

Application for Admission Secondary/All Level Educator Preparation Program



TEXAS A&M UNIVERSITY – KINGSVILLE
College of Education and Human Performance
Center for Educator Preparation Services

Mail or Deliver to:
Rhode Hall 117 – MSC 195
1055 N. University Blvd
Kingsville, TX 78363
361-593-4051

Deadlines for Submissions:
To Start Program in:
Spring: due by December 1
Summer: due by May 1
Fall: due by August 1

TEXAS A&M UNIVERSITY-KINGSVILLE
College of Education & Human Performance
Center for Educator Preparation Services

Admission Checklist for Undergraduate Educator Preparation Program

Please complete this checklist with your assigned advisor or TAMUK representative.

1.	Completion of 60 semester credit hours.
2.	Complete Application for Admission and Teacher Candidate Commitment Contract (in admission packet).
3.	<p>*The requirement below begins with the incoming freshmen beginning Fall 2023. Complete Core Courses-All “C” or better – 42 credit hours and any additional major required courses. (*Core coursework should not be more than 7 years old at time of admittance only.)</p> <hr/> <p>*Prior to being a freshman Fall 2023, the following requirements apply: English 1301, English 1302 - “C” or better; Hist 1301, Hist 1302; and Math 1314 or higher level course</p>
4.	Submit a <u>signed</u> degree plan by your advisor and a current unofficial transcript.
5.	Complete TSI and /or TSI exempt requirements.
6.	A cumulative GPA of 2.75 or better on a 4.0 scale.
7.	<p>Please submit completed and signed EPP application for pre-registration and instructions for purchasing Certify Teacher at a school discount of \$35.00. You will submit diagnostic results in order for the application to be processed.</p> <p>Submit Certify Teacher Content diagnostic exam (i.e. EC-6 exam 391 or appropriate secondary subject) with all content competencies at 70% or above. For students scoring less than 70%, remedial coursework will be prescribed.</p>
8.	Submit the names and email addresses for two of your references (one reference must be a Professor/Teacher) who can attest to your knowledge, experience, skills and aptitude for becoming a teacher. (The EPP will email the reference form to your designated references. Your application will be processed after we receive the completed reference forms.)
9.	<ul style="list-style-type: none"> • An audit of your transcript is required. • A minimum of 12 semester credit hours in the subject-specific content area for the certification sought; 15 semester credit hours for math and/or science certification. • EC-6 and special education will consist of a minimum of 12 semester credit hours total in all subject areas.

Please contact our office if you have any questions at 361-593-4051 or kocep000@tamuk.edu.

TEXAS A&M UNIVERSITY-KINGSVILLE
College of Education & Human Performance-Center for Educator Preparation Services
APPLICATION FOR ADMISSION: **SECONDARY** EDUCATOR PREPARATION PROGRAM

Instructions: Type or print in blue or black ink. Complete this application and attach: 1) a check list of requirements to be admitted to teacher education, 2) a current transcript with GPA listed, 3) a current degree plan. **Return all items together** to the Center of Educator Preparation Services, MSC 195, 1055 N. University Blvd, Kingsville, TX 78363-8202 (361-593- 4051), deliver in person to Rhode Hall 117 or email to kocep000@tamuk.edu

S.S. No. _____ K# _____ Date of Birth: _____ Gender: Female _____ Male _____

Ethnicity (circle one): Hispanic/Latino Not Hispanic/Latino

Race (circle one): American Indian/Alaska Native Asian Black/African American Native Hawaiian/Other Pacific Islander White

U.S. Citizen?: Yes _____ No _____

Name: (First) _____ (Last) _____ (Middle) _____

Current Mailing Address: _____ City: _____ State: _____ Zip _____

Home Ph: (____) _____ Cell Ph:(____) _____ Email: _____

Certification Level: (Circle One) Grades 4-8 Grades 6/7-12 Grades EC-12 Subject Area: _____

Certify Teacher Diagnostic Test Score: _____ Date: _____

Number of semester hours completed: _____ Estimated overall GPA (Grade Point Average) _____

Did you include a current degree plan with the Educator Preparation Application? Yes _____ No _____
(if not included, it could delay registration)

Have you satisfied your "Communication Skills Requirement" ("C" in ENGL1302)? Yes _____ No _____ Date _____ Grade _____

Have you ever worked as a teacher aide? ___Yes _____ ___No _____
(School District) (Length of Service)

TSI Status: _____ YES _____ NO

Have you ever been convicted of a felony? _____NO _____YES* *If yes, please explain and give date(s) of offense

Preliminary History Criminal Evaluation Notice: Per HB 1508 all applicants to teacher preparation should be aware of the following:

1. An individual who has been convicted of an offense may be ineligible for issuance of an occupational license upon completion of an educational program.
2. A person may request a criminal history evaluation letter regarding the personal eligibility for a license issued by the licensing authority.

Have you ever had a license revoked, suspended, or sanctioned for misconduct or pending disciplinary or adverse action?
___NO ___YES* (If yes, please explain)

I hereby authorize the release of my records and other pertinent information for my application to the Educator Preparation Program.

Student Signature

Date

Office Use Only:

Coordinator- Educator Preparation Program

Date

Revised: 5/2023

Educator Preparation Program

Educator Preparation Program Disclosures

Name: _____
Last Name First Name M.I.

Social Security Number: _____

Address: _____
Street/Apartment Number

City State Zip E-Mail Address

Texas A & M University- Kingsville (TAMU-K) expressly discloses the following:

1. As a provider of educator preparation programs, TAMU-K must ensure teacher candidate demonstrate adhere to the Code of Ethics and Standard Practices for Texas Educators, which requires the observance of federal and state law. An arrest, indictment, conviction, and/or deferred adjudication may result in teacher candidate dismissal from the educator preparation program. When applying for state certification, teacher candidates are again subject to a criminal history background and fingerprint check by the State Board for Educator Certification. A certificate applicant with a criminal history may be denied certification.
2. Texas public schools are required by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in field experiences or clinical teaching in a Texas public school, teacher candidates may be subject to a criminal history background check.
3. Admission into a TAMU-K Educator Preparation Program and participation in the program does not constitute any guarantee that the teacher candidate will be accepted into a field experience or clinical teaching placement in a Texas public school or that the teacher candidate will be issued a teaching certificate. Failure to complete any portion of the educator preparation program may prevent a teacher candidate from obtaining certification issued by the State Board for Educator Certification.

By signing below, the applicant agrees he/she has read and understands the above disclosures.

Signature

Date

Texas A&M University - Kingsville
College of Education & Human Performance-Center for Educator Preparation Services
Educator Preparation Program

TEACHER CANDIDATE COMMITMENT CONTRACT

I, the undersigned, agree to the following commitments:

- 1. I COMMIT** to full participation in all required field-based experiences, including clinical teaching in the TAMU-K educator preparation program. I agree to follow the public school calendar for clinical teaching, and I will follow the teacher's schedule for reporting to and leaving work.
- 2. I COMMIT** to the understanding that, during my field experience and clinical teaching, I will not expect any compensation from A&M-Kingsville or my school district.
- 3. I COMMIT** to professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, to excellence, to learners in the classroom, and to my own personal and professional growth. These behaviors include but are not limited to: dress code compliance; completing assigned work on time and with the best possible quality; being prompt with appointments; keeping agreements and commitments with the school district and A&M-Kingsville faculty; maintaining a positive attitude; being flexible; demonstrating to others a true desire to be there; staying busy and avoiding sitting without anything to do; avoiding eating and drinking in classrooms; maintaining a high attendance record with no unexcused absences (A&M-Kingsville policy on excused absence will be followed); soliciting constructive criticism and accepting it gracefully; and being prepared, always.
- 4. I COMMIT** to providing a criminal history background consent form.
- 5. I COMMIT** to full partnership with school district personnel and A&M-Kingsville faculty in a collaborative effort designed for the professional development of aspiring teachers.
- 6. I COMMIT**, from the first day of my assignment, to shed my identity as a student and to begin my identity as a teacher. I will think like a teacher, not a student. I will see myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether or not I am in charge, continually seek information from my school district personnel and A&M-Kingsville faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become "the best I can be."
- 7. I COMMIT** to self-learning and self-improvement; i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses. I recognize that I will not suddenly be effective but that I will continuously be in a process of "becoming" more and more effective.
- 8. I COMMIT** to the belief that all children can learn; I welcome the opportunity of learning to teach children of diverse backgrounds, cultures, and handicapping conditions. I believe that all participants in my program (including K-12 teachers, A&M-Kingsville faculty, other students, and children) will be both teachers and learners. I commit to maintaining confidentiality of students' information.
- 9. I COMMIT** to following the rules and regulations of the program as outlined in the handbook, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or video taped, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or at classes, conferences and workshops.

Student's Signature

Date

Chapter 247. Educators' Code of Ethics

§247.1. Purpose and Scope; Definitions.

- (a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.
- (b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- (c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.
- (d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:
 - (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
 - (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
 - (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.
- (e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.
 - (1) Abuse--Includes the following acts or omissions:
 - (A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
 - (B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
 - (C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
 - (D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.
 - (2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.
 - (3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.
 - (4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.
 - (5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.
 - (6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.
 - (7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

- (8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.
- (9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.
- (10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.
- (11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.
- (12) Minor--A person under 18 years of age.
- (13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.
- (14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.
- (15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur. Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.
- (16) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
- (17) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.
- (18) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.
- (19) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.
- (20) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.
- (21) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.
- (22) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Statutory Authority: The provisions of this §247.1 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and Every Student Succeed Act, 20 United States Code, §7926.

Source: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

§247.2. Code of Ethics and Standard Practices for Texas Educators.

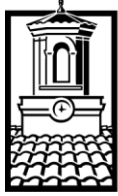
Enforceable Standards.

- (1) Professional Ethical Conduct, Practices and Performance.
 - (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
 - (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
 - (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
 - (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
 - (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
 - (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
 - (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
 - (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
 - (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
 - (K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
 - (L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
 - (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
- (2) Ethical Conduct Toward Professional Colleagues.
 - (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
 - (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
 - (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
 - (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
 - (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
 - (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
 - (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
 - (H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.
- (3) Ethical Conduct Toward Students.
 - (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;
 - (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and
 - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); Every Student Succeed Act, 20 United States Code, §7926.

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



Code of Ethics Affirmation

I, _____, (Printed name) affirm that I have read, understood and will uphold the Texas Educators’ Code of Ethics as published in [19 TAC Chapter 247: Educator’s Code of Ethics](#), professional ethical conduct, practices, and performance as listed in §247.2 (1), ethical conduct toward professional colleagues as listed in §247.2 (2), and ethical conduct toward students as listed in §247.2 (3).

Additionally, in accordance with §247.1 (b), I understand and agree that I shall:

_____ Comply with standard practices and ethical conduct toward students, professional colleagues, (initial) school officials, parents, and members of the community and shall safeguard academic freedom.

_____ Maintain the dignity of the profession by respecting and obeying the law, demonstrating (initial) personal integrity, and exemplifying honesty and good moral character.

_____ Extend just and equitable treatment to all members of the profession. (initial)

_____ Accept a position of trust and measure success by the progress of each student toward (initial) realization of his or her potential as an effective citizen.

_____ Accept my responsibility to the community and cooperate with parents and others to (initial) improve public schools.

Signature

Date

Texas A&M University – Kingsville
College of Education & Human Performance-Center for Educator Preparation Services
Educator Preparation Program

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Texas A&M University-Kingsville Educator Preparation Program to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ [print full name], as an applicant to the Texas A&M University-Kingsville Educator Preparation Program, hereby give my voluntary consent to officials:

- A. To disclose the following records:
- Records relating to any of my field-based experiences
 - Records relating to my performance in the field
 - TExES test score results
- B. To the following person(s):
- School districts or other agencies associated with field-based experiences
 - School-based/Agency-based administrators
 - School-based/Agency-based cooperating teachers/mentors
 - Program faculty
- C. These records are being released for the purpose of:
- Conversing and reviewing performance
 - Acquiring feedback
 - Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including clinical teaching.

Signature

Date

TAMUK Exit Policy for
Dismissal of Candidates from the Educator Preparation Program

TAC §228.20(h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

Texas A&M University-Kingsville is committed to educating, graduating, and certifying candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the educator preparation program for teaching dispositions as well as teaching skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to teach, the teacher candidate may be dismissed from the program.

Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to, the following, at the discretion of a committee consisting of faculty and EPP representatives:

- Failure to maintain a minimum 2.75 grade point average both overall and in major area of study.
- Standard of Conduct/Educator Code of Ethics violation.
- Failure to make continual progress towards program completion/being inactive for more than 1 year (including no communication with the EPP Staff).
- Failure to earn a minimum of a "C" in all teacher education courses.
- Failure to become certified within five years of graduation/finishing.
- Failure to follow all attendance, dress code, and other guidelines.
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing.
- School/district requests that the candidate be removed from a field/clinical teaching assignment.

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from the TAMUK Educator Preparation Program as described in this document and in accordance with **TAC §228.20(h)**.

Printed name

Signature of Candidate

Date

(Updated 5/2023)

Voluntary Withdrawal from the EPP:

- A candidate who chooses to withdraw from the EPP must notify the certification officer by stating their intentions in written letter or via a TAMUK email.
- If a candidate chooses to enroll in a different EPP, the receiving program will need to request a Texas Education Agency (TEA) Candidate Transform Form to be completed by the candidate and the TAMUK certification officer. At that time, the certification officer will be required to inform the receiving program if the candidate was in good standing.
- If a candidate chooses to change their major to something outside of education, that will translate to withdrawal from the College of Education and Human Performance and the EPP.

References

Please submit the names and email addresses for at least two references (one reference must be a Professor/Teacher) who can attest to your knowledge, experience, skills and aptitude for becoming a teacher. (EPP will mail out reference forms and your application will be processed after references have completed and returned the reference form.)

Reference #1	Name and Title	Email Address
Reference #2	Name and Title	Email Address
Reference #3 (optional)	Name and Title	Email Address

(Updated 5/23)

Texas A&M University – Kingsville
College of Education & Human Performance-Center for Educator Preparation Services
Educator Preparation Program
Admission Requirements to Educator Preparation Program
CHECKLIST – RETURN WITH APPLICATION PACKET

Complete top portion only

S.S. No. _____	K# _____	Certification _____
Name: (First) _____	(Last) _____	(Maiden) _____
Address: _____	City: _____	State: _____ Zip _____
Home Ph: (_____) _____	Cell Ph:(_____) _____	Email: _____

FOR OFFICE USE ONLY

- _____ 1. Application Checklist
- _____ 2. Completed Application (all pages signed by candidate)
- _____ 3. Current Email account
- _____ 4. Teacher Aide question
- _____ 5. Felony question _____
- _____ 6. Commitment Contract
- _____ 7. Teacher Education Disclosure Form
- _____ 8. Criminal History Background Check Consent Form
- _____ 9. Affirmation - Texas Educators' Code of Ethics
- _____ 10. FERPA
- _____ 11. Certify Teacher Diagnostic
- _____ 12. Complete Critical Thinking Requirement (UNIV 1201 or an equivalent course.) _____
Equivalent Course
- _____ 13. Exit Policy
- _____ 14. References (mandatory 2)
- _____ 15. Degree Plan
- _____ 16. Audit (Secondary)
- _____ 17. Transcripts
- _____ 18. Completion of 60 semester hours
- _____ 19. Cumulative GPA of 2.75 or better
- _____ 20. All core courses are a "C" or better

Notes: