



Teacher Candidate Catalog

September 1, 2025 - August 31, 2026

Cohort 18

Toll Free: 833-73TXITE

4131 North Central Expressway, Third Floor, Dallas, Texas 75204

Hours: Monday to Friday (10:00 am - 6:00 PM)

<https://www.txite.today>



Texas Education Agency Commendations



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Mission and Vision

The Texas Institute for Teacher Education is a faith-based, online educator certification institution committed to glorifying God by equipping future faith-driven educators with the knowledge, wisdom, and understanding to teach K12 students to think critically, act virtuously, and live selflessly. Our vision is to glorify God by preparing faith-driven, certified educators for professional service within all Texas public schools.

Program Learning Outcomes

Pre-Teaching Program Learning Outcomes

- PLO 1: Create standards-based instructional plans to enhance critical thinking skills and student learning outcomes.
- PLO 2: Critically evaluate students' developmental stages and diverse learning needs to design and implement instructional practices that optimize student learning outcomes.
- PLO 3: Create high-quality educational services by integrating content knowledge and pedagogical expertise grounded in deep teacher wisdom and understanding.
- PLO 4: Create empathetic learning environments that inspire virtuous student behavior and moral conduct.
- PLO 5: Apply data-driven assessment practices to guide instructional strategies and justify interventions.
- PLO 6: Demonstrate ethical standards of professional conduct and educational practices.
- PLO 7: Critically synthesize and apply advanced knowledge of special education and bilingual education to address learner variability through responsive pedagogy.
- PLO 8: Demonstrate the pedagogical content knowledge and professional skill sets to qualify for a Texas Intern or Probationary Teacher Certificate.
- PLO 9: Critically analyze classroom observation experiences to enhance professional development.
- PLO 10: Synthesize and critically apply educational technology and pre-internship training to enhance readiness for professional teaching.

Professional Teaching Internship Program Learning Outcomes

- PLO 11: Exemplify mastery of the Texas Teacher Standards while employed as an Intern or Probationary Teacher of Record.
- PLO 12: Defend readiness and eligibility for a Texas Standard Teacher Certificate.

State Licensure and Recognition

The Texas Institute for Teacher Education (TXITE) is a TEA-Commended Educator Preparation Program licensed and accredited by the State Board for Educator Certification (SBEC), a division of the Texas Education Agency (TEA). The Texas Institute for Teacher Education (TXITE) has been recognized for exemplary performance in teacher preparation by the Texas Education Agency (TEA) for two consecutive years. TXITE received the Certificate of Commendation for the 2021-2022 and 2022-2023 academic years in the category of "Preparing the Educators Texas Needs."

Accreditation

The Texas Institute for Teacher Education (TXITE) has been accredited by the Texas Education Agency (TEA) as an Educator Preparation Program (EPP) since February, 2009. As a TEA-Accredited EPP, TXITE is dedicated to maintaining high standards in preparing and certifying educators in compliance with the rigorous requirements set by the Texas Administrative Code (TAC) and Texas Education Code (TEC). The current accreditation status is **ACCREDITED**. To explore the EPP's performance over the past five years, you may review the [Educator Preparation Data Dashboard](#).



Hours of Operation

4131 North Central Expressway, Third Floor, Dallas, Texas 75204

Hours: Monday to Friday (10:00 am – 6:00 PM)

Toll Free: 833-73TXITE

Leadership & Administrative Contacts

- Vice-President and CAO: Dr. Diane Villanueva – drvillanueva@txite.today; Availability: Monday – Friday | 10:00 AM – 6:00 PM
- Director of Admissions: John Gabriello Doak – admin@txite.today; Availability: Monday – Friday | 10:00 AM – 6:00 PM
- Testing Coordinator & Instructional Support: Stephanie Sianez, M.Ed. – ecosmanager@txite.today; Availability: Monday, Tuesday, Thursday | 10:00 AM – 6:00 PM
- Chief Financial and Technology Officer: Santana Sianez, M.Ed. – accountmanager@txite.today; Availability: Monday – Friday | 10:00 AM – 6:00 PM
- Field Supervisor: Raquel Torres, M.Ed. – fieldsupervisor@txite.today; Availability: Monday – Friday | 10:00 AM – 6:00 PM
- Help Desk: James Lee – helpdesk@txite.today; Availability: Monday – Friday | 10:00 AM – 6:00 PM
- President and CEO: Dr. John Doak – drdoak@txite.today; Availability: Monday – Friday | 10:00 AM – 6:00 PM

Institutional Administrators

Dr. John Doak, President and CEO

Dr. Diane Villanueva, Vice-President and CAO

Texas Education Agency Legal Control

- Dr. Diane Villanueva: Legal Authority, Texas State Board for Educator Certification
- Stephanie Sianez, M.Ed.: Back-Up Legal Authority, Texas State Board for Educator Certification
- Dr. John Doak: Owner and Founder
- TXITE Advisory Council

Advisory Council (Representative from 3 of the following):

- ✓ Dr. Betsy Graham, Dallas Lutheran School
- ✓ Dr. Irma Castillo, Education Service Center Region 1
- ✓ Dr. Chery Mallant, San Jacinto College
- ✓ Dr. La Price Sanford, One-by-One Solutions
- ✓ Segera Dianalucy, M.Ed., Dallas ISD
- ✓ Umber Asif, M.Ed., Dallas ISD



Faculty

- Diane Villanueva, Ed.D., Liberty University, Educational Leadership
(833) 738-9483; Office Hours (Monday 4-7)
 - John Doak, Ph.D., Texas Woman's University, Bilingual Special Education
(833) 738-9483; Office Hours (Tuesday 2-5)
 - Stephanie Sianez, M.Ed., Texas Woman's University, Teaching, Leadership, and Curriculum
(833) 738-9483; Office Hours (Thursday 3-6)
 - Santana Sianez, M.Ed., DBA, Bellevue University, Educational Technology and Instructional Design, Business Administration
(833) 738-9483; Office Hours (Friday 3-6)
 - Roxanne Garza, MLS., Texas Woman's University, Library Science
(833) 738-9483; Office Hours (Wednesday 2-5)
- Sreelatha Gunture, MS., Osmania University, Mathematics and Education
833) 738-9483; Office Hours (Wednesday 2-5)

Academic Calendar

Pre-Teaching Program Timeline

- Application and Admission: Rolling admissions; candidates may apply anytime.
- Program Start: Begins upon admission.

Professional Teaching Internship Program Timeline

- Application and Admission: Candidates must apply for admission to the internship upon securing employment as an Intern/Probationary Teacher of Record.
- Internship Start: Begins once admitted and hired as a Teacher of Record.
- Program Duration: One full school year.

Program Completion Requirement

- Candidates have two years to complete both the Pre-Teaching Program and the Professional Teaching Internship Program to earn the Texas Standard Teacher Certificate.

Technology Requirements

To participate in scheduled Zoom meetings, teacher candidates must have access to their own computer and a high-speed internet connection. A webcam and microphone are recommended and may be required for certain activities. If class or instructor meetings are held, they will take place via Zoom, and participants should join from a quiet location whenever possible. To ensure clear communication, candidates should turn on their video when possible and mute their microphone unless speaking.



Technology Skills and Requirements

Candidates should be proficient in basic computer skills, including sending and receiving emails, managing attachments, using a web browser, searching for resources, downloading and installing software, and utilizing browser plug-ins such as PDF readers and video/audio players. Familiarity with word processing and presentation software (Microsoft Office, Google Docs, or equivalent) is necessary, along with knowledge of common file formats such as .pdf, .rtf, .doc, .docx, and .txt. Additionally, candidates should be able to scan and convert handwritten work into PDF files and demonstrate the ability to learn new technology independently using tutorials, online guides, or support services.

Minimum Computer and Internet Requirements

- Operating System: Windows 10 or higher, macOS 10.14 (Mojave) or higher
- Processor: Minimum Intel Core i3 or AMD equivalent; recommended Intel Core i5 or AMD Ryzen
- RAM: Minimum 4GB, recommended 8GB or higher
- Storage: Minimum 128GB HDD or SSD, recommended 256GB SSD for better performance
- Display: Minimum 1024x768 resolution, recommended Full HD (1920x1080)
- Internet Browser: Latest versions of Google Chrome, Mozilla Firefox, Safari, or Microsoft Edge (must support HTML5 and JavaScript)
- Internet Connection: Minimum 5 Mbps download speed, recommended 10 Mbps or higher for video conferencing

Additional Technology Requirements

Candidates must have access to Microsoft Office or an equivalent suite, a PDF reader, and updated antivirus software. A webcam (720p or higher) and a headset with a microphone are recommended for optimal audio quality. Reliable email access is required, and some institutions may mandate the use of a school-provided email account.

Learning Management System (LMS) and Proctoring Software

Candidates will access their coursework through Populi, which must be used with a compatible browser and operating system. Some courses require Proctorio, an online proctoring system, which necessitates specific browser extensions or settings.

Monitoring Academic Engagement and Activity

The institution tracks teacher candidate engagement to ensure success. The LMS records login activity, time spent in modules, and accessed course materials. Instructors can generate reports to review participation, assignment completion, and module engagement.



Learning Assessments and Proctored Exams

Candidates will be assessed through discussion forums, performance-based assessments, professional reflections, and formative/summative assessments. TXITE requires proctored final exams for each course, during which webcam, audio, and desktop activity are recorded. These recordings are reviewed for academic integrity violations, and exam rules will be clearly outlined in the course syllabus.

To complete a proctored exam, candidates must:

- Have a functional webcam, microphone, and high-speed internet connection.
- Allow the proctoring service to access their webcam and microphone.
- Present a valid government-issued photo ID for verification.
- Use only one internet browser window during the exam.
- Avoid smartphones, tablets, and removable media such as USB flash drives.
- Refrain from communicating with anyone other than the proctor during the exam.

Proctors may only assist with technical or administrative issues, and candidates must not receive outside help during the setup or completion of the exam. Any violation of these rules may result in a test violation report and academic consequences.

Identity Verification and Academic Integrity

To uphold academic integrity, candidates are subject to identity verification using personally identifiable information. They must provide their Teacher Candidate ID Number and other requested details when contacting TXITE via email or phone. Faculty and staff may initiate identity verification if unexplained changes in performance or writing style are detected.

Proctored Exams and Accreditation Compliance

Proctored exams serve as an additional identity verification process to meet accreditation requirements. Completing these exams is mandatory for graduation, and failure to do so may result in a failing course grade or suspension of future enrollments until the exam is completed.

Monitoring for Suspicious Activity

Candidates sharing common traits with other TXITE teacher candidates—such as IP addresses, physical addresses, telephone numbers, personal references, or email addresses—may be reviewed for suspicious activity. Candidates found in violation of academic integrity policies may face immediate withdrawal from TXITE and potential reporting to appropriate authorities. This policy ensures a secure, fair, and high-quality learning environment while maintaining accreditation and institutional integrity.



AI Use

This policy provides guidance on the responsible and ethical use of artificial intelligence (AI) in coursework at the Texas Institute for Teacher Education (TXITE). AI is encouraged as a tool for enhancing learning and teaching skills, but it must be used appropriately and transparently.

Using AI Responsibly in Assignments

AI can be a valuable resource in research, lesson planning, and skill-building, but it should not be used to generate assignments without the candidate's own input and understanding. When AI is used, candidates must disclose its role in their work and ensure that assignments reflect their own comprehension and critical thinking.

Required AI Use in Training

Some courses require the use of AI tools to develop teaching skills. These assignments help candidates gain experience with AI technologies that are applicable in educational settings. TXITE provides resources and instructor support to guide candidates in ethically integrating AI into their learning process. Candidates may also be asked to reflect on AI's impact on education and its potential use in their future classrooms.

Academic Integrity and AI

- AI should support learning, not replace independent work.
- Any use of AI must be clearly cited, specifying the tool used and how it contributed to the assignment.
- Misusing AI to complete assignments without understanding the content is a violation of TXITE's academic integrity policy.

Ongoing AI Training and Support

TXITE is committed to helping candidates learn AI effectively by offering workshops, tutorials, and guidance on ethical AI use. Candidates are encouraged to stay informed about advancements in AI and provide feedback to improve AI-related training.

Policy Enforcement

Misuse of AI, including failing to acknowledge its use or violating academic integrity standards, may result in loss of AI access, academic penalties, or disciplinary action.

Policy Review

This policy will be regularly updated to reflect new developments in AI and education. Candidates will be notified of any changes.



AI for Professional Development

Understanding Texas Teacher Standards

AI can help candidates master the Texas Teacher Standards, which are crucial for passing the TExES exams and excelling in the classroom by:

- Creating personalized study plans based on learning progress.
- Simulating real-world classroom scenarios for practice.
- Generating quizzes and flashcards to reinforce knowledge.

Preparing for the TExES Exams

AI tools assist with:

- Practice tests that mirror TExES exam format and difficulty.
- Content review by summarizing textbooks and study materials.
- Time management through structured study schedules and timed practice exams.

Getting Ready for the Classroom

AI supports new teachers by:

- Generating lesson plans aligned with Texas Teacher Standards.
- Simulating classroom management challenges for hands-on practice.
- Providing student engagement strategies based on research.
- Creating assessments to track student progress.
- Supporting reflective practice by analyzing lesson outcomes.

By integrating AI effectively, candidates enhance their teaching skills, prepare for certification exams, and develop strategies for real-world classrooms while maintaining academic integrity and ethical use.

Confidentiality and Privacy Policies

TXITE uses Secure Sockets Layer (SSL) encryption to protect financial transactions and personal data. The institution follows best practices to ensure the security of digital records, minimizing unauthorized access and data breaches. Users can opt out of providing non-personal data by disabling cookies in their browser settings. However, doing so may affect the functionality of certain website features. Candidates may also opt out of marketing communications by submitting a request via email to admin@txite.today, providing their name, address, and email to be removed from solicitation lists.



Academic Records & FERPA Compliance

Under the Family Educational Rights and Privacy Act (FERPA), teacher candidates have the right to access their educational records. TXITE does not release educational records to third parties, including prospective employers or government agencies, without written consent from the candidate. Teacher candidates requesting the release of their records must specify which records should be shared and to whom. Academic records, including admissions, advising, financial, and placement information, are securely stored digitally on encrypted servers. Original documents submitted to TXITE become a permanent part of the student's file and will not be returned or transferred elsewhere.

Identity Verification and Candidate Authentication

To protect the academic integrity of the program, TXITE requires identity verification during admissions. Candidates must submit a valid government-issued photo ID and will receive secure login credentials for accessing coursework through the Learning Management System (Populi). Teacher candidates may be subject to additional verification methods, including:

- Secure LMS login with a unique username and password.
- Identity verification during proctored exams.
- Review of academic performance for consistency.

Before discussing academic records over the phone, TXITE staff must verify the candidate's address, phone number, and email to ensure confidentiality. TXITE collects personal information voluntarily through website inquiries, admission applications, surveys, and phone conversations with representatives. This information is used internally to respond to inquiries, process admissions, and provide academic services.

Non-Personal Data Collection

TXITE uses cookies and standard web technology to collect non-personally identifiable information, including browser type, IP address, operating system, and website navigation patterns. This helps improve website usability and enhance user experience. Personal information such as name, address, telephone number, and email is collected to communicate with teacher candidates and provide academic support. TXITE does not release personal data to third parties without explicit consent.

Privacy & Website Usage

TXITE's website does not require cookie usage for general browsing. However, cookies may be used to enhance user experience and access personalized content. If users submit personally identifiable information via email or web forms, TXITE will use this data only to respond to inquiries and may redirect requests to appropriate staff or agencies. TXITE does not share personal data with third parties except as required by law. For statistical analysis, TXITE collects general website traffic data, such as frequently visited pages and system performance. This information does not include personal identifiers.



Required Courses & Descriptions

Course	Description
<p>Mission 4301: Designing with Purpose: Teaching Inspired Lessons</p>	<p>In faith-driven public education, lesson planning is an act of stewardship that combines academic rigor with spiritual intentionality. Educator candidates will design SMART objectives rooted in TEKS and aligned with UDL, not as checklists, but as meaningful commitments to honor each learner. Guided by biblical wisdom, candidates will learn to plan lessons that reflect love, justice, and understanding, thereby equipping them to teach with purpose and eternal impact. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>
<p>Mission 4302: Knowing Every Learner: Honoring the Whole Child</p>	<p>In faith-based public education, knowing students is a sacred responsibility rooted in the belief that every learner is created in the image of God and deserves to be seen, valued, and nurtured. Educator candidates will learn to recognize students' developmental, cultural, linguistic, and emotional needs while practicing a holy attentiveness that listens for hidden struggles and affirms God-given potential. Grounded in TEKS and aligned with UDL, this mission frames differentiated instruction as a faithful response to the diversity of the classroom, blending data-driven insight with compassion. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>
<p>Mission 4303: Anchored in Standards: TEKS, ELPS, and Pre-K Guidelines</p>	<p>Academic standards are more than regulatory tools—they are anchors that bring clarity, direction, and equity to teaching while safeguarding every child's right to learn. In this mission, educator candidates will engage deeply with TEKS, ELPS, and the Texas Prekindergarten Guidelines, not as burdens, but as frameworks that ensure rigor, accessibility, and justice in the classroom. Candidates will learn to interpret and align standards to create lessons that are both academically strong and spiritually grounded, honoring the dignity of each learner. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>



Course	Description
<p>Mission 4304: Cultivating Learning Sanctuaries: Creating Respectful, Safe, and Learning-Centered Classrooms</p>	<p>The classroom is more than a place for instruction—it is a sanctuary where growth, healing, and transformation reflect the peace of God and the worth of every student. Educator candidates will learn to cultivate environments of safety, respect, and belonging by integrating classroom organization, behavior management, and engagement strategies through a spiritual lens. With grace, clarity, and moral authority, they will be equipped to design spaces that uphold high expectations while honoring the dignity and potential of every learner. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>
<p>Mission 4305: Guided by Evidence, Grounded in Truth: Using Data to Shepherd Every Learner</p>	<p>Data is not merely a metric—it is a reflection of the lives entrusted to our care. This course equips teacher candidates to engage in data-driven practice not as statisticians, but as shepherds, discerning each student’s path with wisdom, clarity, and compassion. This course explores how assessment—when approached prayerfully and professionally—can be a powerful tool to steward student growth, tailor instruction, and cultivate the God-given potential in every learner. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>
<p>Mission 4306: Worthy of the Call: Professional Ethics, Growth, and Servant Leadership</p>	<p>Professionalism is not simply a standard—it is a calling. This course prepares teacher candidates to walk in integrity, lead with humility, and grow in wisdom as they fulfill their sacred role in the lives of children. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>



Course	Description
<p>Mission 4307: Teaching with Compassion, Competence, and Christ-Like Inclusion</p>	<p>In the Kingdom of God, diversity is not an obstacle—it is a reflection of His divine creativity. This course equips teacher candidates to honor the cultural, linguistic, and exceptional differences of every learner, embracing them as sacred distinctions rather than educational challenges. Rooted in the foundational truth that each child is fearfully and wonderfully made (Psalm 139:14), this course prepares faith-driven educators to serve all students with justice, empathy, and a heart of inclusion. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>
<p>Mission 4308: Set Apart to Serve: Faithful Preparation for the Call to Teach</p>	<p>This course equips teacher candidates with the knowledge, strategies, and faith to meet TExES requirements while embracing their calling to serve. Preparation goes beyond test-taking, framing study as sacred stewardship where academic readiness meets spiritual commitment. Candidates follow a clear pathway through the certification process with guidance, practice, and reflection tailored to their certification area, including how to secure their Statement of Eligibility (SOE) after passing the TExES exams. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>
<p>Mission 4309: Seeing Through the Eyes of Faith: Field Observations</p>	<p>This course centers on the application of pedagogical content knowledge and evidence-based instructional planning to enhance student learning outcomes within K12 classrooms. In this course, teacher candidates explore the principles and practices of faith-based education through hands-on experience and field observations in school and non-school educational settings. By completing 50 clock hours of field observations, participants will have the opportunity to observe and analyze effective practices in faith-based education, and to reflect on their own learning and growth as faith-driven educators. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>



Course	Description
<p>Mission 4310: Restoring Hope: Technology as a Tool for Healing and Readiness in Faith-Based Classrooms</p>	<p>This course prepares educator candidates to use their knowledge not only for instruction but also to bring healing, equity, and hope into the classroom. Technology is introduced as a tool of compassion, where digital platforms and open educational resources (OER) are applied to design inclusive and restorative lessons. Candidates will synthesize pre-internship training in areas such as suicide prevention, child abuse reporting, dyslexia support, and trauma-informed instruction with ethical technology use. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>
<p>Mission Field 4311: The Professional Internship as a Faith-Driven Educator</p>	<p>The Internship is the capstone of the faith-based preparation journey—an immersive, culminating experience offered in two pathways: a full-year Professional Internship or a 14-week Clinical Teaching placement. Both are designed to launch teacher candidates into Texas public school classrooms with the skills, confidence, and spiritual grounding to serve as Christ-centered educators. In the one-year pathway, candidates serve as fully paid, benefitted Intern/Probationary Teachers of Record, taking full responsibility for their own classrooms. In the 14-week pathway, candidates serve as Clinical Teachers—unpaid but deeply mentored—working under the guidance of a certified, veteran educator, often in their last semester of college or as a recent graduate. This course is more than the final requirement before earning a Texas Standard Teacher Certificate; it is a holy commissioning, where faith-driven educators step fully into their divine calling as classroom leaders, mentors, and protectors of the next generation. Rooted in the Texas Teacher Standards, InTASC Standards, and aligned with Program Learning Outcomes 1-12, both internship pathways bridge the theory of the Pre-Teaching Program with the reality of public school service. Candidates develop mastery in instructional delivery, classroom culture, communication with families, collaboration with campus teams, and reflective lesson planning. Whether in a full-year or 14-week setting, this is not practice teaching—it is authentic teaching, with real students, real impact, and real responsibility. The program, course, and student learning outcomes for this course are published in the course syllabus. (3 SCH)</p>



Admissions

TXITE welcomes all individuals called to serve God through public school teaching. Admission is open to college and university graduates and students in their final semester of coursework. Graduates who complete all program requirements earn the Texas Standard Teacher Certificate. TXITE offers teacher certification programs in a variety of specializations, including Bilingual Core Subjects/STR EC-6, Core Subjects/STR EC-6, Core Subjects/STR 4-8, ELAR 4-8, ELAR/SS 4-8, ELAR 7-12, ESL EC-12, JROTC 6-12, Math 4-8, Math/Science 4-8, Math 7-12, Science 4-8, Science 7-12, Social Studies 4-8, and Special Education Specialist EC-12.

Domestic Admissions

1. Complete Admission Application and Fee
2. Official transcripts from all colleges/universities attended showing a conferred bachelor degree or higher from an accredited institution of higher education.
3. A minimum cumulative grade point average (GPA) of 2.50 for the undergraduate degree or a 2.50 GPA for the last sixty hours earned prior to receiving the conferred degree. *Applicants with a GPA less than 2.50 must pass the designated PACT exam.*
4. An applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative. Applicants with a conferred bachelor degree or higher are exempt from this requirement.
5. For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least:
(A) 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 7; or
(B) 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 7; or
(C) a passing score on the appropriate content certification examination.
6. Rubric-scored Oral/Written Interview
7. Government-Issued Photo ID: We require a government-issued photo ID with your application submission.



International Admissions

1. Complete Admission Application and Fee
2. Official transcripts from all colleges/universities attended showing a conferred bachelor degree or higher from an accredited institution of higher education.
3. A minimum cumulative grade point average (GPA) of 2.50 for the undergraduate degree or a 2.50 GPA for the last sixty hours earned prior to receiving the conferred degree. *Applicants with a GPA less than 2.50 are ineligible for admission.* Graduates from foreign universities/colleges must submit an original Foreign Credential Review from one of the following TEA-Approved Foreign Credential Evaluation Services.
4. An applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative. Applicants with a conferred bachelor degree or higher are exempt from this requirement.
5. For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant must have successfully completed, prior to admission, at least:
(A) 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 7; or
(B) 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 7; or
(C) a passing score on the appropriate content certification examination.
6. Rubric-scored Oral/Written Interview
7. Starting January 7, 2025, individuals can meet the English Language Proficiency requirement through one of the following options:
 - ✓ Completion of an undergraduate or graduate degree at an accredited institution in the United States or its territories.
 - ✓ Achieving a High-Intermediate level in all four sections (speaking, listening, reading, writing) of the TOEFL-iBT.
 - ✓ Earning an undergraduate or graduate degree from a college or university in an approved country.
 - ✓ Holding a teaching certificate from another U.S. state where certification exams were taken and passed.

The Educational Testing Service offers free and low cost online TOEFL preparation courses to help candidates learn how to improve English language skills.
8. SpanTran is our recommended international transcript evaluation service. They have created a custom application for The Texas Institute for Teacher Education that will make sure you select the right kind of evaluation at a discounted rate. You can access their application here: SpanTran Application - Texas Institute for Teacher Education
9. Government-Issued Photo ID: We require a government-issued photo ID with your application submission.



Contingency Admission

1. Complete Admission Application and Fee
2. Official transcripts from all colleges/universities attended showing enrollment within the last semester prior to earning the conferred bachelor degree from an accredited institution of higher education. The degree must be conferred upon completion of the last semester and verified via submission of the final transcript.
3. A minimum cumulative grade point average (GPA) of 2.50 for the undergraduate degree or a 2.50 GPA for the last sixty hours earned prior to receiving the conferred degree. *Applicants with a GPA less than 2.50 are ineligible for admission.*
4. An applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative. Applicants with a conferred bachelor degree or higher are exempt from this requirement.
5. For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least:
(A) 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 7; or
(B) 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 7; or
(C) a passing score on the appropriate content certification examination.
6. Rubric-scored Oral/Written Interview
7. Government-Issued Photo ID: We require a government-issued photo ID with your application submission.

Satisfactory Academic Progress

SAP ensures that teacher candidates in the Pre-Teaching Program make consistent progress toward completion. The program consists of ten courses, each designed to be completed in four weeks, though candidates may extend their coursework beyond this timeframe by making monthly payments if additional time is needed. To maintain academic standing:

- Each course must be completed within six months of registration.
- The full program must be completed within two years of initial enrollment.
- Missed payments: Candidates will receive payment reminders, but if payments are missed for two consecutive months, course access will be temporarily paused until payments resume.
- Administrative withdrawal: If no payments are made for six months, the candidate will be withdrawn from the program and must reapply to continue.



SAP Requirements

To maintain SAP, candidates must meet the following academic and completion standards:

- **Minimum Academic Performance:** Candidates must earn a minimum grade of 70% in each course. Any grade below this is considered failing and does not count toward program completion.
- **Course Completion Timeframe:** Each course must be completed within six months of registration. Failure to do so results in administrative withdrawal from the program.
- **Program Completion Timeframe:** The entire program must be completed within two years. Candidates who exceed this limit will be withdrawn.

Academic Standing & Consequences

Teacher candidates fall into one of three academic standing categories:

- **Good Standing:** Candidates meeting the minimum academic performance and course completion timelines remain in good standing.
- **Academic Probation:** A candidate will be placed on probation if they:
 - Earn below 70% in a course.
 - Require an extension beyond six months due to extenuating circumstances (subject to appeal).
 - To return to good standing, candidates must retake and successfully complete the failed or incomplete course and meet SAP standards in their next course.
- **Administrative Withdrawal:** Candidates will be withdrawn if they:
 - Fail to complete a course within six months of registration.
 - Fail to complete the full program within two years.
 - Stop making monthly payments for six consecutive months.
 - Withdrawn candidates may reapply after six months and must pay any applicable re-enrollment fees.

Appeal Process

Candidates facing extenuating circumstances such as a medical emergency or family crisis may submit a written appeal to the program director within ten days of notification.

The appeal should include:

- A written explanation of the circumstances.
- Supporting documentation (e.g., medical records, legal documents).
- A plan for regaining SAP compliance.

This SAP policy ensures that candidates make steady progress while allowing flexibility for those needing extra time or facing unexpected challenges.



Professional Internship for One Full School Year

Satisfactory Academic Progress (SAP) ensures that teacher candidates enrolled in the Professional Internship for One Full School Year make consistent progress toward earning a Texas Standard Teacher Certificate. This course serves as the final requirement for certification and consists of a full school year of teaching experience as a hired Intern/Probationary Teacher of Record in a Texas public school. Candidates must meet all program and professional standards to maintain academic standing and qualify for certification.

Intern and Probationary Teacher Overview

Intern and Probationary Teachers of Record are classroom teachers earning a full teacher salary and benefits. Before you enter the classroom as an Intern or Probationary Teacher, you are required to:

- Pass all TExES Content Exams to qualify for the Intern Certificate.
- To qualify for the Probationary Certificate, you must also pass the TExES Pedagogy and Professional Responsibilities (PPR) Exam.

Clinical Teachers are essentially “Student Teachers” who complete an unpaid, 14-week internship under the supervision of a certified, veteran educator. Unlike Intern and Probationary Teachers, Clinical Teachers are not the teacher of record and do not receive a salary or benefits.

SAP Requirements

To maintain SAP, candidates must meet the following academic and completion standards:

- **Minimum Academic Performance:** Candidates must earn a minimum grade of 70% in the Professional Internship course. Any grade below this is considered failing and will result in removal from the program.
- **Course Completion Timeframe:** The Professional Internship course must be completed within one full school year (approximately 10 months). Failure to complete the internship within this period will result in administrative withdrawal from the program.
- **Program Completion Timeframe:** The entire internship requirement must be completed within two years of initial enrollment in the program. Candidates who exceed this limit will be withdrawn from the program.



Professional Performance and Evaluation Standards

To maintain SAP while enrolled in the Professional Internship course, teacher candidates must:

- Complete the full academic school year as a teacher of record in a Texas public school.
- Fulfill all professional and instructional duties as outlined by the hiring district and TXITE program guidelines.
- Successfully pass all required field observations conducted by a certified field supervisor.
- Maintain professional and ethical standards in the classroom and school environment.
- Submit all required documentation, including lesson plans, student assessments, reflection journals, and professional growth plans, according to program deadlines.
- Achieve satisfactory scores on all formal and informal teaching evaluations conducted by the field supervisor and cooperating teacher.
- Demonstrate professional growth through reflection and adjustment of instructional practices based on feedback.
- Obtain formal recommendations from the TXITE field supervisor and the campus principal.

Academic Standing & Consequences

Teacher candidates fall into one of three academic standing categories:

- **Good Standing:** Candidates meeting the minimum academic performance, completion timelines, and professional performance standards remain in good standing.
- **Academic Probation:** A candidate will be placed on probation if they:
 - Earn below 70% on any formal teaching evaluation.
 - Fail to meet professional and ethical standards as evaluated by the field supervisor or cooperating teacher.
 - Fail to complete required coursework, lesson plans, or professional documentation on time.
 - Fail to receive a positive recommendation from the TXITE field supervisor or campus principal at any checkpoint during the internship.
 - Require an extension beyond the school year due to extenuating circumstances (subject to appeal).



To return to good standing, candidates must meet all SAP requirements in the next evaluation period or successfully complete the internship within the extended timeframe (if granted through an appeal).

- Administrative Withdrawal: Candidates will be withdrawn from the program if they:
 - Fail to complete the Professional Internship within one full school year.
 - Fail to complete the entire program within two years of initial enrollment.
 - Fail to meet professional expectations as determined by the school district or TXITE.
 - Fail to receive a positive recommendation from either the TXITE field supervisor or the campus principal at the conclusion of the internship.
 - Are terminated from their teaching position by the hiring district for reasons such as misconduct, failure to meet instructional standards, or violation of professional ethics.

Termination from Employment

If a candidate is terminated from their teaching position by the hiring district for any reason, including but not limited to:

- Misconduct
- Failure to meet instructional standards
- Professional or ethical violations
- Performance-related issues

The candidate will be required to retake the Professional Internship course in full during the next available academic year. Candidates who wish to retake the course after termination must:

- Reapply to the program.
- Pay any applicable re-enrollment fees.
- Obtain approval from the Program Director.
- Secure a new teaching position as a teacher of record.

The new internship must be completed in full under the same SAP requirements, including positive recommendations from both the TXITE field supervisor and the campus principal.



Recommendation for Certification

To be recommended for a Texas Standard Teacher Certificate, the candidate must:

- Successfully complete the full school year of teaching as an intern/probationary teacher of record.
- Earn a minimum score of 70% on all formal teaching evaluations.
- Receive a formal recommendation from both the TXITE field supervisor and the campus principal, confirming that the candidate has demonstrated:
 - Effective classroom management.
 - Strong instructional delivery aligned with Texas Essential Knowledge and Skills (TEKS).
 - Professional conduct and adherence to ethical standards.
 - Positive student outcomes and growth.
 - The ability to reflect and adjust instructional practices based on feedback.

Candidates who fail to receive a positive recommendation from either the field supervisor or campus principal will not be eligible for certification and may be withdrawn from the program.

Candidates facing extenuating circumstances such as a medical emergency or family crisis may submit a written appeal to the program director within ten days of notification.

The appeal should include:

- A written explanation of the circumstances.
- Supporting documentation (e.g., medical records, legal documents).
- A plan for regaining SAP compliance, including how the candidate plans to meet program requirements.

The program director will review the appeal and provide a decision within ten business days. Approved appeals may allow for an extension of deadlines or adjustments to evaluation criteria.

This SAP policy ensures that teacher candidates make steady progress while allowing flexibility for those facing unexpected challenges. Candidates are expected to maintain professional and instructional excellence throughout their internship to qualify for certification.



Transfer Credits

TXITE allows teacher candidates to transfer credits for previously mastered competencies shown on the Texas Education Agency (TEA) Transfer Form. Candidates who have successfully completed coursework at another TEA-Accredited Educator Preparation Program (EPP) may receive credit for all professional competencies mastered as documented by TEA Transfer Form. There is no fee for this review. The Texas Institute for Teacher Education (TXITE) accepts transfer credits from Texas Education Agency (TEA)-accredited Educator Preparation Programs (EPPs) under the following guidelines:

- **Transfer Form Requirement**
TXITE requires the official TEA Candidate Transfer Form for all transfer requests. The form must be fully completed and signed by both the releasing and admitting EPPs.
- **Good Standing Requirement**
Candidates must be in good standing with their original EPP at the time of transfer. Good standing is determined by the releasing program and indicated on the transfer form.
- **Coursework and Field Experience Transfer**
All coursework hours, field experience hours, and practicum time indicated on the transfer form will transfer to TXITE as recorded. No partial credit or adjustments will be made.
- **Certification Area and Level**
The certification area and level stated on the transfer form will be honored and reflected in the candidate's TXITE program record.
- **Approval and Recordkeeping**
The Program Director or Certification Officer will review the transfer form and verify completion of all requirements before finalizing the transfer. The completed transfer form will be placed in the candidate's permanent record.
- **Test Approval Status**
Any test approval status indicated on the form will be respected by TXITE, including whether the candidate has been identified as a program completer.

Acceptance of Transfer Credit Disclosure Statement

Should a teacher candidate wish to transfer TXITE course credits to another institution, it is important to note that the acceptance of TXITE's credits is at the discretion of the receiving institution. TXITE is a TEA-Accredited EPP, not a degree-granting institution.

Grading Policies

- **Assignment Grading:** Instructors will grade assignments within 48 hours of submission. This provides students with timely feedback on their performance.
- **Email Responses:** Instructors will respond to student emails within 48 hours. This includes queries related to course material, assignments, and other academic concerns.



Feedback and Revisions

- **Feedback:** Detailed feedback will be provided within 48 hours of grading. Students are encouraged to review this feedback to understand their performance and areas for improvement.
- **Revisions:** If revisions are permitted, they should be completed within the timeframe specified by the instructor. Students should review feedback carefully and make necessary adjustments to improve their work.

Grades and Grade Scale

- **Grade Posting:** Grades for assignments will be posted within 48 hours of grading in Populi. Students can view their grades and feedback through the Populi gradebook.
- **Grade Scale:**
 - **A (90-100%):** Excellent - Demonstrates a thorough understanding and application of the material.
 - **B (80-89%):** Good - Shows a solid understanding with minor errors or omissions.
 - **C (70-79%):** Satisfactory - Meets the basic requirements but may have significant errors or omissions.
 - **D (60-69%):** Needs Improvement - Fails to meet several requirements and lacks depth in understanding.
 - **F (0-59%):** Unsatisfactory - Does not meet the minimum requirements; significant improvement needed.
- **Grade Appeals:** Students who believe there has been an error in grading or wish to appeal a grade should contact the instructor within one week of grade posting. The instructor will review the appeal and provide a response within 48 hours.

Exam Proctoring

At the Texas Institute for Teacher Education (TXITE), maintaining academic integrity is essential to preparing ethical and responsible educators. Teacher candidates are expected to engage in honest, professional, and ethical academic behavior in all coursework, assessments, and proctored exams. Plagiarism, cheating, fabrication, and other forms of dishonesty compromise the integrity of the program and will not be tolerated. TXITE enforces strict proctoring measures to ensure fair assessments and uphold the credibility of its certification program. Violations of academic integrity or proctoring rules will result in disciplinary action, up to and including program dismissal and reporting to the Texas Education Agency (TEA).



Expectations for Academic Integrity

Teacher candidates must demonstrate honesty and professionalism in all academic work by:

- Submitting original work and properly citing all sources.
- Ensuring that assessments and coursework reflect their own understanding and effort.
- Completing individual assignments independently, unless collaboration is explicitly permitted.
- Following all proctoring guidelines during assessments.

Prohibited Behaviors

Academic dishonesty includes, but is not limited to:

- Plagiarism: Presenting someone else's work or ideas as one's own without proper citation.
- Cheating: Using unauthorized materials, receiving unapproved assistance, or sharing test answers.
- Fabrication: Falsifying data, research, or citations in academic work.
- Collusion: Working with others on assignments or exams intended to be completed individually.

Proctoring and Exam Integrity

All TXITE exams are proctored through Populi proctoring, a remote proctoring service that monitors exams via webcam, screen recording, and audio capture. This ensures that assessments accurately measure each candidate's knowledge and skills.

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Exam Guidelines

To maintain a fair and secure testing environment, teacher candidates must:

- Take exams in a quiet, well-lit room without distractions.
- Keep their gaze focused on the screen and hands visible at all times.
- Ensure their exam space is free of unauthorized materials, notes, or electronic devices.
- Use only one browser window; external devices such as smartphones and tablets are prohibited.
- Complete identity verification with a valid government-issued photo ID before starting the exam.

Monitoring and Instructor Oversight

All proctored exams are reviewed by instructors, who assess flagged incidents for potential violations. Candidates suspected of academic dishonesty will be referred to the Program Director for further review.



Steps for Addressing Violations

- Incident Documentation:
 - Faculty, proctors, or staff document suspected violations, including exam recordings, assignment submissions, or direct reports from candidates.
- Initial Review:
 - The Program Director reviews the evidence and consults with faculty to determine whether a policy violation has occurred.
- Candidate Notification:
 - The teacher candidate is notified in writing of the alleged violation and is given an opportunity to respond within five business days.
- Resolution Process:
 - If the candidate admits fault, a sanction (e.g., academic penalty, probation, or required training) is assigned.
 - If the candidate disputes the allegation, the case is escalated to a faculty review panel for further evaluation.
- Final Decision & Consequences:
 - Candidates found guilty of a first-time violation may receive an academic penalty (failing grade on an assignment or exam), probation, or required ethics training.
 - Second-time violations result in immediate program dismissal and removal from the Educator Certification Online System (ECOS).
 - Serious offenses (e.g., fraudulent identity verification, use of unauthorized devices, or repeated cheating) will be reported to TEA, potentially impacting future certification.

Support for Academic Success and Integrity

TXITE is committed to helping candidates uphold academic integrity by providing:

- Workshops on proper citation, plagiarism prevention, and ethical AI use.
- Practice exams to familiarize candidates with Populi proctoring and exam protocols.
- Technical support for candidates encountering issues during proctored exams.

By following these policies, teacher candidates demonstrate their commitment to professionalism, fairness, and ethical conduct, ensuring success in both their academic journey and future teaching careers.



Teacher Candidate Code of Conduct (Educator Code of Conduct and Standard Practices for Texas Educators)

(I) 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.



Non-Academic Dismissal Policy

Expectations of Teacher Candidates

All teacher candidates must:

- Treat others with respect, dignity, and fairness.
- Honor the diverse backgrounds, beliefs, and perspectives of the TXITE community.
- Show academic integrity, including making satisfactory academic progress.
- Maintain professional behavior toward staff, faculty, and fellow candidates.
- Fulfill financial obligations on time.

Violations Leading to Immediate Dismissal

Immediate dismissal will occur if a candidate:

- Engages in harassment, discrimination, or disrespect toward others.
- Repeatedly fails to respect diverse perspectives within the TXITE community.
- Commits academic dishonesty, including plagiarism or cheating.
- Displays disruptive or unprofessional behavior toward faculty, staff, or peers.
- Fails to make satisfactory academic progress despite support.
- Does not meet financial obligations after multiple warnings.

Procedures for Enforcement

At orientation, candidates must review and sign this policy, confirming their understanding of TXITE's standards and consequences.

Incident Reporting & Documentation

- Faculty, staff, or field supervisors must document policy violations with details, dates, and supporting evidence.
- Candidates may report violations to the Program Director, and all reports will be confidentially reviewed.

Three-Tier Warning System for Minor Infractions

For less severe violations, TXITE follows a three-tier warning system before dismissal:

- Verbal Warning - Explanation of the issue and corrective action needed.
- Written Warning - A formal notice reinforcing expectations.
- Final Warning - A last notice stating that further violations may result in dismissal.

All warnings are documented in the candidate's file, with an opportunity for response.

Immediate Dismissal Process

For serious violations (harassment, academic dishonesty, financial noncompliance), the Program Director will:

- Notify the candidate in writing, stating the violation and evidence.
- Enforce immediate dismissal, with no appeal.



Review and Oversight

The Program Director, administrative leadership, and faculty will review all dismissals to ensure fairness and consistency with TXITE's mission.

Policy Review & Updates

This policy is reviewed annually to align with TXITE's values and regulatory requirements, incorporating faculty and staff feedback.

Acknowledgment of Understanding

All teacher candidates must sign this policy during orientation, confirming their commitment to TXITE's professional and ethical standards.

By following these guidelines, teacher candidates contribute to a respectful, faith-driven, and ethical learning environment, preparing them for success in their future classrooms. This policy ensures that all teacher candidates at the Texas Institute for Teacher Education (TXITE) maintain high standards of personal and professional conduct. TXITE is committed to faith-centered education, respect for diversity, and interfaith cooperation. Candidates are expected to uphold these values, and violations may result in immediate dismissal without appeal.

Complaint/Grievance Policy

Stakeholder Complaint Policy and Consumer Information

For information on educator preparation programs, visit the Texas Education Agency (TEA) Consumer Report page: [TEA Consumer Information about Educator Preparation Programs](#)

Filing a Complaint

Stakeholders must submit complaints using the Electronic Complaint Form. Complaints may require formal appeals based on the following:

- Discrimination or harassment based on race, color, gender, national origin, disability, or religion.
- Retaliation related to discrimination or harassment.
- Issues concerning identification, evaluation, or educational placement under Section 504 or ADA.



Informal Resolution

Stakeholders are encouraged to first discuss concerns with the Academic Director to seek an informal resolution. This should be done as soon as possible. Informal resolution does not extend deadlines unless both parties agree in writing.

Formal Complaint Process

If an informal resolution is not possible, stakeholders may file a formal complaint by submitting a written complaint form. Complaints and appeals must follow the process outlined below:

How to File a Complaint

- Complaints must be submitted by hand-delivery, email, fax, or U.S. Mail.
- Complaints are considered timely if they are:
 - Hand-delivered by the close of business on the deadline date.
 - Emailed or faxed before the close of business on the deadline date.
 - Mailed and postmarked by the deadline and received within three business days.

Complaint Resolution Process

Level 1: Academic Director Review

- Complaints must be filed within 15 days of when the stakeholder first knew of the issue.
- The Academic Director will investigate the complaint and schedule a conference within 10 days of receipt.
- A written response will be provided within 10 days after the conference.
- The decision will be based on all relevant documents and discussions.

Level 2: EPP Advisory Board Appeal

- If the stakeholder is unsatisfied with the Level 1 response, they may file an appeal within 10 days.
- The EPP Advisory Board or designee will review the Level 1 record and schedule a conference within 10 days.
- The conference will focus on the original complaint and any supporting documents.
- A written response will be provided within 10 days after the conference.
- Recordings (if any) from Level 1 and Level 2 will be maintained with complaint records.



Deadlines & Timeliness

- All time limits must be followed unless modified by mutual written consent.
- If a complaint is not filed within the given timeframe, it may be dismissed.
- A dismissal may be appealed in writing within 10 days of notification.

Representation

- Stakeholders may designate a representative at any stage.
- If a representative is assigned within three days of a scheduled meeting, the meeting may be rescheduled.
- The program may be represented by legal counsel if necessary.

Costs

Each party is responsible for their own costs related to the complaint process.

Filing a Complaint with TEA

If a stakeholder is unsatisfied with TXITE's complaint resolution, they may file a complaint with the Texas Education Agency (TEA). For details, visit: [TEA Complaints Process](#).

By following this policy, TXITE ensures fairness, transparency, and accountability in addressing stakeholder concerns.

Student Identity Verification

To protect the academic integrity of the program, TXITE requires identity verification during admissions. Candidates must submit a valid government-issued photo ID and will receive secure login credentials for accessing coursework through the Learning Management System (Populi).

Teacher candidates may be subject to additional verification methods, including:

- Secure LMS login with a unique username and password.
- Identity verification during proctored exams.
- Review of academic performance for consistency.

Before discussing academic records over the phone, TXITE staff must verify the candidate's address, phone number, and email to ensure confidentiality.



Non-Discrimination Policy

At The Texas Institute for Teacher Education (TXITE), we believe that faith transforms teaching and learning. Our mission and vision are guided by interfaith cooperation and understanding, which fosters an environment of respect, inclusivity, and mutual support. TXITE is committed to providing a safe, welcoming, and inclusive environment for all members of our community, including students, faculty, staff, and visitors, regardless of religious beliefs (faith/creed), race, color, gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, caste, or language. TXITE is an equal opportunity employer. We strictly prohibit discrimination and harassment of any kind and are committed to taking affirmative action measures to prevent and address discrimination in all aspects of our operations. This includes, but is not limited to, employment, recruitment, job advertisements, compensation, termination, upgrading, promotions, and other terms and conditions of employment.

Reporting and Investigation

The Program Director is responsible for investigating all reports of discrimination or harassment. Any alleged policy violation will be thoroughly reviewed and addressed in a timely manner. All complaints will be treated with confidentiality and respect. Individuals who experience or witness discrimination or harassment are encouraged to report the incident to the Program Director or another designated administrator. Retaliation against anyone who files a complaint or participates in an investigation is strictly prohibited and will result in disciplinary action.

Tiered System for Violations and Consequences

TXITE applies a tiered system to address violations of the nondiscrimination policy. Consequences are determined based on the severity and frequency of the violation. The Program Director will assess the situation and determine the appropriate response:



Tier 1 - Minor Violations: *Definition:* Minor violations involve unintentional or isolated incidents that do not cause significant harm but are inconsistent with TXITE's nondiscrimination policy. *Examples:*

- Inappropriate or insensitive comments
- Misunderstandings related to language or cultural differences

Consequences

- Verbal warning
- Restorative conversation with affected parties
- Participation in training on cultural sensitivity and diversity

Tier 2 - Moderate Violations: *Definition:* Moderate violations involve intentional actions or repeated offenses that create a hostile or uncomfortable environment *Examples:*

- Repeated use of derogatory language
- Creating a hostile learning or working environment
- Inappropriate jokes or microaggressions

Consequences

- Written warning placed in personnel or student file
- Mandatory participation in targeted training or counseling
- Loss of privileges (e.g., suspension from specific duties or activities)
- Increased monitoring or oversight

Tier 3 - Severe Violations: *Definition:* Severe violations involve significant harm, intimidation, or discriminatory behavior that undermines the safety or dignity of others.

Examples:

- Physical or verbal threats
- Harassment or bullying based on a protected category
- Retaliation against someone for reporting a violation
- Any form of physical or psychological harm caused by discrimination

Consequences

- Immediate suspension or removal from TXITE programs or employment
- Formal disciplinary hearing
- Termination of employment or expulsion from the program
- Referral to TEA for ethics violations



Appeal Process

Individuals who are found to have violated the policy have the right to appeal the decision. Appeals must be submitted in writing to the Program Director within 10 business days of receiving the outcome. The appeal will be reviewed by a designated committee, and a final decision will be communicated within 15 business days.

Commitment to Accountability

TXITE is dedicated to fostering a respectful and supportive environment where everyone feels valued and protected. Violations of the nondiscrimination policy will be handled with fairness and consistency, ensuring that appropriate corrective actions are taken to prevent future incidents and uphold the integrity of the institution.

Graduation Requirements (Pre-Teaching Program)

- Completion of all required coursework for the intended Certification Category with a grade of “C.” (<https://www.txite.today/admissions>)
- Satisfactory field supervisor evaluations/recommendation, mentor/cooperating teacher evaluations/recommendation, and principal evaluations/recommendation.
- Score of “Proficient” on all elements of the last two Field Supervisor evaluations.
- Submission of Graduation Form.
- Submission of remaining tuition balance per current Tuition Schedule.

Graduation Requirements (Professional Internship Program)

- Completion of all required coursework for the intended Certification Category with a grade of “C.” (<https://www.txite.today/admissions>)
- Passing scores on all TExES Exams required for the intended Certification Category.
- Satisfactory field supervisor evaluations/recommendation, mentor/cooperating teacher evaluations/recommendation, and principal evaluations/recommendation.
- Score of “Proficient” on all elements of the last two Field Supervisor evaluations.
- Submission of Graduation Form.
- Submission of remaining tuition balance per current Tuition Schedule.
- Completion of Certification Review.
- Application and fee submission for Texas Standard Teacher Certificate



Academic Policies and Procedures

At TXITE, maintaining high academic standards and integrity is essential for preparing ethical and effective educators. The following academic policies and procedures outline the expectations and requirements for teacher candidates, including degree time limits, academic integrity, incompletes, leave of absence, and extensions. These policies reflect TXITE's commitment to professionalism, fairness, and accountability in all academic activities.

Minimum and Maximum Degree Time Requirements

Teacher candidates must complete the program within two calendar years from the date of enrollment. The program consists of ten courses and one professional internship. Each course is designed to be completed in four weeks; however, candidates have a maximum of six months to complete each course from the date of registration. If a candidate fails to meet the academic progress or payment requirements, TXITE may withdraw the candidate from the program. Candidates who exceed the two-year program completion limit will also be administratively withdrawn.

Extensions

Candidates may request an extension to complete coursework or the internship under the following conditions: Extensions are limited to one additional semester (six months) beyond the two-year program completion deadline. Extensions must be approved by the Program Director based on demonstrated need, such as illness, family emergency, or military leave. An extension fee may apply, and the candidate must remain in good academic and financial standing. Candidates approved for an extension must maintain consistent progress during the extension period. Failure to meet these standards during the extension period will result in withdrawal from the program.

Incompletes

TXITE does not issue incomplete grades under any circumstances. If a candidate is unable to complete a course due to extenuating circumstances, such as illness or family emergency, they may request to withdraw from the course and re-enroll at a later date without penalty. Candidates may also resume the course from the point of departure within the allowed course completion timeframe (six months). Candidates seeking to withdraw and resume must submit a formal request in writing to the Program Director before the course end date and provide supporting documentation, such as medical notes or family emergency details. If a candidate fails to complete the course requirements within the allowed timeframe and does not request withdrawal or re-enrollment, the course will be considered failed and will need to be repeated. Incompletes are not reflected on the candidate's academic record, and the course will remain incomplete until it is successfully completed or formally withdrawn.



Student Integrity and Academic Honesty Policy

At the Texas Institute for Teacher Education (TXITE), academic integrity is fundamental to the mission of preparing future teachers. TXITE's commitment to fostering a culture of honesty, ethical behavior, and professional responsibility ensures that every teacher candidate develops the necessary character to lead with integrity in their future classrooms. This policy serves as a framework for upholding the highest ethical standards, ensuring that all academic and professional activities within the program are conducted honestly and fairly.

Commitment to Academic Integrity

Academic integrity represents the foundation upon which the educational community at TXITE is built. Teacher candidates are expected to engage in conduct that reflects honesty, responsibility, and respect for the intellectual property of others. Maintaining academic integrity means consistently producing original work, accurately citing sources, and ensuring that assessments are a true reflection of individual effort and understanding. Violations of these principles, including acts of dishonesty such as plagiarism or cheating, will not be tolerated as they compromise the trust within the academic community and diminish the value of the education provided.

Prohibited Behaviors

Teacher candidates are expected to understand and avoid the following forms of academic dishonesty:

- **Plagiarism:** Presenting someone else's work, ideas, or words as one's own without providing proper credit or citation. Plagiarism can take many forms, including copying text from a book, article, or website without acknowledgment or paraphrasing someone else's ideas without credit. Submitting a research paper and copying entire paragraphs from a source without citation is a clear violation of academic integrity.
- **Cheating:** Using unauthorized materials or assistance during examinations, quizzes, or assignments. This could include consulting notes, accessing digital resources not permitted during a test, or receiving help from others on individual assignments. For example, using a mobile device to search for answers during an online exam constitutes cheating.



- Fabrication: Falsification or invention of data, research, or citations in academic work is strictly prohibited. Fabrication could involve altering data to fit a hypothesis or creating false references to support an argument. Inventing data for a classroom assessment to support a lesson plan is an example of fabrication.
- Collusion: Collaborating with others on assignments intended to be completed independently is a form of academic misconduct. This includes allowing someone else to contribute to an assignment without acknowledgment or submitting work completed by another as one's own. Two candidates working together on an assignment and submitting nearly identical answers without instructor approval constitutes collusion.

Consequences for Violations of Academic Integrity

TXITE enforces strict consequences for violations of academic integrity to maintain the trust and credibility of its educational programs. Teacher candidates who engage in academic dishonesty may face the following penalties:

- Academic Penalties: Teacher candidates may receive a failing grade on the assignment, assessment, or course where the violation occurred. This immediate consequence reflects the seriousness of academic misconduct.
- Academic Probation: Candidates found guilty of academic dishonesty may be placed on academic probation, during which their academic progress is closely monitored. This serves as both a disciplinary measure and a warning for the candidate to improve their conduct.
- Suspension or Dismissal: Severe or repeated violations of academic integrity may result in suspension or permanent dismissal from the program. TXITE reserves the right to dismiss any candidate who fails to uphold the institution's ethical standards. In such cases, the violation will be noted on the candidate's academic record.
- Reporting to the Texas Education Agency (TEA): As part of the certification process, violations of the Code of Ethics and Standard Practices for Texas Educators may be reported to TEA. Such reports can have long-term effects on a candidate's ability to obtain or maintain teacher certification within the state of Texas.



Proctoring and Exam Integrity

- Teacher candidates preparing for an exam are expected to approach the testing process with integrity and professionalism. Adhering to the following guidelines ensures a smooth and honorable testing experience.
- Maintaining focus during the exam is essential. Teacher candidates should keep their gaze centered on the screen throughout the exam. Looking down or away may trigger alerts and affect the integrity of the exam.
- Hands should remain visible on the desk or table during the entire exam. This practice reflects honesty and ensures that no unauthorized materials or actions are being used.
- Distractions should be minimized. Engaging in any activities unrelated to the exam, such as answering phone calls or responding to messages, is prohibited. A quiet and undisturbed space should be secured to honor the commitment of the exam time. Teacher candidates must remain in the examination area for the entire duration of the test.
- The exam environment should have a clear and uncluttered background. A tidy space reflects clarity of purpose and helps the system monitor the testing area effectively.
- All technical and identity checks must be completed before starting the exam. A valid photo ID must be presented for identity verification at the start of the exam.
- All exam sessions will be reviewed by instructors, and any flagged incidents will be assessed for potential violations. Actions inconsistent with academic integrity will be reported to the Program Director for appropriate action, including immediate program dismissal.

Leave of Absence

Candidates may apply for a leave of absence under certain conditions. Medical leave requires documentation from a healthcare provider. Parental leave is permitted for pregnancy, adoption, or childcare. Military leave requires documentation of active duty orders. Bereavement leave is permitted following the death of a family member.

- The professional internship must be completed within one full school year (approximately 10 months). Candidates who fail to complete the internship within this timeframe will be administratively withdrawn from the program.
- TXITE may permit an internship of up to 30 school days less than the required minimum for specific circumstances. Exceptions may be granted for parental leave, military leave, illness, bereavement leave, or if the late hire date is after the first day of the school year. Approval for a shortened internship must be requested in writing and supported by appropriate documentation.
- Candidates who miss payments for two consecutive months will have their course access temporarily paused until payments resume. If payments are not resumed within six months, the candidate will be administratively withdrawn and must reapply to continue.



Student Services

Disability Support Services

Although this institution is exempt from federal laws regarding disability accommodations since we are a religious institution that does not receive federal funding, we are committed to supporting our candidates with identified disabilities, if possible. Teacher candidates requesting services must submit this form:

[REQUEST FOR DISABILITY ACCOMMODATIONS](#)

This form requires recent documentation of a disability by a qualified professional capable of determining the impact of the disability on academic achievement. The documentation must be dated within thirty days of the request for accommodations. K-12 IEPS and 504 Plans do not provide acceptable documentation. All information regarding a disability is confidential and may be shared only with permission of the candidate. A student is responsible for requesting accommodations by submitting the form. Course instructors will work with the student to provide reasonable accommodations to ensure the student a fair opportunity to perform in the program.

Career Services

TXITE provides personalized assistance to help teacher candidates secure teaching positions aligned with their certification areas. As part of our career services, TXITE offers the following:

- ✓ **Statements of Eligibility for Teacher Employment:** Upon meeting program requirements, TXITE issues statements of eligibility for teacher employment, verifying that candidates are prepared to serve as educators in their intended certification areas.
- ✓ **Recommendations for Intern/Probationary Teacher Certificates:** TXITE facilitates the recommendation process for intern and probationary teacher certificates through the Texas Education Agency's (TEA) Educator Certification Online System (ECOS), ensuring candidates are credentialed and ready to begin their teaching careers.
- ✓ **Referrals to School Districts:** TXITE maintains connections with Texas school districts and makes referrals for candidates, helping them explore employment opportunities and establish professional networks.
- ✓ **Completion of Reference Forms:** To support candidates' job applications, TXITE completes reference forms as requested by school districts, highlighting the candidate's qualifications, teaching readiness, and professional strengths.
- ✓ **Mock Interviews and Resume Reviews:** Candidates receive guidance on crafting professional resumes, preparing teaching portfolios, and honing their interview skills through mock interviews.



Academic Support

TXITE offers comprehensive academic support to guide teacher candidates through the certification process. Our program instructors and field supervisors are readily available to provide individualized assistance, answer questions, and offer guidance related to coursework, lesson planning, and classroom management. Regular check-ins, live Zoom sessions, and prompt feedback on assignments ensure candidates stay on track and meet program expectations.

Testing Support

To help teacher candidates prepare for TExES certification exams, TXITE provides access to a variety of resources, including practice tests, study guides, and preparation workshops. Candidates benefit from structured test-prep modules embedded within the coursework, as well as additional practice opportunities through the online testing center, open during convenient hours for working adults. Flagged exams are reviewed by the Program Director to provide constructive feedback and remediation plans if necessary.

Technical Support

To ensure seamless access to the program's online platform and resources, TXITE provides technical support through email and live chat. Our support team assists with navigating Populi, submitting assignments, accessing course materials, and resolving any technical issues candidates encounter.

Library Services

Welcome to the Texas Institute for Teacher Education (TXITE) Digital Library, your gateway to a wealth of educational resources designed to support your academic and professional growth. We are committed to supporting your academic journey with a wide range of carefully curated resources tailored to your needs as future educators. Our digital library provides access to scholarly journals, research databases, teaching resources, and more, all designed to help you excel in your coursework, prepare for certification exams, and grow as a professional. Whether you're seeking lesson plan ideas, conducting research, or deepening your understanding of educational theory, our library is here to assist you every step of the way.



Our digital library provides access to scholarly journals, research databases, lesson planning tools, certification exam study materials, and specialized teaching resources tailored for future educators. Easily locate materials through our search and browse features:

- ✓ Search Resources: Find books, articles, and research studies with exact match and advanced search options.
- ✓ Browse Resources: Explore categorized collections based on subjects, education levels, and certification areas.
- ✓ Subjects: Access resources curated by subject, including literacy, STEM, special education, classroom management, and faith-based education.
- ✓ Resource Batches: Find collections of TEKS-aligned teaching materials, assessment tools, and instructional planning guides.

Need help navigating the library? Contact the TXITE Librarian, Roxanne Garza, MLS., at librarian@txite.today for guidance on accessing digital resources, using search tools, or finding the best materials for your research and coursework. At TXITE, teacher candidates have access to a wealth of free, peer-reviewed academic and instructional resources to support their journey toward classroom readiness and certification. Academic research tools like ERIC, CORE, DOAJ, and Teaching Commons offer valuable peer-reviewed journals and reports. Instructional resources, such as MERLOT, OER Commons, and OpenStax, provide a range of lesson plans, teaching modules, and open textbooks across all core content areas. For literacy and reading development, platforms like Project Gutenberg, CommonLit, and Reading Rockets offer leveled reading passages, comprehension strategies, and phonics guides. Bilingual and ESL resources, including Colorín Colorado, BBC Learning English, and SIOP Resources, support teaching English Language Learners with culturally responsive strategies.



Tuition/Fees/Refunds/Cancellation

TUITION THAT HONORS YOUR CALLING

From just \$99 monthly as you prepare to only \$369 monthly once you're teaching, our faith-driven tuition model rewards your progress, reflects your purpose, and turns every milestone into savings—because teaching is more than a career, it's a calling. *"Whatever you do, work heartily, as for the Lord..." (Colossians 3:23)*

Simple Tuition & Fees

- Admission Application - \$25
- Pre-Teaching Program - \$99 Monthly
- Professional Teaching Internship - \$369 Monthly
- Certification Fees - Candidates are responsible for state and program-related fees:
 - TExES Content & PPR Exam - \$116 (paid to Pearson)
 - Certification Fee - \$78 (paid to TEA)
 - Fingerprinting Fee - \$52.20 (paid to TEA)
 - Out-of-Region Internship - \$500 (for placements 35+ miles from Dallas office)
 - TExES Exam Request - \$35 per exam
 - Monthly Technology Fee - \$10
 - Program Proctoring Fee - \$31
 - Certification Change Request - \$35

Refund Policy

5-Week Course Model - Student-Centered & Flexible

At The Texas Institute for Teacher Education (TXITE), every course is designed for intensive yet flexible learning so adult learners can progress on their own schedule.

Our Policy Guarantees:

- Transparent tuition and refund guidelines
- Fair continuation fee practices
- Clear real-world examples of how policies apply

Course Start Date

Your 5-week period begins on your Enrollment Date – the day you gain official access to the course.

Example:

If you enroll on September 1, 2025, your course runs from September 1 to October 5, 2025. If you do not finish within 5 weeks, you may continue for a non-refundable monthly continuation fee of \$109.



Tuition Refund Schedule

(All refunds are based on the teacher candidate's *enrollment date and processed within 30 days of written withdrawal. Application, registration, and library/service fees (up to 20% of tuition or \$200) are non-refundable.*)

Week	Refunded	Retained
Week 1 (Days 1-7)	75%	25%
Week 2 (Days 8-14)	50%	50%
Week 3 (Days 15-21)	25%	75%
Week 4 (Days 22-28)	0%	100%
Week 5 (Day 29+)	0%	100%

Refund Examples

Student A Enrolls	Withdraws	Tuition	Refund	Retained	Continuation Fee
8/20	8/25	\$109	\$81.75	\$27.25	NA

Student B Enrolls	Withdraws	Tuition	Refund	Retained	Continuation Fee
2/1	3/5	\$109	\$0	\$109	NA

Student C Enrolls	Currently Enrolled Date	Tuition	Refund	Retained	Continuation Fee
9/1	12/1	Tuition: \$109 (original course tuition) + \$327 continuation = \$436 total	\$0	Tuition: \$109 (original course tuition) + \$327 continuation = \$436 total	October: \$109 November: \$109 December: \$109



Cancellation and Withdrawal Policy

At The Texas Institute for Teacher Education (TXITE), we are committed to maintaining and applying fair and equitable policies regarding the cancellation and withdrawal of students. These policies are designed to meet or exceed the requirements of state and federal regulators and any other industry regulators that may have jurisdiction over our programs. Our goal is to ensure that students fully understand their rights and obligations concerning withdrawal or cancellation from the program and that these processes are transparent, reasonable, and compliant with all applicable laws.

Notification of Cancellation or Withdrawal

Students may notify the institution of their intent to cancel their enrollment or withdraw from the program by:

- Email communication to the Program Director (drvillanueva@txite.today).
- Submission of a formal withdrawal form through the Populi Student Information System (SIS).
- Written notice sent via U.S. Mail to the institution's official address.

Students are encouraged to contact their academic advisor or the admissions office to discuss their decision before proceeding with a formal withdrawal to ensure they are fully informed of any academic or financial implication

Effective Date of Cancellation or Withdrawal

The effective date of cancellation or withdrawal is the date the institution receives the written notice from the student. The student's enrollment and access to academic resources will be terminated as of that date unless otherwise specified in the notification.

Refund Policy

Refunds for tuition, fees, or other program-related costs will be processed in accordance with TXITE's Refund Policy. Students are advised to review the policy to understand the specific terms regarding refunds based on the timing of the withdrawal or cancellation.

Administrative Withdrawal or Cancellation

TXITE reserves the right to administratively withdraw or cancel the enrollment of a student for the following reasons: Failure to meet academic progress requirements or to comply with the institution's satisfactory academic progress (SAP) policy; Non-payment or failure to comply with established payment plans; Violations of the Code of Ethics or student conduct policies, including academic dishonesty or inappropriate behavior that disrupts the educational process; Failure to complete or provide required documentation, such as identity verification or transcripts, within specified timeframes; Any other behavior or circumstance deemed by the institution to jeopardize the academic integrity or operational function of the program.



Notification of Administrative Withdrawal or Cancellation

The student will be notified in writing of the institution's decision to withdraw them from the program. This notification will include: The reason(s) for the withdrawal or cancellation; The effective date of the action; Any potential financial or academic consequences of the withdrawal. The student may appeal the decision by submitting a written appeal to the Program Director within ten business days of receiving the notice. Appeals will be reviewed in accordance with TXITE's grievance and appeals process.

Readmission After Withdrawal

A student who has been withdrawn, either voluntarily or administratively, may apply for readmission to the program. The readmission process will require the student to meet current admissions requirements and provide a clear plan for addressing any issues that led to the previous withdrawal or cancellation.

Publication of Policies

The institution's cancellation and withdrawal policies, including any related administrative actions, are published on the TXITE website and are readily accessible to all students. These policies are also included in the course syllabus and the student handbook, which are distributed at the beginning of each academic year or upon enrollment.

Student Review of Policies

Students are encouraged to review the cancellation and withdrawal policies thoroughly before enrollment. Questions regarding these policies can be directed to the admissions office or academic advising team for clarification.

Compliance with State, Federal, and DEAC Requirements

TXITE ensures that its cancellation and withdrawal policies comply with all applicable state and federal regulations, including those governing student refunds, tuition protection, and consumer rights. The institution also regularly reviews program policies to ensure ongoing compliance with all regulatory requirements.



Counseling and Placement Services

At the Texas Institute for Teacher Education (TXITE), we are dedicated to supporting our teacher candidates throughout their entire journey from academic preparation to successful employment in the field of education. Our Counseling and Placement Services are designed to assist candidates as they transition from the classroom to professional teaching roles. These services are tailored to provide the knowledge, skills, and professional connections necessary for a successful career in education. TXITE actively collaborates with school districts to connect candidates with job opportunities, ensuring they have access to a wide range of teaching positions across Texas. Through a comprehensive database and ongoing communication with school districts, TXITE helps increase the visibility of our candidates, making it easier for them to secure employment. Additionally, we offer Statements of Eligibility for Employment to qualified candidates, ensuring they meet all academic and certification requirements. TXITE also submits recommendations for Intern, Probationary, and Standard Teacher Certificates to the Texas Education Agency (TEA), further facilitating the certification and employment process.

- The Texas Institute for Teacher Education (TXITE) is committed to supporting teacher candidates not only through their academic preparation but also as they transition into professional teaching roles. TXITE offers a range of counseling and placement services to help candidates secure employment and establish successful teaching careers. These services reflect TXITE's dedication to equipping candidates with the knowledge, skills, and professional connections necessary to thrive in the field of education.
- To further support job placement, TXITE maintains a database of all teacher candidates and regularly communicates with school districts that are seeking to hire qualified educators. Upon request from school districts, TXITE shares this database to help connect potential employers with TXITE's pool of trained and certified teacher candidates. This process increases the visibility of TXITE candidates and enhances their access to teaching positions across the state.
- TXITE also provides Statements of Eligibility for Employment to teacher candidates who meet the necessary academic and certification requirements. This statement confirms that the candidate is eligible to serve as an intern or probationary teacher in Texas public schools. Statements of eligibility and certification recommendations are processed through the Texas Education Agency (TEA) Educator Certification Online System (ECOS) to ensure that candidates meet all state requirements for certification and employment.
- Additionally, TXITE recommends teacher candidates for Intern, Probationary, and Standard Teacher Certificates once they have satisfied the program's academic and training requirements. These recommendations are submitted and processed through the TEA ECOS system, which allows school districts and state agencies to verify certification status and eligibility.



Certification Areas & TExES Exams

Texas Standard Teacher Certificate: Bilingual Core Subjects/STR EC-6

REQUIRED TExES EXAMS

1. Core Subjects EC-6 #391
2. STR #293
3. BTLPT #190
4. Bilingual Supplemental #164
5. PPR EC-12 #160

Passing scores on the Core Subjects EC-6, STR, Bilingual Supplemental, and BTLPT qualify the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Core Subjects EC-6, STR, Bilingual Supplemental, BTLPT, and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.

Texas Standard Teacher Certificate: Core Subjects/STR EC-6

REQUIRED TExES EXAMS

1. Core Subjects EC-6 #391
2. STR #293
3. PPR EC-12 #160

Passing scores on the Core Subjects EC-6 and STR qualify the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Core Subjects EC-6, STR, and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.



Texas Standard Teacher Certificate: Core Subjects/STR 4-8

REQUIRED TExES EXAMS

1. Core Subjects 4-8 #211
2. STR #293
3. PPR EC-12 #160

Passing scores on the Core Subjects 4-8 and STR qualify the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Core Subjects 4-8, STR, and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.

Texas Standard Teacher Certificate: ELAR/STR 4-8

REQUIRED TExES EXAMS

1. ELAR #217
2. STR #293
3. PPR EC-12 #160

Passing scores on the ELAR #217 and STR qualify the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the ELAR #217, STR, and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.



Texas Standard Teacher Certificate: ELAR 7-12

REQUIRED TExES EXAMS

1. ELAR #231*
2. PPR EC-12 #160

A passing score on the ELAR #231 qualifies the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the ELAR #231 and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.

Increase your employment opportunities by also passing the TExES ESL Supplemental #154 and TExES Special Education Supplemental #163 exams.

*This notification is regarding changes to the following certificate area: English Language Arts & Reading (ELAR) 7-12. The ELAR 7-12 exam 231 is expiring and will be replaced by the new exam, 331.

The relevant dates and deadlines for this transition are:

- *The last date that a candidate can attempt the expiring exam is 9/1/2024. The new exam launches 9/2/2024.
- *The last date a candidate can be recommended for certification using passing scores on the expiring exam is 9/1/2025. Starting 9/2/2025, issuance of the ELAR 7-12 certificate will require a passing score on the new exam, 331.

Texas Standard Teacher Certificate: ELAR/STR/SS 4-8

REQUIRED TExES EXAMS

1. ELAR #113
2. STR #293
3. PPR EC-12 #160

Passing scores on the ELAR #113 and STR qualify the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the ELAR #113, STR, and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.



Texas Standard Teacher Certificate: JROTC 6-12

REQUIRED TExES EXAMS

1. PPR EC-12 #160

A passing score on the PPR EC-12 qualifies the JROTC Instructor for the Texas Standard Teacher Certificate. JROTC does not have a TExES content exam. TEA regulations exempt JROTC Instructors from the practicum requirement.

Texas Standard Teacher Certificate: Math 4-8

REQUIRED TExES EXAMS

1. MATH #115
2. PPR EC-12 #160

A passing score on the Math #115 qualifies the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Math #115 and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.

Texas Standard Teacher Certificate: Math/Science 4-8

REQUIRED TExES EXAMS

1. MATH #114
2. PPR EC-12 #160

A passing score on the Math #114 qualifies the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Math #114 and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.



Texas Standard Teacher Certificate: Math 7-12

REQUIRED TExES EXAMS

1. MATH #235
2. PPR EC-12 #160

A passing score on the Math #235 qualifies the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Math #235 and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.

Texas Standard Teacher Certificate: Science 4-8

REQUIRED TExES EXAMS

1. Science #116
2. PPR EC-12 #160

A passing score on the Science #116 qualifies the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Science #116 and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.

Texas Standard Teacher Certificate: Science 7-12

REQUIRED TExES EXAMS

1. Science #236
2. PPR EC-12 #160

A passing score on the Science #236 qualifies the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Science #236 and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.



Texas Standard Teacher Certificate: Social Studies 4-8

REQUIRED TExES EXAMS

1. Social Studies #118
2. PPR EC-12 #160

A passing score on the Social Studies #118 qualifies the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Social Studies #118 and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.

Texas Standard Teacher Certificate: Special Education EC-12

REQUIRED TExES EXAMS

1. Special Education Specialist EC-12 #186
2. PPR EC-12 #160

A passing score on the Special Education #161 qualifies the Teacher Candidate for the Texas Intern Teacher Certificate. Passing scores on the Special Education #186 and PPR EC-12 qualify the Teacher Candidate for the Texas Probationary Teacher Certificate. Both certificates allow the teacher to teach for one year while EARNING THE SALARY/BENEFITS OF A FIRST-YEAR TEACHER. The Intern Certificate is non-renewable. The Probationary Certificate is renewable for two additional years. The goal is to complete all certification requirements and earn the Texas Standard Teacher Certificate at the end of the first year of teaching.

Criminal History Background Check

Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator. Prior to issuing probationary or standard teaching certificates, the Texas State Board for Educator Certification conducts a national criminal history check on all applicants.

- The applicant has the right to request a PRELIMINARY CRIMINAL HISTORY EVALUATION letter as provided in Chapter 227, Subchapter B, of the Texas Education Code.
- Pursuant to the Texas Occupations Code (TOC), Chapter 53, and the Texas Education Code (TEC), Chapter 21, Subchapter B, the State Board for Educator Certification (SBEC) may suspend or revoke an existing valid certificate, deny an applicant a certificate, bar a person from being assessed or examined for a certificate, or take other disciplinary action because of a person's conviction of a felony or misdemeanor or certain other criminal history.



Offenses considered to relate directly to the duties and responsibilities of the education profession include, but are not limited to:

- offenses involving moral turpitude;
- offenses involving any form of sexual or physical abuse or neglect of a student or minor or other illegal conduct with a student or minor; offenses involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in the Texas Health and Safety Code, Chapter 481;
- offenses involving school property or funds;
- offenses involving any attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
- offenses occurring wholly or in part on school property or at a school-sponsored activity;
- or felony offenses involving driving while intoxicated (DWI).

Texas Standard Teacher Certificate Process

- Secure admission to Pre-Teaching Program (Courses 1-10).
- Pass TExES Content and PPR Exams after completing Course 8.
- Complete Courses 9 and 10 during teacher job search.
- Secure admission to Professional Teaching Internship Program once hired as an Intern or Probationary Teacher of Record.
- Complete Certification Review after teaching for one full year.
- Earn the Texas Standard Teacher Certificate.
- Late Hires: A late hire is an individual who has not been accepted into an educator preparation program before the 45th day before the first day of instruction and who is hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun. A late hire for a teaching position must complete the required 30 clock-hours of field-based experience as well as 150 clock-hours of initial training prior to the internship or within 90 days of the assignment start date as a late hire. Under this stipulation, late hires must successfully complete the first four courses of the Pre-Teaching Program.



H1B Visa Process for International Bilingual Educators (English /Spanish)

Are you a bilingual educator looking for a rewarding teaching career in Texas? Do you need an H1B visa to work in the U.S.? We assist bilingual educators in earning certification and connecting them with teaching opportunities in Texas school districts.

- Step 1: Pass the TOEFL
- To ensure language proficiency, the TOEFL (Test of English as a Foreign Language) is a key requirement for applicants if your degree is from an institution of higher education outside the United States.
- Step 2: Transcript Evaluation
- We recommend using SpanTran ([The Evaluation Company](#)), a trusted international transcript evaluation service. They've created a custom application specifically for the Texas Institute for Teacher Education to ensure you select the correct type of evaluation at a discounted rate.
- Step 3: Submit Admission Application
- Complete and submit your application to our program to begin your journey toward becoming a certified bilingual educator.
- Step 4: Pass TXITE Coursework and TExES Exams
- Complete the necessary coursework and pass the TExES exams to qualify for a Texas teaching certificate.
- Step 5: Apply to Teach in a Texas School District
- After completing the exams and certification requirements, submit your application to teach in a Texas school district.
- Step 6: VISA Approval at US Consulate
- Once accepted, apply for your H1B visa at the U.S. Consulate.
- Step 7: Apply for a Social Security Number
- Once your visa is approved, apply for a Social Security Number (SSN) to begin your employment.
- Step 8: Teach for One Full School Year
- Start your career as a bilingual educator in Texas! You'll gain invaluable teaching experience and contribute to a diverse educational community.
- Step 9: Texas Standard Teacher Certificate
- After completing one year of teaching, you'll qualify for the Texas Standard Teacher Certificate, solidifying your credentials as a certified educator in Texas.



Transfer Credit for Prior Military or Career Experience

(Aligned with TAC §227.10 and §228.35)

The Texas Institute for Teacher Education (TXITE) acknowledges the value of real-world, professional, and military experience as meaningful preparation for the teaching profession. In accordance with the Texas Administrative Code (TAC) §227.10(c)(5) and §228.35(a)(5), TXITE offers a structured process for evaluating and awarding course credit for prior **military service** or **career experience** that is demonstrably aligned with the Texas Teacher Standards and the competencies required for classroom success.

Eligibility and Evaluation

To be considered for transfer credit, applicants must first be formally admitted to TXITE under TAC §227.10. Once admitted, they may submit a portfolio of evidentiary artifacts documenting their prior military or professional experiences. These submissions are evaluated by the Program Director and Admissions Office using a standards-based rubric to determine relevance, depth, and equivalency to educator preparation coursework or field experience.

Credit may be awarded for experiences that meet the following criteria:

- The experience must reflect substantial instructional, leadership, training, or supervisory responsibilities related to education or training settings.
- The experience must be verifiable, documented, and equivalent in rigor and scope to the coursework or field-based experiences required in the TXITE pre-teaching program.
- The experience must align with specific competencies outlined in the Texas Teacher Standards and be applicable to K-12 teaching environments.



Acceptable Types of Documentation

Applicants are encouraged to submit the following types of artifacts to support their request for transfer credit:

- Training Developed or Delivered: Outlines, agendas, or presentation materials from workshops, formal instruction, or peer mentoring the applicant created or led.
- Leadership or Public Communication Roles: Documentation of briefings, formal reports, public presentations, or meetings led in a professional or military setting.
- Process or Program Implementation: Evidence of initiatives, procedures, or systems the applicant designed or managed.
- Military Awards and Commendations: Official recognition, medals, or certificates indicating performance in instructional or leadership capacities.
- Professional Certifications and Specialized Training: Records of military training schools, leadership academies, continuing education programs, or technical certifications relevant to instructional roles.

Credit Limits and Requirements

While TXITE may grant equivalency credit for certain modules, the following minimum preparation requirements must still be met in accordance with TAC §228.35:

- Candidates must complete at least 300 clock hours of educator preparation through TXITE.
- Of those hours, a minimum of 150 hours of coursework and 30 hours of field-based experience must be completed at TXITE, unless specifically waived by TEA based on submitted training.
- Credit will not be awarded for state-mandated EPP training (e.g., dyslexia, mental health) unless the applicant provides official TEA-recognized certificates of completion.

All decisions are documented in the candidate's permanent record, including the rubric and rationale for approval or denial of credit. Artifacts must be submitted in digital format for archiving in Populi.

Notification and Appeal Process

Applicants will receive a written decision within 10 business days of their portfolio review. In cases where credit is denied, candidates may submit additional documentation and request reconsideration. Final decisions rest with the Program Director and are made in compliance with TAC §228.40(f).



Catalog Acknowledgement

The contents of this catalog have been carefully reviewed and formally approved by the Program Director of The Texas Institute for Teacher Education (TXITE). The Program Director certifies that all information presented - including academic policies, program requirements, and institutional procedures - is accurate, complete, and consistent with state regulatory requirements and accreditation standards as of the date of publication. At the same time, this approval reflects our commitment to ensuring that the information provided is clear, reliable, and student-centered. You can feel confident that the details in this catalog are designed to guide and support you throughout your preparation for certification. Should updates or revisions become necessary to remain in compliance with state or institutional policies, TXITE will communicate these changes promptly so that you always have the most current and trustworthy information to support your success.

Approved by:

Dr. Diane Villanueva, Program Director
September 1, 2025

