

Whitlowe R. Green College of Education

Historical Context

Prairie View A&M University (PVAMU) has a rich, historic legacy of preparing educators. The Sixteenth Texas Legislature on April 19, 1879, established "Prairie View State Normal School" in Waller County for the Training of Colored Teachers. For one hundred and forty-one years, the institution has produced educators and health professionals who have facilitated the acquisition of knowledge and skills to improve the lives of people throughout the Gulf Coast region, the state, and the nation.

Mission

The Whitlowe R. Green College of Education prepares candidates for teaching and related positions in public and private schools as well as in other institutional or organizational settings that promote the educational development and well-being of culturally diverse populations.

Conceptual Framework

The conceptual framework Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P), supports the major goals of educator preparation in the Whitlowe R. Green College of Education. E-FOLD-P guides the design and implementation of programs, activities, and experiences and represents a commitment by the faculty to develop and prepare candidates:

- As problem solvers, critical thinkers, and decision-makers;
- As reflective and continual learners who utilize effective teaching practices;
- As facilitators of student growth and development, by precept and example; and
- As educators with an understanding and appreciation of human diversity and global awareness.

E-FOLD-P also represents the Whitlowe R. Green College of Education's dedication to the preparation of candidates who are technologically literate themselves and who can integrate technology into the learning environments of their students. Moreover, the Whitlowe R. Green College of Education is committed to promoting equity in educational attainment and health outcomes for the improvement of the health, well-being, and education of diverse citizens.

Accreditation

All teacher education programs offered by the Whitlowe R. Green College of Education are fully accredited by the Texas State Board for Educator Certification (SBEC).

Instructional Organization

Program	Degree Offered
Curriculum and Instruction	MAED, MED, MSED
Curriculum and Instruction-Reading Education	MED, MSED
Counseling	MA
Educational Administration	MED, MSED
Educational Leadership	PhD
Human Sciences	MS
Special Education	MED, MSED
Teacher Education	BS

Becoming a Classroom Teacher in Texas

There are five overall requirements to becoming a certified teacher in the state of Texas.

1. Obtain a Bachelor's Degree. You must earn a bachelor's degree from an accredited college or university. The Texas Administrative Code (TAC) requires that candidates completing a Texas program must have a degree from a university that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board.
2. Complete an Educator Preparation Program. You must complete all requirements of an approved Educator Preparation Program. The Whitlowe R. Green College of Education (WRGCOE) is an accredited university-based Educator Preparation Program. If you already hold a degree, you may contact our *Alternative Teacher Certification Program*.
3. Pass Certification Exams. You must receive approval, and take and pass the appropriate teacher certification exams.

4. Submit a State Application. You must apply to be certified after all requirements are met. Do not apply until you have been verified as eligible by the Office of Student Services and Certification.
5. Complete Fingerprinting. All first-time applicants must be fingerprinted as part of a national criminal background check.

Criminal Background Checks

The State of Texas, the Texas Higher Education Coordinating Board (THECB), the Texas Education Agency (TEA), and the State Board for Educator Certification (SBEC) require that an educator preparation program inform all certification program applicants and candidates about the State's rules on criminal background checks from the Texas Occupations Code Chapter 53, the Texas Education Code Chapter 22.0831 and the Texas Administrative Code, Part VII, Chapter §227.1, General Provisions Subchapter B.

Educator preparation programs should inform all applicants that:

1. Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and
2. Pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

Admission to Teacher Education

Students are eligible for admission to teacher education and to enroll in professional education courses after the following requirements have been met:

1. Completed application;
2. Copy of Driver's License (front and back);
3. TEA ID Number (this is required-students will be denied without this ID#);
4. Three (3) letters of recommendation from PVAMU faculty;
5. Interview matrix completed and signed by advisor;
6. Updated degree plan;
7. Current transcript (unofficial or official from all academic institutions attended);
8. Complete 42 SCH University core plus 12-15 SCHs in content areas if applicable with a minimum cumulative GPA of 2.75;
9. Documentation of a criminal background check;
10. Signed Educator Code of Ethics;
11. A grade of C or above in ENGL 1123 or ENGL 1133;
12. A grade of C or above in MATH 1113; and
13. Grades of "D" in any English or Math courses are not acceptable.

Application forms may be obtained from the Department of Curriculum and Instruction or through the PVAMU webpage. The Committee for Admission to Teacher Education reviews all applications.

Admission to Clinical Teaching

Students' eligibility for admission to clinical teaching at Prairie View A&M University will be ascertained upon adhering to the following prerequisites. Candidates are eligible for admission to clinical teaching after all of the following requirements have been met:

1. Admission to Teacher Education.
2. Completion of the respective EC-6, EC-12, 4-8, or 7-12 major requirements with a minimum 2.50 grade point average. Only grades of "C" or above will be accepted.
3. Completion of the professional development requirements with a minimum 3.00 grade point average. Only grades of "B" or above will be accepted.
4. A passing score of 290 or above on the Content Examination in Certify Teacher; or a passing score on the official TExES Content examination; or an official TExES registration examination ticket.
5. Documentation of attendance at all applicable review sessions, or documentation of the TExES score report.
6. Completion of the criminal background check authorization for the school district(s) requested for clinical teaching placement.
7. Completion of online graduation application; a copy of the confirmation page signed by an academic advisor.
8. Copy of four (4) validation forms and field logs documenting completion of 60 hours of field experiences.
9. Completed degree plan signed by academic advisor.
10. Copy of TB test results, completed within one (1) year.
11. Professional resume.
12. Banner registration form documenting clinical teaching course number(s), signed by an academic advisor.

13. Degree Program Approval for Clinical Teaching form (signed by the candidate's advisor, Department Head, and the Director of Clinical Teaching) to include GPA for each program area.

The application packets for clinical teaching can be obtained through the Department of Curriculum and Instruction webpage and should be completed with the advisor prior to the start of the clinical teaching semester. The Committee for Admission to Clinical Teaching reviews all applications. Upon approval (or disapproval) by the Committee, the Chair of the Committee notifies students by letter.

Clinical Teaching Placement

Clinical teachers are placed in a local school district within 60 miles of the University and commensurate with their needs. Clinical teachers will not be placed outside the sixty-mile radius. The candidate is cautioned not to contact a school district to gain placement for clinical teaching. The placement of candidates for this experience is the Director of Clinical Teaching and Field Experiences' responsibility. There is an agreement between the school districts and the WRGCOE that only the Director will make such contacts.

Each clinical teacher candidate will have a minimum of three observations within the public-school setting by the assigned university field supervisor. Cooperative teachers will be asked to complete an evaluation. Clinical teachers will teach in as many different situations lead by the cooperative teacher during a minimum of 70 full school days of clinical teaching. *Before entering the public-school setting, each candidate must expect a background check to be performed by the requested school district per Texas Education Code (TEC) § 22.0835.*

In case of a state of emergency, Texas Education Agency (TEA) will notify all Educator Preparation Programs (EPP) in Texas, including Prairie View A&M University, if a waiver is warranted for less than 70 full school days of practicum within the public-school setting. Always attend to all changes presented by TEA as related to EPP. Prairie View A&M University will adhere to any updates noted by TEA that may not have been updated in the university catalog.

Exit Policy for Dismissal of Teacher Education Candidates

It is a paramount goal of the Prairie View A&M University Educator Preparation Program (PVAMU EPP) to graduate and recommend for certification candidates who will be successful educators throughout the state of Texas. Occasionally, there are circumstances that warrant the dismissal of a candidate. When such action is deemed necessary, there are specific reasons and procedures that should be taken into consideration by all parties involved.

Per Texas Administrative Code 19 TAC 228.20(h), the reasons for dismissal from an EPP are noted below.

- Undergraduate GPA falls below 2.75.
- Graduate program GPA falls below 3.00.
- Mutual consent and agreement for dismissal by the public school partner Administrator and University Supervisor for reasons of illness, injury or other unforeseen personal circumstances.
- Violation of the Texas Professional Code (Code of Ethics) or Texas Education Code regulations.
- Failure by the student to establish and maintain a satisfactory performance level in classroom instruction and management.
- Failure by the PVAMU EPP candidate to abide by the policies of the PVAMU EPP, and/or public school partner, and/or school district.
- Unprofessional conduct towards school personnel, or students.
- Failure to address the requirements of a growth plan and show consistent progress.
- Non-renewal of teaching contract (for interns).
- Failure to pay fees in a timely manner.

Students who choose to withdraw from the PVAMU Educator Preparation Program (EPP) *prior to graduation or certification* will be required to complete a written statement via academic advisor or program director. The document outlines reasons for withdrawal and understanding of graduation without TEA Certification. Re-entry into the program will be considered on an individual basis.

Paid fees will not be refunded in the event that a participant is withdrawn or dismissed from the program.

If the candidate does not agree with the decision of program dismissal, she/he may appeal via the *PVAMU EPP Complaint Process*. Information about this process can be found online at <https://www.pvamu.edu/education/forms/>. There is a timeline for submitting complaints.

EPP Complaint Process

As defined by TAC 228.70, a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. Any of the above aforementioned, hereinafter referred to as the complainant, who have a complaint may seek resolution without fear of retaliation.

If the complainant is a current Prairie View A&M University student, he or she must follow the university's Student Grievances and Appeals procedures. This information can be found at <https://catalog.pvamu.edu/generalacademicinformation/undergraduate/#academicappealstext>.

All other complainants, please follow the guidelines listed below.

A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by employees of the Whitlowe R. Green College of Education-Educator Preparation Programs. The directions and form are available online at: <https://www.pvamu.edu/education/wp-content/uploads/sites/29/EPP-Complaint-Process-2019.pdf>.

TEXES Requirements

Texas law requires that educators pass appropriate tests to become certified. The appropriate examination(s) required for certification are specified in the Texas Administrative Code, §230.21 (e).

Further information about current, past and future tests may be found at the link below:

<https://tea.texas.gov/sites/default/files/Required%20and%20Replacement%20Test%20Chart%202020-21.pdf>

Teacher Candidates are allowed to take the appropriate certification tests (1) when deemed ready by the candidate's program, or (2) upon successful completion of the candidate's program requirements, whichever occurs first. "Successful completion" means the candidate has completed all of the program's requirements for certification except for taking the necessary certification tests.

Degree for Teacher Educators

In 2019, the 86th Legislative Session passed Texas House Bill 3217, which granted authority to Texas colleges and universities to discontinue the Interdisciplinary Studies degree and award the Bachelor of Science (BS) in Teacher Education to teacher education candidates who complete all EPP program requirements.

TAC Degree and General Requirements for Teacher Certification

§230.11. General Requirements

- (a) The only credits and degrees acceptable for certification of educators are those earned from and conferred by accredited institutions of higher education. All credit hour requirements for certification are semester credit hours or their equivalent.
- (b) An applicant for a Texas educator certificate must:
 - (1) be at least 18 years of age;
 - (2) submit to the criminal history review required by the Texas Education Code (TEC) §22.0831, not be disqualified by the TEC, §21.058, §21.060, or other Texas statute, and not be subject to administrative denial pursuant to §249.12 of this title (relating to Administrative Denial; Appeal) or a pending proceeding under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases);
 - (3) not be disqualified by federal law;
 - (4) be willing to support and defend the constitutions of the United States and Texas; and
 - (5) be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching.

Standard Teacher Class Certifications

The following standard teacher class certification options are available for the Bachelor of Science (BS) degree in Teacher Education:

- CORE Subjects EC-6
- CORE Subjects 4-8
- English Language Arts and Reading 4-8
- Mathematics 4-8
- Science 4-8
- Social Studies 4-8
- Special Education EC-12

Student Teaching is required for a Bachelor of Science degree in Teacher Education.

The following certifications require a major in a specific academic area as indicated by the certification titles listed below:

- English Language Arts and Reading 7-12
- Health EC-12
- Life Sciences 7-12

- Mathematics 7-12
- Music EC-12
- Physical Education EC-12
- Science 7-12
- Speech 7-12

For these certification programs, a degree in a specific academic major is required. The professional education courses (including six (6) hours of student teaching) are incorporated into the academic degree programs approved for these certification programs.

Alternative Teacher Certification Programs (ATCP)

The Alternative Teacher Certification Program (ATCP) at PVAMU is a state-approved comprehensive educator preparation program (EPP) that trains individuals for Texas standard certification in elementary and secondary education. The ATCP provides the training necessary for talented individuals that have a passion for teaching but do not have experience in a college-level teacher training program. The program explores methods, principles, theorists, current trends, legislation, and instructional strategies that apply to successful teaching practice in EC-12. All educator candidates must follow all PVAMU Policies & Procedures, the Student Code of Conduct, the Student Handbook, the Educators' Code of Ethics, and the ATCP Candidate Handbook.

Areas of Certification

- Art EC-12
- Health EC-12
- Music EC-12
- Physical Education EC-12
- Special Education EC-12
- Technology Education EC-12
- English Language Arts and Reading 7-12
- Life Science 7-12
- Science 7-12
- Mathematics 7-12
- Technology Education 6-12
- English Language Arts and Reading 4-8
- Mathematics/Science 4-8
- Mathematics 4-8
- Science 4-8
- Social Studies 4-8

Applicants must be admitted to Graduate Studies prior to applying for ATCP. It is recommended that applicants take the Texas Pre-Admission Content Exam (TX PACT) exam prior to admission. The TX PACT exam is a content exam. The exam is designed to confirm that a candidate has enough content knowledge to teach their desired certification subject successfully. Candidates do not need testing approval to take the TX PACT. Not all applicants are required to take the TX PACT. For more information, go to the Texas Educator Certification Examination Program website. All certification routes are available for entrance on a semester basis. Applications are considered in the spring, summer, and fall semesters. These certification options are administered by the Director of the Alternative Teacher Certification Program (ATCP).

Art, Health, Music, Physical Education, Technology, ELAR, Science, Math, Social Studies Certification

Admission requirements include a baccalaureate degree (with a minimum grade point average of 2.50) from an accredited institution, a minimum of 12 semester credit hours in the subject-specific content area for the certification sought, unless certification sought is for mathematics or science at or above Grade Seven (7); or fifteen (15) semester credit hours in the subject-specific content area for the certification sought if the certification sought is for mathematics or science at or above Grade Seven (7) with a minimum grade point average of 2.50 and satisfactory scores on all three parts of the Texas Success Initiative Assessment (TSIA). The required minimum score on the Reading component of TSIA is 351 (see ATCP Director relating to Exemptions, Exceptions, and Waivers). Those enrolled in the ATCP are required to complete six (6) courses, complete 30 observation hours in approved settings, pass the TExES content-pedagogy exam (math, art, etc.), complete one year of a successful internship, and pass the Pedagogy and Professional Responsibilities EC-12 exam (PPR). *The state also requires the Science of Teaching Reading (STR) exam for teacher certification for the ELAR 4-8 exam beginning January 1, 2021.*

A candidate may begin an internship upon the completion of three (3) courses, 30 observation hours, and by passing the TExES content-pedagogy exam (including the STR exam for ELAR 4-8). These requirements must be completed before an Intern Certificate can be issued. The candidate earns an internship and may complete the remaining three (3) courses, and passes the PPR exam during the period of the internship. The successful intern will become a Texas certified teacher with a standard certificate.

EC-12 Generic Special Education Certification

Admission requirements include a baccalaureate degree (with a minimum grade point average of 2.50) from an accredited institution, 24 semester hours in English, Mathematics, Social Studies, and Science (with at least 3 semester hours in each) with a minimum grade point average of 2.50, and satisfactory scores on all three parts of the Texas Success Initiative Assessment (TSIA). The required minimum score on the Reading component of TSIA is 351 average of 2.50, and satisfactory scores on all three parts of the Texas Success Initiative Assessment (TSIA). The required minimum score on the Reading component of TSIA is 351 (see ATCP Director relating to Exemptions, Exceptions, and Waivers).

Those enrolled in EC-12 Generic Special Education ATCP are required to complete six (6) courses, three (3) courses are specifically special education teacher training courses. Candidates must complete 30 observation hours, pass the TExES Special Education EC-12 exam, one year of a successful internship, and pass the Pedagogy and Professional Responsibilities EC-12 exam.

A candidate may begin an internship upon the completion of three (3) courses, 30 observation hours, and by passing the TExES Special Education EC-12 exam. These requirements must be completed before an Intern Certificate can be issued. The candidate earns an internship and may complete the remaining three (3) courses, and passes the PPR exam during the period of the internship. The successful intern will become a Texas certified teacher with a standard certificate.

All certification applications must be initiated by the Alternative Teacher Certification Program Director and the Director of Student Services and Certification. Tuition and fees apply.

Candidates have up to six years to complete coursework and obtain an internship. After six years, coursework expires per the Graduate Studies policy. If a candidate has not completed an internship and certification requirements within six years, the candidate will be dismissed from the ATCP program and the file eliminated from the system.

Society	Department
Association for Childhood Education International (ACEI)	Curriculum and Instruction
International Reading Association (IRA)	Curriculum and Instruction
Kappa Delta Pi (KDP)	Curriculum and Instruction
Phi Delta Kappa (PDK)	Curriculum and Instruction
Student Council for Exceptional Children (SCEC)	Curriculum and Instruction
Student National Education Association (SNEA)	Curriculum and Instruction
Texas Student Education Association (TSEA)	Curriculum and Instruction
Chi Sigma Iota (CSI)	Educational Leadership and Counseling
Allied Science Professional Society	Health and Kinesiology
Chi Tau Epsilon Honor Society	Health and Kinesiology
Classic Dance Ensemble (CDE)	Health and Kinesiology
Eta Sigma Gamma Honor Society	Health and Kinesiology
Panther Association for Health, Physical Education, Recreation and Dance (PAHPERD)	Health and Kinesiology
Phi Epsilon Kappa Fraternity Honor Society	Health and Kinesiology

Purpose and Goals

The Whitlowe R. Green College of Education is dedicated to preparing and supporting professionals in education, health, and kinesiology related careers to become knowledgeable and ethical graduates prepared to provide potential solutions for complex problems in society. Graduate programs in the Whitlowe R. Green College of Education are designed to meet the needs of a diverse student population, including but not limited to elementary and secondary teachers, teachers of children with special needs, curriculum and reading specialist, counselors, those who aspire for supervisory and administrative roles in elementary and secondary school, and athletic coaches and health professionals. The graduate coursework also enables educators to receive certification and/or endorsement in additional fields. Individuals with degrees in areas outside education who desire to be certified as teachers may pursue graduate studies to meet the state certification requirements.

Accreditation

All teacher education programs offered by the Whitlowe R. Green College of Education are fully accredited by the Texas State Board for Educator Certification (SBEC).

Instructional Organization

The Whitlowe R. Green College of Education provides programs of study leading to the Master of Arts (MA), the Master of Science in Education (MSED), the Master of Education (MED), the Master of Science (MS), and the Doctor of Philosophy (PhD) degrees. Requirements for the masters'

degrees include a common core of 12 to 15 semester credit hours, a program concentration of 12 to 24 semester credit hours and a clinical or research/resource area containing a research requirement or thesis and electives. The PhD in Educational Leadership offers several specializations.

The departments within the college and departments with related fields in other colleges provide program concentrations required for advanced degrees, professional certificates, and endorsements to certificates. Courses are also available for continuing education and professional development.

Departments in the College of Education offer the following majors:

Department of Curriculum and Instruction

Program	Degree Offered
Curriculum and Instruction	MAED, MED, MSED
Special Education	MED, MSED
Curriculum and Instruction-Reading Education	MED, MSED

Department of Educational Leadership and Counseling

Program	Degree Offered
Counseling	MA
Educational Administration	MED, MSED
Educational Leadership	PHD
Human Sciences	MS

Master Reading Teacher Certification Program

The Master Reading Teacher (MRT) certification program is available to practitioners with a Master's degree, valid Texas teaching certificate and three years teaching experience. Certified reading specialists may also pursue the MRT certification program. The program offers three options: Elementary, Secondary, and Special Education.

Admission to the Programs

A student seeking admission to graduate programs in the College of Education must first be admitted to Graduate Studies. Specific criteria for admission can be found in the catalog section Graduate Admissions Information and Requirements (<https://catalog.pvamu.edu/admissionsinformationandrequirements/applytograduateschool/>).

Formal application for admission to graduate studies is made to the Office of Graduate Studies. The departments offering graduate degrees may set requirements over and above those set by the Office of Graduate Studies.

Graduate Teacher Education Certificate and Endorsement Programs

Graduate-level certificate programs are coordinated and administered by the College of Education. Components of these programs are provided by various colleges and departments throughout the University. In general, all professional certificate programs require the following components:

1. An Area of Specialization (12 semester hours), approved by the State Board for Educator Certification (SBEC), that consists of graduate-level courses in a teaching field or support area common to Texas public schools.
2. Professional Development Courses (6 semester hours), consisting of advanced study in the theory, methods, and problems of education; designed to improve the efficiency and effectiveness of public schools and public school personnel.
3. Resource Area(s) (6 semester hours), consisting of courses that provide background or support knowledge and skills for the specialization, or that extend the student's preparation in a closely related field.
4. Electives (6 semester hours) usually in one of the three areas above or a combination of them.

Eligibility for a professional certificate requires two to three years of acceptable teaching experience in an accredited elementary or secondary school. All candidates for certification must pass the appropriate components of the Texas Examinations of Educator Standards (TExES). A listing of certificates available and of the specific requirements for each is provided in this catalog section. Applications for admission to graduate teacher certification programs may be obtained from the Office of the Dean, the Office of Certification, or the Office of Graduate Studies.

Approved Professional Certificate and Endorsement Programs

Professional Elementary

Early Childhood EC-6 Generalist

Professional Secondary

Health

Theater Arts
Physical Education

Professional Services Certificates

Principal Standard (formally known as Mid-Management Administrator)
School Counselor
Reading Specialist
Superintendent

Professional Special Education Certificates

Educational Diagnostician

Probationary Certificates (1 year)

Assistant Principal
Principal
School Counselor
Superintendent