3 years of experience in the certification class pursued by practicum candidate, has completed TEA-approved observation training and reports candidates progress to the field supervisor, and is an



accomplished educator as shown by student learning. [University Field Supervisor Recommendation Statement](#)

- The field supervisor will complete a minimum of 3 observations in the school; The field supervisor must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum. [\(TAC 22.117\)](#)
- Observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor. [Reading Specialist Observation Rubric](#)
- For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference needs to be onsite.
- Informal observations and coaching shall be provided by the field supervisor as appropriate.
- The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

#### TESTING PROCEDURES AND POLICIES FOR CERTIFICATION

[Requirements for the Issuance of the Reading Specialist Certificate \(TAC 239.93\):](#)

To be eligible to receive the standard Reading Specialist Certificate, a candidate must:

- successfully complete a reading specialist preparation program;
- successfully complete and pass the TExES Reading Specialist EC-12 (151) examination;
- hold, at a minimum, a master's degree from an accredited institution of higher education; and
- have two creditable years teaching experience as a classroom teacher (as evidenced on their Teacher Service Record-TSR)

#### [Graduate Procedures for Qualifying to Take TExES Examinations](#)

To become a certified Reading Specialist in the State of Texas, all reading specialist candidates must pass the exam specific to their certification area:

Reading Specialist

Early Childhood to Twelfth grade:

- TExES #151 Reading Specialist
- Successful completion and passing requires a score of 240 or better

The Texas Education Agency allows teacher preparation programs to determine when candidates in their respective program may qualify/have demonstrated readiness to take the TExES exams. Faculty within the Our Lady of the Lake Education Department established the following guidelines and qualifications for reading specialist candidates.

## Testing Information for Reading Specialists:

1. Reach out to Ms. Monica Castillo, Certification Officer ([mycastillo@ollusa.edu](mailto:mycastillo@ollusa.edu)) to set up your account through Certify Teacher for access to study material for the TExES Reading Specialist (test #151) exam.
2. Once you receive your access email and log in, you will have access to the TExES Reading Specialist 151 study material. Please take the time to study the given material. You will need to earn a passing score.
3. When you are ready to demonstrate readiness on a practice exam, contact Castillo to take it in a quiet place, all in one sitting, to prepare for what it will be like for the official TExES exam.
4. When you pass your practice exam, please email Ms. Castillo, Certification Officer ([mycastillo@ollusa.edu](mailto:mycastillo@ollusa.edu)) the score report.
5. Ms. Castillo will save the score report in your digital file and she will go into the TEA system and "release" (give permission) for you to sign up and take the official TExES Reading Specialist 151 exam.
6. Ms. Castillo will send you an email detailing how to sign up for an official TExES exam that you can take at a testing center near you.
7. When you pass the official TExES exam, Ms. Castillo will share details regarding how you become a certified School Counselor upon graduation from OLLU.

## Registering for TExES Certification exams

Effective September 1, 2018, 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 due when registering for an official certification exam and are \$116 per exam with a test payment processing fee

**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. An admission ticket is required at the test location each time you take a test. You may print your admission ticket from the online registration system at [www.texas.ets.org](http://www.texas.ets.org).

## Testing Support Plan

If a candidate does not achieve a passing score on the official TExES certification exam, he/she/they must wait 30 days before attempting to test again, according to TEA ([TAC §230.21 \(a\) \(D\)](#)) A candidate who fails a computer- or paper-based examination cannot retake the examination before 30 days have elapsed following the candidate's last attempt to pass the examination.).

Candidates will meet with the Certification Officer to make and sign a Testing Support plan in conjunction with program faculty that will include an additional login (6 - 10 hours or complete entire study plan) on 240 Tutoring.com.

The candidate may, on their own, seek additional resources to prepare. These options include:

- Purchasing for their own account on Study.com
- Purchasing a Test Prep book in the certification area
- Purchasing an REA test prep book/online program in the certification area
- Purchasing a Mometrix test prep book in the certification area

If a candidate does not achieve a passing score on the practice TExES certification exam, he/she/they must pass the practice exam on Certify Teacher or 240 Tutoring with a minimum score of 260.

#### 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](#)*

#### Applying for Certification:

Upon successful completion and passing of the TExES Reading Specialist #151 certification exam you must notify the Certification Officer at [mycastillo@ollusa.edu](mailto:mycastillo@ollusa.edu). The certification officer will email you instructions on applying for your Reading Specialist certification to be added to your current teaching certificate. Your certificate will be issued pending your program completion and degree conferring.

Cost of adding a new certification: \$78 (TEA fee)

## STUDENT EVALUATION OF FACULTY

It is highly recommended that you communicate with your professors throughout your course work on specific needs and concerns you may have as you matriculate through the course work. If you have concerns with your professor or peers in the program, please refer to the Fitness to Practice Policy. We strongly recommend you voice concerns immediately for the issue to be addressed appropriately and promptly.

You will be offered the chance to formally evaluate courses and your instructors at the end of each semester session. We ask that your evaluations be objective and facilitative, with a spirit of constructive reflection. The evaluations are processed by a national firm and the scores and comments are mailed back to the individual instructor, the Department Chair, and the provost.

Evaluations are anonymous and instructors receive the compiled information on their courses after all grades are finalized. Student evaluations may be considered in evaluating professional competence when faculty members are reviewed for tenure, promotion, and merit distributions.

## ADVISING AND REGISTRATION

Students are assigned advisors from the OLLU counseling faculty and staff. Advisors are available each semester to assist students with course requirements and professional development.

### Degree Plans

Students and their advisors develop a Degree Plan during their first semester of study. Students should meet with their advisor and plan their course of study.

### Add/Drop Courses

The academic calendar, available on the OLLU Registrar's Office web page, details the 'add and drop' dates each semester. A student considering dropping out of a course should contact their Faculty Advisor for help with the add/drop procedures and to discuss a new course sequence. Under ordinary circumstances, a course may not be added after the first week of the semester. The academic calendar also contains information about when courses may be dropped without academic and/or financial penalty.

### Course Cancellation

The University reserves the right to cancel any course that has insufficient enrollment. For a master's course to "make," a minimum of six (6) students must be enrolled.

## ACADEMIC POLICIES

### Course Load and Continuous Enrollment

OLLU MED students typically take two courses (6 semester hours) per term, which is considered full-time enrollment at OLLU. Taking less than six semester hours in a term may limit the availability of financial aid and district grants. Students are expected to enroll in courses each term until they complete the program. Students must notify their faculty advisor if they would like to temporarily discontinue their enrollment in the program. Students who fail to register for two consecutive semesters must reapply to the program.

### Attendance and Participation Policy

Students are expected to participate every week in all courses in which they are enrolled. Attendance policies for each course are described in the course syllabus. Students can miss one (1) class per semester without penalty. With the second absence, a drop of one (1) letter grade will occur and the Program Director will be notified. Any subsequent absences will result in a Fitness to Practice Evaluation. As this is an online program, participating in weekly discussion board posts and assignments is mandatory and constitutes attendance in the class.

Participation means that you have logged into the class, and you have interacted with the professor or classmates through discussion postings and/or email exchanges. Active participation and total completion of the required assignments are the student's obligation. Exceptional circumstances may prevail. You must consult the instructor of record regarding any exceptional circumstances prior to the anticipated absence and gain approval. It is preferable to provide notification a minimum of a week in advance. Please note the instructor can grant all requests.

Discussions are to enhance the development of critical thinking and public communication skills. Student participation during the discussion forums is expected. You must respond to the original discussion topic posted by the instructor and to at least two replies from your classmates. You are welcome to respond to as many of your classmates as you like, but two will be the minimum to receive an average grade. Discussions will be the medium mostly used for communication in the non- synchronous courses. Please remember that the discussion is public and can be read by the entire class unless you post a private reply.

### Time Limitations

All degree requirements, including courses transferred from previous graduate work must be completed within six (6) years from the date of enrollment in your first graduate course in the OLLU Master of Education Program. Extensions to the 6-year limit are highly unusual, rarely granted, and require the approval of the Faculty Advisor and the Department Chair.

### Students with Disabilities

Students who have qualified disabilities covered through the Americans with Disabilities Act Amendments Act or Section 504 of the Rehabilitation Act and who desire assistance should contact the Accessibility Services Office at 210-431-4010, email: [ada@ollusa.edu](mailto:ada@ollusa.edu), or visit the office located in Walter Center Suite 206, Room 211.

<https://www.ollusa.edu/academics/academic-support/accessibility-services.html>

### Statement on a Positive Learning Environment

Our Lady of the Lake is committed to the core values of community, integrity, trust, and service, and it is our policy to provide an educational experience and workplace free of sexual misconduct. OLLU prohibits sexual misconduct, which includes sex and gender-based discrimination, sexual harassment, and violence, including acts of sexual assault, dating violence, domestic violence, and stalking, which may also constitute crimes.

You are encouraged to report any incidents involving sexual misconduct to the Title IX Coordinator. You may submit a Title IX Sexual Misconduct incident report online at any time by visiting [www.ollusa.edu/titleix](http://www.ollusa.edu/titleix).

Note, all OLLU employees are considered mandatory reporters by law, and are required to report all incidents of sexual misconduct with full detail to the Title IX Coordinator within 72 hours of learning of the event. Thus, faculty members cannot guarantee confidentiality.

OLLU encourages anyone impacted by or experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and OLLU can respond appropriately. Please know that you can seek confidential resources and advocates by contacting OLLU Counseling Services at [counseling@ollusa.edu](mailto:counseling@ollusa.edu).

### Grading System

To receive course credit, students must be able to demonstrate successful attainment of the course's specific academic outcomes. Faculty members must use various evaluative tasks for this purpose including quizzes, examinations, APA standard papers, presentations, field work, and external assessments. Students are expected to meet faculty specifications and deadlines for these assessment activities.

#### Grading Scale

A = 100 – 90

B = 89 – 80

C = 79 – 70

F = 69 – below

### Satisfactory Academic Progress

Students enrolled in the OLLU MED Program must maintain a B average (3.0) in all core coursework. Students may receive one C in non-core coursework. If a student receives more than one C or a C in the core coursework, they will be asked to repeat the course or may not be allowed to continue as a student in the program. Students must always maintain a 3.0 grade point average.

### Academic Discipline

Students who fail to maintain a 3.0 GPA will be placed on scholastic probation for the next nine (9) semester hours of coursework, as outlined in the Graduate Catalog. Students on scholastic probation are not eligible to take comprehensive examinations. Failure to increase the GPA to 3.0 or receiving a grade of "F" at any time will result in Enforced Scholastic Withdrawal.

### Degree Completion

Students who have fulfilled all the requirements for the MEd have earned the right to participate in commencement exercises. No later than one term before the date a degree is conferred, a candidate must file an application for a master's degree with the Registrar. **Students who fail to apply for graduation by the deadline set by the Registrar's Office will not be conferred that semester.** Information regarding the deadline for application for graduation may be found on the OLLU Registrar's webpage. OLLU confers degrees each semester (Spring, Summer, and Fall), but please note that commencement ceremonies are held in Spring and Fall (May and December).

### 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).

### 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 and Development Testing

The Center for Career Development (CCD) delivers career development programs and services to OLLU students, alumni, and faculty/staff members. The CCDT staff is available to meet with students and alumni to aid in career planning and job search. This includes assistance with résumés, cover letters, job search techniques, and interview skills. The Career Clothing Closet is available for students who are seeking attire to be interview ready.

### 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 of this center is to make math accessible and interesting for students. Recommended by mathematics faculty, the 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.

### Counseling Services Department

The Counseling Services Department at OLLU offers free and confidential mental health services for any enrolled student who lives in Texas, regardless of campus location. The professional staff comprises one full-time Licensed Mental Health Clinician and the Program Director, a Licensed Psychologist. The mission of Counseling Services is to promote and support the healthy emotional, psychological, educational, social, cultural, and spiritual development of OLLU students by offering a wide range of multiculturally inclusive counseling, psychoeducational, consultation, and training services. Counseling Services adheres to the ethical and legal standards of the counseling profession and is committed to maintaining confidentiality within certain ethical and legal limits.

The Counseling Services Department offers a wide range of mental health services including screenings, intakes, consultations, individual counseling, psychoeducational groups, support and process groups, referral services, presentations, and dissemination of mental health information. If the students' needs are beyond the specialty of the clinical staff and the department's resources, students are referred for counseling services to community agencies and private providers.

Students who are interested in seeking services are encouraged to email [wellnesscenter@ollusa.edu](mailto:wellnesscenter@ollusa.edu) or call 210-431-4053 to make an appointment. An appointment is not necessary to request services. Students can request services in person without a prior appointment. An additional mental health resource is offered through Timely Care. Timely Care services are provided 24/7/365; both "talk now" appointments (if you need to speak with someone immediately) and scheduled counseling appointments are available. You can set up an



appointment by visiting [www.timelycare.com/olluhealth](http://www.timelycare.com/olluhealth) or downloading the Timely Care app. When registering, students should use their ollusa.edu email address so no fees are incurred.

## 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](#)

## TEA COMPLAINT PROCESS

### COMPLAINTS TO THE TEXAS EDUCATION AGENCY

- If the stakeholder is not satisfied with the complaint process or outcome, the stakeholder may file a complaint against the Program with the Texas Education Agency. The official Texas Education Agency complaint process can be found at [http://tea.texas.gov/About\\_TEA/Contact\\_Us/Complaints/Complaints/](http://tea.texas.gov/About_TEA/Contact_Us/Complaints/Complaints/)
- Information about the Complaints Against Educator Preparation Programs can be found at <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/complaints-against-educator-preparation-programs>.
- The TEA complaint form can be found at <https://www.complaints.tea.texas.gov/en-US/>.

### EDUCATION DEPARTMENT POLICIES

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

- MEd Admission Requirements
- Out-of-Country Applicants/TOEFL IBT
- Prior Military Experience
- Transfer Credit for Prior Experience
- Criminal History Policy
- FERPA Form
- Policies for Certification Examinations
- Certification Exam Readiness and Remediation Policy
- Practices and Responsibilities Policy
- Transportation Policy
- Dismissal Policy
- Educator Preparation Program Complaint Policy for TEA OLLU

### TEA POLICIES

- TEA Code of Ethics [19 TAC Rule §247](#)
- Commissioner's Rules Concerning Educator Standards [19 TAC Rule §149.1001](#)
- Admission [19 TAC Rule §227.10](#)
- Curriculum [19 TAC Rule §228.57](#)
- Program Coursework and Training [19 TAC Rule §228.33](#)
- Disciplinary Proceedings and Sanctions [19 TAC Rule §249.17](#)
- Disciplinary Action [19 TAC Rule §249.15](#)
- Eligibility of Persons with Criminal History [19 TAC Rule §249.16](#)
- [Texas Education Agency](#) (TEA)