

☐ Summer 2016 Admission (UTeach, All-Level, Secondary Only)

☐ Fall 2016 Admission

### Application for Admission to Teacher Education Program

STUDENT INFORMATION				
Last Name: _____		First Name: _____		Middle Name: _____
UTRGV SID#: _____		Date of Birth: ____/____/____		Gender: Female <input type="checkbox"/> Male <input type="checkbox"/>
Mailing Address/Physical Address: _____				
Street _____		City _____	State _____	Zip Code _____
Email: (UTRGV) _____@utrgv.edu		Phone: _____		
Ethnicity: _____ Ethnicity Codes: 1- American Indian, 2- Asian, 3- Black or African American, 4- Hispanic/Latino, 5- Native Hawaiian or Pacific Islander, 6- White				
International Student: NO <input type="checkbox"/> YES <input type="checkbox"/> (FOR INTERNATIONAL STUDENTS ONLY)- Students must take all four parts of the Test of English as a Foreign Language-Internet Based Test (TOEFL-iBT) and obtain a minimum score of 26 on the Speaking portion. Exam is required for students that graduated from a Non-English speaking High School outside the United States.				
Campus (Check Primary): Edinburg <input type="checkbox"/> Brownsville <input type="checkbox"/> Rio Grande City Starr County Campus <input type="checkbox"/>				
PROGRAM INFORMATION				
Major: _____		Specialization/Minor: _____		Catalog Year: _____
Legacy (UTB or UTPA) Degree Plan <input type="checkbox"/>		or UTRGV Degree Plan (catalog 2015-2016) <input type="checkbox"/>		
Program and Certification Track: Traditional <input type="checkbox"/> UTeach <input type="checkbox"/> (Math and Science Only)				
Elementary EC-6 Generalist Bilingual E.S.L. Early Childhood Special Education	Middle School 4-8 Math Science English Social Studies	High School 7-12 Chemistry Dance (8-12) English Social Studies Composite History Journalism Math	Physical Science (6-12) Speech Life Science	All-Level EC-12 Art Health Spanish Music Physical Education Theatre
Acknowledgement of Additional Requirements				
FC Background Criminal Background Check Complete procedures to clear university-approved criminal background check. Submit confirmation with application.				
Teacher Education Program Interview All applicants will be interviewed prior to admission. Applicant will be contacted for appointment via email.				
Agreement to Purchase Data Management System Account (Tk20) if available				
Read and submit completed FERPA Consent Form, Professional Dispositions and Code of Ethics				
Student Signature: _____				Date: _____
Return Admission Application, FERPA Consent Form, Professional Dispositions Code of Ethics, Test Scores and Criminal Background Check Confirmation to the Office of Educator Preparation and Accountability EDCC 2.510 (956) 665-3420 or MAIN 2.200A (956) 882-4139				

If you have a documented disability which will make it difficult for you to complete the application or if you need special accommodations/assistance due to the disability, please immediately contact Disability Services. To receive accommodation services, students must be registered with the Disability Services office (DS), call the Brownsville Campus at (956) 882-7374 and the Edinburg Campus at (956) 665-7005.

---Page 1---Complete and Submit Application





**The University of Texas Rio Grande Valley**  
**College of Education and P-16 Integration**  
**Office of Educator Preparation and Accountability**  
**EDCC 2.510 (956) 665-3420 Edinburg Campus**  
**MAIN 2.200B (956) 882-4139 Brownsville Campus**

**FERPA Consent to Release Educational Records and Information**

**This release represents your written consent to permit The University of Texas Rio Grande Valley 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 Complete Legal Name) (Student ID Number)

am a candidate at **University of Texas Rio Grande Valley** and 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
- The University of Texas Rio Grande Valley designated staff and 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 30 clock hours of observation, student teaching, internship, and thus will be unable to complete program requirement.**

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Email: \_\_\_\_\_

Phone Number: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date





**College of Education and P-16 Integration Professional Dispositions**  
**Candidate's Acknowledgement Statement of Professional Dispositions**

It is the responsibility of the College of Education and P-16 Integration, in collaboration with other colleges within UTRGV, to successfully prepare candidates to become effective teachers. UTRGV education programs expect candidates to demonstrate the knowledge, skills, and *dispositions* required of educators to ensure the success of all students.

**Dispositions are “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards p. 6).**

The following professional dispositions are expected of candidates in education programs in the university and in the schools.

<b>Learner Development and Diversity</b> <ol style="list-style-type: none"><li>1. Respects and accounts for learners’ individual and cultural differences</li><li>2. Respects and promotes learners’ linguistic diversity</li><li>3. Collaborates with other professionals and families to support learners’ development</li><li>4. Advocates for all learners</li><li>5. Demonstrates interest in the welfare of learners</li><li>6. Promotes intercultural interaction</li><li>7. Believes all students can learn</li><li>8. Holds learners to high expectations</li></ol>
<b>Critical Thinking and Reflective Practice</b> <ol style="list-style-type: none"><li>9. Engages in critical thinking</li><li>10. Demonstrates ability to solve problems</li><li>11. Self-assesses and is reflective</li><li>12. Accepts constructive criticism</li><li>13. Is flexible and open to new ideas</li></ol>
<b>Professionalism</b> <ol style="list-style-type: none"><li>14. Maintains high expectations for self and others</li><li>15. Seeks opportunities for continued professional development</li><li>16. Participates in professional and/or scholarly organizations and networks</li><li>17. Maintains appropriate personal appearance for the professional context</li><li>18. Meets attendance requirements and is punctual</li></ol>
<b>Ethical Practice</b> <ol style="list-style-type: none"><li>19. Demonstrates understanding of and compliance with laws and policies</li><li>20. Maintains privacy and confidentiality unless disclosure is required by law</li><li>21. Demonstrates academic honesty and professional integrity</li><li>22. Separates personal and professional issues</li></ol>
<b>Communication and Learning Environments</b> <ol style="list-style-type: none"><li>23. Communicates effectively with all stakeholders orally and in writing</li><li>24. Demonstrates professional interpersonal skills with all stakeholders</li><li>25. Displays enthusiasm for working collegially</li><li>26. Works productively as a team member</li><li>27. Avoids ethnocentric or gender-specific generalizations</li><li>28. Accepts diverse opinions and perspectives</li><li>29. Understands others’ perspectives about teaching</li><li>30. Demonstrates compassion</li></ol>
<b>Content and Instruction</b> <ol style="list-style-type: none"><li>31. Demonstrates enthusiasm toward teaching and learning new and challenging material</li><li>32. Evaluates and implements various models of professional practice</li><li>33. Prepares and implements lessons, materials, and assessments that meet individual student needs within discipline specific contexts</li><li>34. Uses innovative technology to promote learning</li><li>35. Demonstrates culturally and linguistically responsive practices</li></ol>

**I have read the UTRGV CEP professional dispositions listed above. I acknowledge that professional dispositions are integral to being an effective educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the programs in the College of Education and P-16 Integration, my success and progress in the education program depends upon successful demonstration of these dispositions. I am aware that my professional dispositions will be assessed throughout the education program.**

\_\_\_\_\_  
**Printed Student Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



**CODE OF ETHICS  
AND STANDARD PRACTICES FOR TEXAS EDUCATORS  
ENFORCEBLE STANDARDS**

**I. Professional Ethical Conduct, Practices, and Performances**

- 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.
- Standard 1.2 The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge of personal gain or advantage.
- Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses or pay.
- Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.
- Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or 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.
- Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.
- Standard 1.7 The educator shall comply with state regulations, written local school board policies and other state and federal laws.
- Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility of the basis of professional qualifications.
- Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students or parents of students.
- Standard 1.10 The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of the state.
- Standard 1.11 The educator shall not intentionally or knowingly misrepresent the circumstance of his or her prior employment, criminal history, and or disciplinary record when applying for subsequent employment.
- Standard 1.12 The educator shall refrain from the illegal use or distribution of controlled substances and or abuse of prescription drugs and toxic inhalants.
- Standard 1.13 The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

**II. Ethical Conduct Towards Professional Colleagues**

- Standard 2.1 The educator should not reveal confidential health or personal information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- Standard 2.2 The educator should not harm others by knowingly or recklessly making false statements about a colleague or the school system.
- Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal or personnel.
- Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.
- Standard 2.5 The education 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.
- Standard 2.6 The educator shall not use coercive means of promise of special treatment in order to influence professional decisions or colleagues.

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.

### **III. Ethical Conduct Towards Students**

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, recklessly, or negligently 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.

Standard 3.3 The educator shall not intentionally, knowingly, recklessly misrepresent facts regarding a student.

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.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or a minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or a minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/ unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal/ unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

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, an amount of 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.

I hereby acknowledge that I have read and agree to abide by the Code of Ethics and Standard Practices for Texas Educators.

\_\_\_\_\_  
Name (Printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SID (Student I.D. #)



# IMPORTANT – PLEASE READ ALL THE INFORMATION BEFORE SUBMITTING YOUR APPLICATION AND REQUIRED FORMS

**Deadline for Summer 2016 Admission:**

**Friday, April 29 by 5:00 p.m.**

**Deadline for Fall 2016 Admission:**

**Friday, July 8 by 5:00 p.m.**

## Admission Requirements:

Students must be core complete, have 60 semester credit hours, and meet program GPA and testing requirements.

## Junior Status and GPA

- Junior status (60 hours toward degree plan with teacher certification) and an overall GPA of 2.5 or higher is required. Sixty-hours of coursework includes core completion. Students must be core complete at time of admission. Electives and language proficiency courses are not included in the 60 hours.
- All students must have 12 semester credit hours completed in the major. Math/Science majors (UTeach Program) for 7-12 grade certification must have 15 semester credit hours completed in the major.

## Required Exams

- Attain minimum passing score on one of the following exams (may mix and match):
  - **\*THEA:** Reading -260, MATH 230, Writing 240
  - **\*Comppass:** Reading 87, Math 39, Writing 59 with 5 or any score with 6
  - **\*ACCUPLACER:** Reading-82, Math-82, Writing-80 with 5 or any score with 6
  - **\*ACT:** Composite Score of 19
  - **\*SAT:** 910 (Verbal + Math)

*\*Subject to change*

*Register for exams at [utpa.edu/step](http://utpa.edu/step)*

- **(FOR INTERNATIONAL STUDENTS ONLY)-** Students must take all four parts of the Test of English as a Foreign Language-Internet Based Test (TOEFL-iBT) and obtain a minimum score of 26 on the Speaking portion. Exam is required for-students that graduated from a Non-English speaking High School outside the United States.

## Prerequisite Coursework and Grades

- ENGL 1301 with C or better
- ENGL 1302 with C or better
- EDUC 1301 (Elementary Teacher Education Program only)
- EDFR 2301 (Elementary Teacher Education Program only)
- UTCH 3301 (UTeach Program only)
- UTCH 3302 (UTeach Program only)

*READ Only*

## *Procedures for Application Submission*

Complete the application and required forms and return to MAIN 2.200 at Brownsville Campus or EDUC 2.510 at Edinburg Campus. For additional questions contact the Office of Educator Preparation and Accountability at [oepea@utrgv.edu](mailto:oepea@utrgv.edu) (956) 665-7952 or (956) 882-4139.

- **Criminal Background Check of Applicants** (There will be a processing fee for criminal background check)

Teacher Education Program(s) require field work in the public schools. This requires that a student be able to clear a criminal background check conducted by the University of Texas Rio Grande Valley during formal admission and during the program by school districts. It is the responsibility of the student to determine if their criminal history background will present a problem before applying for admission to the teacher education program.

Note that students with a problematic criminal history will encounter difficulty in completing any field work requirements and therefore, may not be able to complete the program. Questions about criminal history background checks can be referred to the Office of Educator Preparation and Accountability.

The applicant must submit a Criminal Background Check (CBC) through the following link: <https://www.fcbackground.com/FCApply/UTRGV-CEP>. Read all items carefully and submit the required information. Print the payment confirmation page and submit with application. Note: Admission to Teacher Education Program may be denied or rescinded based on a review of the background check.

- **FERPA Consent, Acknowledgment of Candidate's Acknowledge Statement of Professional Dispositions and Code of Ethics.**

All applicants must complete and sign a FERPA Consent form, Candidate's Acknowledgement Statement of Professional Dispositions and Code of Ethics form. These forms are available as part of the application and must be submitted with application.

- **Minimum THEA, ACCUPLACER, COMPASS, ACT, OR SAT scores are required at the time the application is submitted.**

To ensure proper score reporting, submit a copy of your scores with your application. If exam was taken at another institution, please request a copy of your scores, on official letterhead, sealed in an envelope and submit with your application.