
Educator Program Policies Related to Teacher Certification

Licensure and Testing

Students seeking teacher certification in Texas are required to successfully complete several licensure examinations. Your specific exam requirements will vary based on your designated degree or certification plan.

Licensure Examinations

[Texas Examinations of Educator Standards \(TExES\)](#) tests measure the content knowledge and pedagogical knowledge required of an entry-level educator in a particular field in Texas public schools.

Practice Tests

Effective study includes taking practice tests to measure readiness for examination. Our program uses **240Tutoring.com** as an online practice test portal. Contact the program director for directions on how to receive a discounted subscription.

Technology Standards

Pursuant to Texas Education Code 21.0452(b)(5), all students who are enrolled in the educator preparation program at St. Edward's University must demonstrate the ability to use technology.

The Department of Teaching, Learning and Culture have incorporated both the (1) [TEA Technology Standards](#) for All Teachers and (2) the [ISTE Standards for Educators](#) into the curriculum. While elements of technology are present in all educator preparation courses taught at St. Edward's University and which students must take to be eligible to teach in Texas, the program also requires that all students complete the course **EDUC 2332 Integrating Education Technology** as part of their curriculum. This course, as a second-year course, allows students to receive intensive, hands-on instruction in the various uses of technology in the classroom so that they may hone these skills as they continue through the education curriculum. Below are the Course Description, the Course Topics, the Student Learning Objectives, and the Essential Assignments used to demonstrate mastery of the course.

Course Description

This course is designed to introduce students to the educational uses of a wide range of digital technologies. The two-fold purpose is to help students develop a critical understanding of how students in K–12 settings can engage with digital technologies to enrich their learning experience, as well as support preservice teachers in developing their own fluency with digital technologies in ways that support their work as teachers. The course will focus both on theoretical understandings of digital technologies and practical uses of specific technologies within classrooms. This will be a project-driven course. Finally, students will be creating a digital portfolio that they will use throughout their time in the Teacher Education Program at St. Edward's University.

In-class time will be workshop-oriented with some time spent summarizing and updating online or out-of-class conversations, leaving a substantial amount of time for hands-on work in a supportive environment to experiment with and try out digital tools, platforms and spaces for collaboration, composition and participation

Course Topics

This course examines computing technology, components and applications, and the impact of computing in the classroom. Laboratory experiences consist of application software, which may include word processing, spreadsheets, databases, desktop publishing, telecommunications including Internet usage, videotaping and editing, webpage design, Web Quest creation, and e-portfolio creation. This course satisfies the university's Computational Skills requirement; students must earn a grade of C or higher.

Student Learning Outcomes

Students will be able to:

- Define (educational) technology
- Critically analyze the dimensions of a multimodal digital product (i.e. one that includes audio, text and video components)
- Make and share a multimodal product
- Reflect on their relationships to technology and identify areas for growth and development
- Construct a professional website
- Engage in a personal inquiry connecting discipline-specific content, educational technology and classroom practice.

Essential Assignments

(Note: These are only a sample; individual faculty have latitude to alter as needs of the specific classes and students dictate.)

- Defining Educational Technology and Digital Literacy
- Creating Webtext
- Analyzing Webpages
- Creating a Website
- Crafting a Blog
- Identifying Resources Online
- Presenting a Multimodal Video Project
- Incorporating Technology into Instruction
- Being a Digitally Responsible Citizen
- Establishing a Professional Identity Online

Background Check Requirement / Preliminary Criminal History Evaluation

Pursuant to 19 TAC §227.1(b)(1), candidates must undergo a criminal history background check prior to employment as an educator. If you were convicted of an offense that is not considered appropriate for an educator, you could be ineligible to earn certification in Texas (19 TAC §227.1(d)(1)).

Pursuant to 19 TAC §227.1(b)(2), candidates must undergo a criminal history background check prior to clinical teaching. If you were convicted of an offense that is not considered appropriate for an educator, you could be ineligible to earn certification in Texas.

The Texas Education Agency provides candidates with an opportunity to conduct a preliminary Criminal History Evaluation. This evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive

an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. Learn more about the [Preliminary Criminal History Evaluation](#). (19 TAC §227.1(d)(3)).

Credit for Military Experience

In accordance with 19 TAC §228.35(a)(5)(A), military service members or military veterans may be given credit for certain verified military service, training, or education toward the training, education, work experience or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, train, or education is directly related to the certificate being sought.

Veterans Affairs at St. Edward's University

We honor St. Edward's University's military history and its essential relationship with the United States Armed Forces by committing to serve and advocate for the needs of our diverse military population on the hilltop. The Office of Veterans Affairs serves as the liaison between military-connected students, schools, departments of the university, agencies of the State, U.S. government, and private organizations. The Student Financial Services Office, Main Building, Room 204, incorporates the Office of Veterans Affairs. For resources to help support the transition from service to student, contact the Office of Veterans Affairs military and veterans affairs coordinator at 512-492-3193 or visit the Student Financial Services Office in Main Building, Room 204. Additional information is available online at [St. Edward's University Office of Veteran Affairs](#).

GI Bill Veterans Education Benefit Administration

The St. Edward's University Office of Veterans Affairs submits and manages benefit certifications to the Department of Veterans Affairs on behalf of the St. Edward's GI Bill beneficiary student. St. Edward's University is approved by the Texas Veterans Commission to provide educational benefits to eligible veterans and their family members under applicable public laws relating to veterans' training, Chapters 30, 31, 33 (Post 9/11 GI Bill®), 35, and 1606.

Eligible veterans, spouses, or dependent children are advised to contact the Office of Veterans Affairs for information and assistance completing required forms for submission to the Veterans Administration. Veterans and family members enrolled under the current public law provisions are subject to the same conditions concerning Satisfactory Academic Progress (see "Requirements for Satisfactory Academic Standing" on page 35) as those applicable to all other students.

Each semester St. Edward's University is required to report to the Department of Veterans Affairs regional office students who fail to meet Satisfactory Academic Progress. In accordance with Title 38 section 3679(e); any GI Bill-covered individual, that is any student using Ch. 31 or Ch. 33 benefits, once providing St. Edward's University a VA-issued certificate of eligibility for entitlement to educational assistance under Ch. 31 or 33, and once the St. Edward's University Office of Veterans Affairs submits the semester specific GI Bill certification, will be afforded a 90 day grace period from any penalty; including late fees, registration holds, or denial of access to facilities while we wait for the semester's funding to be delivered from the VA .

This protected period ends when:

1. The date on which the semester's full VA tuition payment expected is made to St. Edward's University.
2. 90 days after the date St. Edward's University certified tuition and fees following the receipt of the student's certificate of eligibility.

Complaints Process

Under 19 TAC §228.70(b)(2), COMPLAINTS REGARDING EDUCATOR PREPARATION PROGRAMS. (a) The board shall propose rules necessary to establish a process for a candidate for teacher certification to direct a complaint against an educator preparation program to the agency.

Our academic community strives for excellence by encouraging an atmosphere of collaboration, collegiality and integrity. St. Edward's University is committed to treating all members of the campus community fairly and respectfully in an environment that encourages the resolution of most concerns through discussion that leads to mutual understanding. When this approach does not solve the problem or issue, the student may lodge a more formal complaint.

View the university's [Student Complaint Process](#) for the steps to complete a student complaint as well as the entire student complaint policy. Complaints against the educator program to the Texas Education Agency can be initiated through the process [outlined here](#). All complaints filed with the TEA must be in writing. The general complaint form may be [downloaded here](#) and then either emailed, mailed or faxed to the address below.

Complaints Management
1701 N. Congress Ave.
Austin, TX 78701-1494
Tel (512) 463-3544
Fax (512) 475-3665
Email complaintsmanagement@tea.texas.gov

Supply and Demand of Texas Teachers

Per 19 TAC §227.1(c)(2), the Texas Education Agency requires Educator Preparation Programs to notify their candidates that teaching positions are more difficult to secure in districts along the I-35 corridor in Texas due to the number of teacher preparation programs providing candidates within those educational markets. SEU lies within the I-35 corridor but has experienced a consistently high rate of employment for certified candidates. More information about the supply, demand and career trends for Secondary teachers can be found online at [Texas Workforce Commission Careercheck](#).

Teacher Reciprocity

Our teacher preparation program is approved by the Texas Educational Agency as an "EPP" or Educator Preparation Provider. Teachers who intend to teach in standard EC-12 settings and who complete all requirements for graduation, pass appropriate TExES exams and other requirements for official teacher

certification, and apply and are granted State of Texas Teaching Certification, may be eligible to teach in other states in the U.S. [Learn more about states that have an agreement of reciprocity with Texas teachers.](#)

EPP Performance and Program Accountability

Per 19 TAC §227.1(c)(3)(B), the St. Edward’s University Educator Preparation Program is designed to foster the intellectual and professional development of future teachers. Through the guided application of content knowledge, effective pedagogical models, varied field experiences, hands-on learning opportunities, and reflective practice, pre-service teacher candidates develop their instructional expertise and acquire professional skills.

The pass rates as reported in the ASEP Report for the last five academic years:

PPR Certification Exam Pass Rate for St. Edward’s University Candidates

<i>2023–2024</i>	<i>Pedagogy 86%</i>	<i>Content 100%</i>
<i>2022–2023</i>	<i>Pedagogy 100%</i>	<i>Content 96%</i>
<i>2021–2022</i>	<i>Pedagogy 93%</i>	<i>Content 100%</i>
<i>2020–2021</i>	<i>Pedagogy 100%</i>	<i>Content 97%</i>
<i>2019–2020</i>	<i>Pedagogy 80%</i>	<i>Content 90%</i>

View more information about the St. Edward’s University Educator Preparation Program online at [TEA Consumer Information about Educator Preparation Programs.](#)

Additional Information

[St. Edward’s University Student Handbook \(PDF\)](#)

[St. Edward’s University Annual Calendar of Campus Events](#)

The following 2024–2025 Academic Calendar can help guide student planning for the semester.

Fall 2024

Aug. 26	Courses begin
Aug. 28	Fall 2024 NCSC Submission – Early Registration
Aug. 30	Last day to change or add any course – undergraduate full-term
Sept. 2	Labor Day – no courses meet
Sept. 9	Deadline for all St. Edward’s credits and Summer 2024 transfer credits required for Summer 2024 graduation to be received in the Office of the Registrar

Sept. 15	Applications due for Teacher Education Program and Student Teaching Internship
Sept. 15	Priority deadline for Noyce Scholarship grant application (STEM majors only)
Oct. 1	Deadline for all Fall 2024 graduation candidates to submit official transcripts and exam scores for courses completed in prior terms
Oct. 18	Founders Day Holiday – no courses meet
Nov. 5	Last day to withdraw from any undergraduate or graduate full-term course Last day to file or withdraw Pass/No Pass Declaration – undergraduate
Nov. 7	Registration opens
Nov. 18	Registration opens for new first-year, transfer and graduate students (by appointment)
Nov. 25	Spring 2025 waitlist option closes at 11:59 p.m.
Nov. 27–Dec. 1	Thanksgiving break – no courses meet
Dec. 9–12	Exam/test week – undergraduate
Dec. 12	End of semester
Dec. 14	Official degree date for Fall 2024 graduates

Spring 2025

Jan. 10	Deadline for all St. Edward's University credits and Fall 2024 transfer credits required for Fall 2024 graduation to be received in the Office of the Registrar
Jan. 13	Courses begin
Jan. 17	Last day to change sections or add any course – undergraduate
Jan. 20	MLK Day – no courses meet

Jan. 29	Last day to apply to graduate in Spring 2025 Last day for Summer 2025 graduation candidates to request to participate in the May 2025 Commencement Ceremony
Mar. 3	Deadline for Spring 2025 graduation candidates to submit official transcripts for courses completed in prior terms
Mar. 15–21	Spring Break – no courses meet
Mar. 31	Last day to withdraw from any undergraduate or graduate full-term course Last day to file or withdraw Pass/No Pass Declaration – undergraduate
Apr. 2	Summer and Fall 2025 registration opens – seniors
Apr. 17–20	Easter Break – no courses meet
Apr. 21	Easter Monday – no day courses (courses begin at 5:00 p.m.)
Apr. 25	Last day to add to a Summer or Fall 2025 waitlist
May 5–8	Exam/test week – undergraduate
May 10	Official degree date for Spring 2025 graduates

Academic Majors Associated with the Minor in Teacher Education

The Minor in Teacher Education prepares students for teacher certification in Texas in Middle and High School (Grades 7–12). Within these grade levels, you choose a disciplinary major from the certification areas offered and add a Minor in Teacher Education to your degree plan. Certification levels and their corresponding discipline certifications are listed below.

St. Edward's University Major	Teacher Certification Area	Grade Level
Biology	Life Science (238)	7–12
Chemistry	Chemistry (240)	7–12
English Literature	English, Language Arts, and Reading (231)	7–12
History	History (233)	7–12
Mathematics	Mathematics (235)	7–12
Biochemistry	Chemistry (240)	7–12

Plan of Study

The Minor in Teacher Education comprises eight courses (24 credit hours). These courses are divided into three clusters that are taken in order. 1) Lower Division Course Cluster 2) Upper Division Course Cluster, and 3) Professional Practice Course Cluster. Students complete cluster one and apply to enter the teacher education program formally. At the end of cluster two, the student applies to advance to the student teaching internship. For more information, contact your [success coach](#) or [academic advisor](#).

1. Lower Division Cluster Take during freshman and sophomore semesters.	2. Upper Division Cluster Take during junior and senior semesters.	3. Professional Practice Cluster. <i>Note: This cluster is taken during your last semester before graduation.</i>
EDUC 1330 - Schooling and Society Introduces students to historical and current trends, theories, and influences on schooling in America.	EDUC 4334 - Curriculum and Assessment Provides practical experience in developing lesson plans, practicing classroom management skills and assessing student knowledge.	EDUC 4359 - Student Teaching Seminar Presents additional content and support for student teachers as they complete the internship in the classroom.
EDUC 2332 - Educational Technology Integration Gives a solid grounding in current and emerging educational technologies, and provides students with the chance to learn through active inquiry.	READ 4343 - Content Area Literacy Students learn how to integrate reading and writing strategies into their content area instruction as a tool for deeper learning.	EDUC 4361 - Student Teaching Internship A 14-week intensive apprenticeship in a local classroom. Students gradually take over the class periods from the mentor teacher and tie together all their learning as early career education professionals.
EDUC 2331 - Learning Processes Instills a grounding in the theories and practices related to learning. Students challenge their own beliefs about teaching and learning.		<i>No concurrent or outstanding courses are allowed to be taken during or after this cluster due to the intense nature of apprentice teaching.</i>
SPED 2324 - Introduction to Special Populations Provides an overview of special needs that students may have in the classroom and strategies for supporting them.		

You must apply to the Teacher Education Program and Student Teacher Internship in order to be formally admitted.

Admission to the Teacher Education Program

You must apply and receive admittance to the Teacher Education Program in order to earn a teaching certificate in conjunction with your degree. A second application is required to be admitted into the student-teacher semester.

You must fulfill the following criteria in order to apply to the Teacher Education Program:

- Complete 60 semester hours with a cumulative grade point average of 2.50 or higher
- Complete all Foundational Skills courses or typical “first-year” courses (including COMM 1317 and not including modern language requirement) with a grade of C or higher
- Complete 12 semester hours in your major content area*
- Complete (last courses may be in progress) EDUC 1330, EDUC 2331, EDUC 2332, and SPED 2324 must have a grade of C or higher
- Submit two Teacher Education Program Faculty Recommendations Forms (*link sent to your email upon request*)
- Submit a Teacher Education Program Application (*link sent to your email upon request*)

*Students in 4–8 Math, 7–12 Math, 7–12 Life Science and 7–12 Chemistry must complete 15 semester hours.

Undergraduates who have not been admitted into the program will not be permitted to enroll in EDUC or READ coursework at or above the 3000 level. Declaration of an academic major associated with teacher education is not equivalent to admission to the program.

The Teacher Education Advisory Committee oversees the program’s application review and admittance process. If admitted you will be notified of your status via email. If you were not admitted to the program, you may reapply later when eligibility requirements are met.

Teacher Education Program Application Forms

- Teacher Education Program Application (*link sent to your email upon request*)
- Teacher Education Program Faculty Recommend Form (*link sent to your email upon request*)

Admission to the Student Teaching Internship

Note: All coursework must be completed before you begin your student teaching semester.

The student teaching semester is:

- 14 weeks long
- Monday through Friday
- The duration of the entire school day
- In a classroom related to your content and certification/grade level

You must fulfill the following criteria in order to apply to the Student Teacher Internship:

- Maintain a GPA of 2.50 or higher in your academic major, with no grade below a C in any course*
- Maintain a cumulative GPA of 2.50 or higher
- Complete 45 hours of validated pre-student-teaching field experience (performed in several courses)
- Complete all professional education sequence courses with a grade of C or higher and a cumulative GPA of 3.0 or higher
- Submit three faculty recommendations from members of the Teacher Education faculty (*link sent to your email upon request*)
- Submit a formal application by the appropriate deadline (*link sent to your email upon request*)
- Submit a Student Teacher Preference Form (*link sent to your email upon request*)
- Maintain conduct consistent with the [Code of Ethics and Standard Practices for Texas Educators \(PDF\)](#)

*Students must repeat any course within the academic major in which a grade below a C is earned. When students repeat a non-topics course (due to an unacceptable grade), the repeated course(s) will be identified on the transcript; however, only the highest grade will be included in the cumulative GPA, major GPA (if applicable), and the cumulative hours earned toward the degree.

The Teacher Education Advisory Committee (TEAC) oversees applications for both the Teacher Education Program and the Student Teacher Internship process. The committee is making determinations related to the applicant's readiness and knowledge, skill, and dispositions for the teaching program and teaching profession. If admitted, you will be notified of your status by email. Once admitted, you should enroll in the appropriate student teaching internship. If you were not admitted to the program, you may reapply later when eligibility requirements are met.

Student Teacher Internship Application Forms

- Student Teaching Internship Application (*link sent to your email upon request*)
- Student Teaching Internship Faculty Recommendation Form (*link sent to your email upon request*)
- Student Teaching Preference Form (*link sent to your email upon request*)

Changing or Dropping Plans for Teacher Certification

If you declare the *Minor in Teacher Education* pathway when entering the teacher education program formally, **you have signaled your intent to become a certified teacher in Texas**. This is an important step and should be considered carefully.

If you decide not to pursue certification after this point, you must submit in writing a request to change or drop the minor in teacher education to your academic advising team. You must also complete the “Curriculum Change Request” form on [myHilltop](#) and drop the Minor in Teacher Education. Additionally, you must sign an acknowledgment form that states the following:

Students who drop or leave the Minor in Teacher Education after formal admittance into the Teacher Education Program will not be allowed to re-enter the program at St. Edward's University at any time in the future.

Retention and Dismissal

Failure to maintain the standard retention requirements will result in your dismissal from the Teacher Education Program. You will receive notice of your dismissal by a letter from the dean of Education. Once dismissed, you will not be permitted to apply for the Student Teaching Internship.

You must meet the following standards in order to remain in the Teacher Education Program:

- A cumulative grade point average of 2.50 or higher
- A grade point average of 2.50 or higher within your academic major, with no grade below a C in any course*
- A grade point average of 3.0 or higher in all EDUC and READ coursework, with no grade below a C in any course*
- Professional conduct consistent with the [Code of Ethics and Standard Practices for Texas Educators \(PDF\)](#)

*You must repeat any course in your major or minor in which a grade below a C is earned. When students repeat a non-topics course (due to an unacceptable grade), the repeated course(s) will be identified on the transcript; however, only the highest grade will be included in the cumulative GPA, major GPA (if applicable), and the cumulative hours earned toward the degree.

Certification Program Completion

There are five requirements to become a certified teacher in Texas through the St. Edward's University teacher preparation program.

1. **Complete your Bachelor's Degree** – You must complete all general education and major degree plan requirements and graduate with a bachelor's degree in an approved major* while at St. Edwards University.
2. **Complete all requirements for the Minor in Teacher Education** including 30 hours of documented teaching internships, 14 weeks of full-time student teaching, and successful completion of all courses in the minor with a C or better.
3. **Pass Certification Exams** - You must pass the [appropriate teacher certification exams](#), including the PPR and content tests.
4. **Submit a State Application** – You must apply to be certified after all requirements are met. Do not apply until you have verified with the SEU program director that you are eligible.
5. **Complete Fingerprinting** – All first-time applicants must be fingerprinted as part of a national criminal background check.

* See page 7 of this document for academic majors approved for the Minor in Teacher Education.