

McLennan Community College

1400 College Drive
Waco, Texas 76708
254-299-8063 (office)
254-299-6227 (fax)

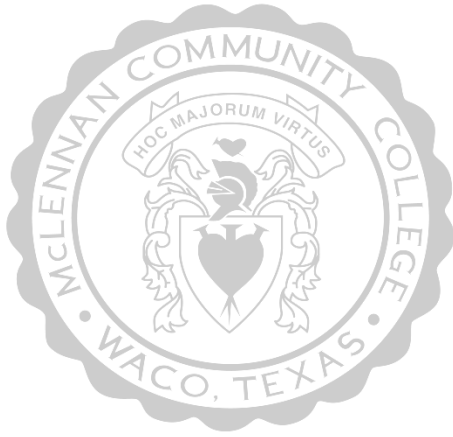
Alternative Teacher Certification Program

Candidate Handbook

Accredited by the Texas Education Agency

McLennan Community College provides equal educational opportunity for all qualified students and does not discriminate on the basis of gender, disability, race, creed or religion, color, age, national origin or any other unlawful factors in its educational programs, activities, or employment as required by Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972 and the Age Discrimination Act of 1978.

This handbook was prepared on the basis of the best information available at the time of printing; however, all information is subject to change without notice or obligation.



McLennan Community College Alternative Teacher Certification

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Waco, Texas 76708
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I agree to abide by all the policies, procedures, rules, and regulations of McLennan Community College for teaching, learning, and professional development set forth in the *Candidate Handbook*. I understand that failure to comply with policies and procedures set forth in the *ATCP Candidate Handbook* will result in dismissal from the McLennan Community College Alternative Teacher Certification Program.

Print Name _____

Sign Name _____

Date _____

<https://www.mclennan.edu/alternative-teacher-certification/>

MESSAGE FROM THE ALTERNATIVE TEACHER CERTIFICATION DIRECTOR:

Welcome to McLennan Community College's Alternative Teacher Certification Program. You are at the beginning of the preparation stage of becoming a certified teacher in the State of Texas. Your career will be both rewarding and challenging. It is our sincere hope your experience here is rewarding and that success will follow you in your new career. Feel free to contact the office if we may be of assistance to you.

Program Director
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MISSION OF THE COLLEGE

McLennan Community College's mission is to engage, educate, and enrich its community.

The college ensures access to pathways for student success through excellent workforce and transfer programs, student services, and continuing education. These programs promote proficiency in identified student learning outcomes, successful course completion, graduation, employment, and transfer to a senior institution. The college embraces diversity and strengthens its communities through successful educational attainment, strong leadership, sustainability efforts, best practices, community service, and integrity.

ACCREDITATION

McLennan Community College's Alternative Teacher Certification Program is accredited by the State Board of Educator Certification.

EQUAL OPPORTUNITY

McLennan Community College provides equal educational opportunity for all qualified students and does not discriminate on the basis of gender, disability, race, creed or religion, color, age, national origin or any other unlawful factors in its educational programs activities, or employment as required by Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, and the Age Discrimination Act of 1978.

For issues or complaints about this educator preparation program, contact the Texas Education Agency (tea.texas.gov), complaints (located in blue banner at the bottom of the home page), or mail to Correspondence Management, Texas Education Agency, 1701 N. Congress, Austin, TX 78701.

DISABILITIES/ADA

In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107 (a), MCC's designated ADA co-coordinators shall be responsible for coordinating the College's efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact the Disability Specialist, at 299-8122.

ADMISSIONS/APPLICATION PROCESS

Applicants seeking admissions must meet the following criteria before acceptance into the Alternative Teacher Certification Program at McLennan Community College:

- 1) Hold a bachelor's degree from an *accredited* institution of higher learning. Potential graduates may submit an application to begin the program in the last semester toward a bachelor's degree.
- 2) Schedule a meeting with the *Assistant Program Director*, to assess college transcripts, GPA and certification goals. If the bachelor's degree is from another country, the candidate must take the TOEFL and make at least a 24 speaking, 22 reading, 22 listening, and 21 writing. Foreign transcripts must be evaluated and show the equivalent of a U.S. Bachelor's degree.
- 3) 2.75 GPA on last 60 hours toward bachelor's degree or cumulative GPA. Individuals with a lower GPA will be considered if they pass the PACT exam in the chosen content area for certification.
- 4) Passing scores on the TEXAS SUCCESS INITIATIVE or being exempt from a TSI under the provisions of the Texas Success Initiative in 2002. A bachelor's degree qualifies as a TSI exemption in most cases.
- 5) A minimum of 12 semester credit hours in the content area you wish to teach. For secondary math or science certification, you must have a minimum of 15 semester credit hours in your content area. If you do not have the required hours, you may qualify for admission by passing the PACT exam.

The applicant who meets these criteria will need to complete the following:

- 1) Submit an application and resume.
- 2) Submit official transcripts from all colleges and universities attended.
- 3) Pay a non-refundable application fee (\$40) and a \$35 state program fee (total admission cost is \$75).
- 4) Submit three (3) confidential professional references.

- 5) Interview with Program Director and Assistant Program Director.
(Applicants entering the bilingual certification will need to interview both in English and Spanish.)

Once the application has been completed, references checked, and all transcripts received and reviewed, an interview will be scheduled. However, meeting entry requirements does not guarantee an interview or acceptance into the MCC's Teacher Certification Program.

Following are the approved contents offered through the MCC Alternative Teacher Certification Program:

- Art EC-12
- Bilingual Core Subjects EC-6
- Business & Finance 6-12
- Core Subject EC-6
- Core Subject 4-8
- English As A Second Language Supplemental
- English Language Arts & Reading 7-12
- Family and Consumer Studies 6-12
- Health Education EC-12
- Health Science 6-12
- History 7-12
- Journalism 7-12
- Life Science 7-12
- LOTE Spanish EC-12
- Mathematics 7-12
- Mathematics/Physical Science/Engineering 6-12
- Music EC-12
- Physical Education EC-12
- Reserve Officer Training Corps (ROTC) 6-12
- Science 4-8
- Science 7-12
- Social Studies 4-8
- Social Studies 7-12
- Special Education EC-12
- Speech 7-12
- Technology Applications EC-12
- Technology Education 6-12
- Theatre EC-12
- Trades and Industrial Education 6-12

Certain content certifications require previous education, licensure and work experience. The following chart provides information regarding the Career and Technical Certifications issued by the Texas Education Agency.

Career and Technical Education Chart

CTE Teaching certification Statutory citations	Certification exams required Test numbers and names	Degree required?	Wage- earning experience required?	Licensure or certification required?	CTE Program Contact Information (512) 936- 6060
<i>Business and Finance 6-12 TAC 233.13</i>	276 Business and Finance And 160 PPR	Yes	No May be added by exam to a valid classroom teaching certificate	No	Dale Fowler
<i>Family and Consumer Sciences Composite Grades 6-12 TAC 233.13</i>	200 FCS-Family and Consumer Sciences Composite And 160 PPR	Yes	No All Family and Consumer Science areas may be added by exam to a valid classroom teaching certificate	No	Dale Fowler

<p>Health Science 6-12</p> <p>TAC 233.14</p>	<p>273 Health Science 6-12</p> <p>And</p> <p>160 PPR</p>	<p>Yes</p>	<p>Yes</p> <p>Two years of full-time wage-earning experience in your licensed occupational field, verified by your educator preparation program (EPP)</p> <p>May be added by exam to a valid classroom teaching certificate with verified experience and current licensure</p> <p>Eligible military experience may be used in lieu of civilian experience; your EPP will review for eligibility</p>	<p>Associate or more advanced degree from an accredited institution</p> <p>Current licensure, certification, or registration by a nationally recognized accrediting agency as a health professions practitioner</p> <p>Eligible military experience may be used in lieu of civilian licensure; your EPP will review for eligibility</p>	<p>Ron Whitson</p>
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Marketing Education Grades 6-12 TAC 233.14	275 Marketing And 160 PPR	Yes	Yes Two Years of wage-earning experience in at least one of the marketing occupations May be added by exam to valid classroom teaching certificate and verified experience Eligible military experience may be used in lieu of civilian experience; your EPP will review for eligibility	No	Ron Whitson
Technology Education Grades 6-12 TAC 233.13	171 Technology Education And 160 PPR	Yes	No May be added by exam to a valid classroom teaching certificate	No	John Ellis

<p>Trade and Industrial Education (T&I) Grades 6-12</p> <p>TAC 233.14</p>	<p>270 PPR for T&I</p>	<p>No</p> <p>TAC 233.14(f)(1) requires that candidates seeking CTE certification based on skill and experience must complete an approved educator preparation program (EPP).</p>	<p>Yes</p> <p>Option I</p> <p>1. a bachelor's degree from an accredited institution</p> <p>2. two years of full-time wage-earning experience within the past ten years in an approved occupation for the classes you will be teaching</p> <p>Option II</p> <p>1. an associates' degree from an accredited institution</p> <p>2. two years of full-time wage-earning experience within the past ten years in an approved occupation for the classes you will be teaching</p>	<p>Current licensure by a state or nationally recognized accrediting agency in any approved occupations for the classes you will be teaching</p> <p>Or</p> <p>A passing score on the National Occupational Competency Testing Institute (NOCTI) (outside source)</p> <p>Cosmetology teachers approved under Options I or II must satisfy the following additional requirements:</p> <p>1. have three years of full time wage-earning experience as a licensed cosmetologist</p> <p>2. hold a</p>	<p>John Ellis</p>
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			<p>Option III</p> <p>1. a high school diploma or equivalent</p> <p>2. five years of full-time wage-earning experience within the past ten years in an approved occupation for the classes you will be teaching</p> <p>Eligible military experience may be used in lieu of civilian experience; your EPP will review for eligibility</p> <p><u>May be added by exam to valid classroom teaching certificate with verified experience and current licensure</u></p>	<p>current cosmetology instructor's license</p> <p>Eligible military experience may be used in lieu of civilian licensure; your EPP will review for eligibility</p>	
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FITNESS TO TEACH CRITERIA

In addition to entry criteria into the program, all ATC candidates will be screened throughout their program according to the criteria addressed in this policy. If the criteria is not met satisfactorily, candidates may be denied full standard certification or the opportunity to teach as an intern. Without successful completion of these requirements, MCC does not recommend interns for Texas Teacher Certification. The criteria is listed below:

Academic Requirements

1. Scholastic Integrity – the teacher candidate must demonstrate honesty and integrity by being tactful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.
2. Communication Skills – the teacher candidate must demonstrate sufficient written and oral skills to comprehend information and communicate ideas and feelings.
3. Written Skills – writes clearly, uses correct grammar and spelling; demonstrates sufficient skills in written English to understand content presented in the program and the ability to complete adequately all written assignments as specified by the faculty.
4. Oral Skills – communicates effectively with other students, faculty, staff, and administration. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by the faculty.

Personal and Professional Requirements

1. An ATC candidate must not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
2. An ATC candidate must demonstrate interpersonal skills that are required for successful professional teaching. These skills include openness to accepting and testing unfamiliar ways of teaching, the ability to accept and act upon reasonable criticism, maintain enthusiasm for working collegially, have the ability to understand others’ perspectives about teaching and have the ability to separate professional and personal issues.
3. An ATC candidate should display a positive attitude toward faculty, colleagues and students and maintain proper disposition to always act for the benefit of all students.

4. An ATC candidate must not sexually harass others, make verbal or physical threats, become involved in sexual relationships with students, supervisors or faculty or abuse others in physical, emotional, verbal or sexual ways.
5. An ATC candidate must attend class and all field experiences as expected. Punctuality is expected at all times.
6. An ATC candidate must demonstrate positive personal hygiene habits, dress appropriately for their content area following school standards for dress, and adhere to the Code of Ethics and Standard Practices for Texas Educators.

Cultural and Social Attitudes and Behaviors

1. An ATC candidate must exhibit respect for superiors, peers, children and youth.
2. An ATC candidate should appreciate the value of diversity and look beyond self in interactions with others; respect differences of race, ethnicity, religion, social class, national allegiance, and cultural heritage. Candidates must not impose personal, religious, sexual, and/or cultural values on others.
3. An ATC candidate must exhibit acceptance of, and provide accommodations for exceptional learners.
4. An ATC candidate must be able to work together with peers, speak in a manner appropriate to context of the classroom and demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents and students.

Emotional and Mental Abilities

1. Stress Management – the teacher must demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. The candidate must handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers and others.
2. Emotional and Mental Capabilities – the teacher must use sound judgment, must seek and effectively use help for medical or emotional problems that interfere with scholastic and professional performance.
3. Cognitive Dispositions – the teacher must think analytically about educational issues. They must be reflective about their practices, be open to new ideas, and be willing to modify their practices for the betterment of students and must question and test their assumptions about teaching.

Physical Skills

- The ATC candidate must exhibit motor and sensory abilities to attend and participate in class and internship placements.
- No otherwise qualified ATC candidate shall, on the basis of a disability, be subjected to discrimination or excluded from participation in the program.
- An ATC candidate with a disability may be protected under Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act. Candidates may be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

PROGRAM OVERVIEW

The program is flexible and allows candidates who have full-time jobs to schedule either night or day classes. Most candidates will be able to complete the program in a year to a year and a half.

Program Requirements:

- Complete Pedagogy & Professional Responsibilities EC-12 course
- Complete content course
- Take and pass the Pedagogy & Professional Responsibilities EC-12 TExES state test
- Take and pass the content TExES state test
- Complete 30 hours of field-based experiences
- Complete two semesters as a paid teacher of record with a school district or complete 14 weeks (70 school days) in an unpaid Clinical Teaching Practicum in the classroom with an assigned Cooperative Mentor.

ALTERNATIVE TEACHER CERTIFICATION ADVISORY COMMITTEE

The Alternative Teacher Certification Advisory Committee will assist McLennan Community College in maintaining the Alternative Teacher Certification program current in order to meet the teacher labor market demands for this region and the needs of the educator candidates. The broad purposes of the committee are 1) to help the college document the need for the Alternative Teacher Certification program; and 2) to ensure that the program has both adequate resources and a well-designed curriculum to provide educator candidates with the skills, knowledge, and behaviors necessary to successfully meet the needs of private and public independent school districts.

Functions of an advisory committee include:

1. Meeting once a year;
2. Evaluating the goals and objectives of the program curriculum;
3. Establishing workplace competencies for the program ;

4. Suggesting program revisions as needed;
5. Evaluating the adequacy of existing college facilities and equipment;
6. Advising college personnel on the selection and acquisition of new equipment;
7. Identifying local business/industry leaders who will provide educator candidates with external learning experiences, employment, and placement opportunities;
8. Assisting in the professional development of the faculty and educator candidates;
9. Assisting in promoting and publicizing the program to the community and to business and industry; and
10. Representing the needs of educator candidates from special populations.

The Advisory Committee shall be composed of persons who broadly represent the demographics, including the ethnic and gender diversity, of the college's service area as well as the demographics of the teacher education field. Committee members should be knowledgeable about the skills used in the teaching field for which they are providing information and guidance.

Full-time staff of the college offering the program will serve in an ex-officio capacity of the Advisory Committee.

The Advisory Committee must meet in person a minimum of once a year and should, if possible, have a quorum present. However, contact with the members can also be maintained throughout the year via e-mail, fax, phone, or videoconference.

A meeting agenda will be provided at the beginning of each meeting. Official minutes will be recorded on paper of all meetings.

The minutes must include:

1. Identification of committee members (name, title, and affiliation);
2. An indication of the committee members' presence or absence from the meeting;
3. The names and titles of others present at the meeting;
4. Summary of meeting discussion; and
5. The signature of the recorder.

PROGRAM TIME LIMIT

Once an individual is accepted into the MCC Alternative Teacher Certification program, he/she has three years from the date of acceptance to complete the program. The Program Director can drop students from the program in less than the three-year period if the student is not demonstrating progress in his/her certification.

STUDENTS DROPPED FROM PROGRAM

Students dropped from MCC's ATC program for not meeting the three-year program requirement, not making adequate progress in the program, for violating the Educator Code of Ethics, or for reasons determined by either the Program Director or the Admissions, Discipline and Review Committee. These students will have to reapply for

the program if they wish to be readmitted in the future. Readmission is not guaranteed even if the candidate meets admission requirements.

REGISTRATION DEADLINES

Registration deadlines exist for all Alternative Teacher Certification classes. These deadlines vary from year to year. If registration deadlines are not met, students will have to wait until the next available course offering to register for the class. It is highly recommended that registration be complete, with the appropriate payment made, before the class begins. Candidates will be informed of specific deadlines that exist.

PAYMENT DEADLINES

Candidates may use MCC's installment plan for classes that are offered during the fall, spring, and summer semesters, or candidates may choose to enroll in the 15-month payment plan option to pay for all courses in the program. All accounts must be settled before the candidate is recommended for certification. These accounts must also be settled with the Business Office before the candidate is allowed to enroll in the next required class. Accounts must be settled before specific dates during course work or the student will be dropped from the class. These dates vary from one semester to the next.

FINANCIAL OBLIGATIONS

All records, grades, and other official documents of students with unpaid financial obligation(s) to the College will be held until such obligations have been met, and such candidates shall not be allowed to re-enroll without special approval of the Vice President—Finance and Administration. There is a service charge for each returned check.

MILITARY TRANSCRIPTS

Our program welcomes applications from current and former service members. Credit for training and work experience found on Joint Services Transcripts will be evaluated on a case-by-case basis.

PPR TESTING/CONTENT TESTING

Candidates must pass the TExES pedagogy and content tests and complete the content and pedagogy coursework in the program before becoming Standard Certified. Candidates must pass their content state test before being considered qualified to teach. If a candidate switches levels or areas of specialization during the program, additional coursework will be required. Students must demonstrate readiness to test on a practice test prior to registering for the state exam. A candidate may register for the test online at <http://www.tx.nesinc.com> after obtaining approval to test from program staff.

A candidate can retake an examination 4 times after the initial test attempt. This means that individuals can take the state exam for the first time (initial test attempt) and if the person does not pass, he/she only has four more times to try to pass the test. After the fifth attempt, the person can no longer be given test approval. A candidate can submit a *Waiver Request Form* to the Texas Education Agency for an additional attempt if the candidate can demonstrate good cause.

If a candidate fails a content or pedagogy exam, he/she will be required to complete additional study work as determined by program staff before each subsequent exam attempt. This protects candidates from using up their 5 exam attempts without taking steps to improve their scores from one exam attempt to the next. We also use this as an opportunity to model the processes of data-based intervention that teachers must use in the classroom with struggling students.

The state test fees, at this time, are \$116 for each content and pedagogy examination. Candidates are permitted by the testing vendor to reschedule tests for free at least 48 hours before the exam appointment, but are not allowed to reschedule or cancel a test within 48 hours of the testing appointment.

ATTENDANCE/ABSENCES POLICY

Regular and punctual attendance is expected of all educator candidates, and each instructor shall maintain a complete record of attendance. Candidates will be counted absent from class meetings missed, beginning with the first official day of classes. Candidates, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. Although candidates are strongly encouraged to attend all their classes, candidates are allowed to miss one class with no penalty assessed, as long as they complete necessary makeup work.

TARDY POLICY

Candidates are strongly encouraged to be in class on time. In internship courses, candidates who are fifteen (15) minutes late to class will receive a tardy. In addition, if a candidate leaves class fifteen (15) minutes before class is dismissed, he/she will also receive a tardy. Three (3) tardies will be counted as an absence. If a candidate is thirty (30) minutes or more late to class, he/she will receive an absence for that class meeting. In addition, if a candidate leaves class thirty (30) minutes or more before class is dismissed, he/she will receive an absence. Instructors in content and pedagogy courses will notify the candidates at the beginning of their class their policy for counting a candidate tardy.

Each educator candidate in the program must sign the following Candidate Agreement found on the program's application form:

CANDIDATE AGREEMENT

1. I understand I must submit the non-refundable application fee for my file to be considered by the MCC Alternative Certification Program.
2. I agree to meet all testing requirements and to turn in an official passing exam score.
3. I confirm the statements made by me in this application are true, complete and correct to the best of my knowledge and belief. I understand that any false statements, misrepresentations or omissions made by me on the application or during the application process shall be grounds for refusal to be admitted to the MCC Alternative Teacher Certification Program.
4. I understand that I will be subject to a criminal background check by the State Board for Educator Certification before being issued a Teaching Certificate or beginning a Clinical Teaching Placement. A criminal background check will also be done by the employing school district.
5. I hereby authorize McLennan Community College to investigate, through whatever means deemed appropriate by the college, any information included in this application and facts resulting from the investigation unless otherwise noted. MCC is also authorized to use any information obtained from its investigations to determine my suitability for entrance into the Alternative Teacher Certification Program at MCC. I release MCC from any liability in connection with the investigation.
6. I understand that individuals may be asked for clarification regarding their application information or status with their past teaching experience to help both parties make the best decision for all concerned. The information will be kept confidential.
7. I hereby authorize any former employers or any other persons given as references (unless otherwise noted) to answer any questions that may be asked.
8. I understand that I will perform my internship in the content specialization area that I have chosen.
9. I understand that to be eligible for probationary certification through MCC's Alternative Teacher Certification Program, I must be qualified to teach in the content area pursuing certification.
10. I understand that I must pay MCC for all my financial obligations before I can be recommended to TEA for full certification.

If accepted, I agree to abide by the policies, procedures, rules, and regulations of the MCC Alternative Certification Program.

Signature of Applicant _____

Date _____

TEACHER CODE OF ETHICS

Candidates will be asked to sign the Teacher Code of Ethics during their internship class.

Texas Administrative Code

TITLE 19

EDUCATION

PART 7

STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247

EDUCATORS' CODE OF ETHICS

RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

TAC Title 19, Part 7, Chapter 247: RULE §247.1 states: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not 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.

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

I have read the above *Code of Ethics and Standard Practices for Texas Educators* and I agree to comply and commit myself to these practices, accepting the public trust of being an ethical educator.

Signature of Candidate

Date

E-mail Address

TEACHER INTERNSHIP (ALL LEVELS)

Candidates must pass the content test to qualify for a teaching position. Candidates are encouraged to take and pass both tests prior to beginning Internship. The cost of internship is determined by the passing of the state tests and the number of observations required by the state. Candidates who pass both the content and pedagogy state tests prior to Internship will qualify for a Probationary teaching certificate and pay \$700 each semester for internship classes. Probationary certified interns will be observed three times a year. Candidates who pass only the content test prior to Internship will qualify for an Intern teaching certificate and pay \$1,000 each semester for internship classes. Intern certified candidates will be observed five times a year. The program will continue to provide assistance and guidance throughout the first year of teaching in a Texas school. Internship begins after the candidate has accepted a teaching position with an accredited school district. Over the course of a full school year, the candidate (Intern) will work with the campus principal, an assigned School Mentor, and a Field Supervisor.

The supervised internship year is designed to help the new teacher by providing assistance and guidance while the Intern is actually teaching. McLennan Community College's Alternative Certification Program is a highly supervised experience for all interns.

All Alternative Teacher Certification candidates must take the internship while teaching under an intern or probationary certificate. The Internship must consist of two consecutive semesters.

MCC will continue to provide support for internship candidates after a full year of internship if:

- Standard Certification is not attained;
- Poor observation/evaluations by Field Supervisor and/or appropriate school personnel was received; or
- Recommendation by appropriate school personnel and/or MCC personnel that another semester/year of internship would benefit the intern.

Candidates who fall into one or more of the categories listed above will be required to re-enroll for an additional semester/year of internship at the candidate's expense. Support services will be provided for students while enrolled in Internship III.

Any candidates who resign from their teaching position or use FMLA leave during the internship year must notify program staff immediately. Resignation from a teaching position during internship will lead to inactivation of the teaching certificate. FMLA and other leave is limited to 30 school days during internship; exceeding this number of days will lead to a requirement to complete Internship III.

CLINICAL/STUDENT TEACHING

Candidates who are not able to obtain an internship while enrolled in the Alternative Teacher Certification program or candidates who prefer to do clinical/student teaching in lieu of an internship may pursue their standard teaching certification in this manner. The clinical teaching semester may be completed after the candidate completes the Pedagogy and Professional Responsibilities and Content courses and passes the necessary state exams. The clinical/student teaching assignment will be at least 14 weeks in length. The 14-week clinical/student teaching assignment will progress from observing to assisting, planning, teaming, and having the full responsibility of the classroom. Throughout the 14-week assignment, additional training and support will be provided by the MCC Alternative Teacher Certification staff.

Students who choose clinical teaching need to sign an agreement with the certification program and complete a *Clinical Teaching Application Form*. School Districts will arrange for a fingerprint background check, confirm the placement with the ATC office, assign a Cooperating Teacher, and agree to provide appropriate supports to the clinical teacher.

CERTIFICATION/FINGERPRINTING

Candidates who have secured a teaching position should apply for intern or probationary certification as directed by program staff. The candidate must also complete the fingerprinting process. The fingerprinting requirement must be complete before a valid certificate is issued. Please be aware that if you have a criminal history, this may affect your full certification with the Texas Education Agency or employment with the School District. A Criminal History Evaluation letter is available through the Texas Education Agency. Please reference TAC 249.16 to find current SBEC rules.

Candidates can teach for a maximum of 1 year with an Intern certificate and 2 years with probationary certificates; only a standard certificate can be issued at the conclusion of 3 years of intern/probationary teaching. Most candidates should be able to complete all program requirements and become standard certified before the 2nd year of teaching. Candidates will be instructed to apply for standard certification as soon as all program requirements have been completed.

SCHOOL MENTORS

In collaboration with MCC staff, each campus principal will assign a School Mentor to students enrolled in the internship class. School mentors must be on the same campus as the Intern, have at least 3 years of successful teaching experience as demonstrated by student learning data, and preferably be teaching in the same content area as the Intern's certification. It is the responsibility of the School Mentor to do the necessary evaluations, paperwork and hold the necessary conferences with the intern. These mentors serve the interns for a period of two semesters and provide valuable feedback and suggestions while candidates are enrolled in the internship class. MCC pays a stipend for School Mentors to assist interns on a daily basis. Intern and mentor observations are documented and the documentation is turned in to the Internship

Instructor. School Mentors must complete the necessary paperwork for McLennan Community College so payment to the School Mentor can be made. School Mentors may be changed during the year when these requirements are not met.

FIELD SUPERVISORS

Field Supervisors are required to conference with administrators and School Mentors as they complete a year-end certification recommendation. MCC has experience in working with interns identified as needing an Intervention Plan or Professional Growth Plan that outlines areas in need of improvement with a timeline for implementation. This area where improvement is needed will be shared with the school mentor so they can further support the intern in the improvement process.

DEFICIENCY PLANS

McLennan Community College's Alternative Teacher Certification may provide a Deficiency Plan for an individual who seeks emergency certification while teaching in a school. The Program Director will prepare a Deficiency Plan using the following guidelines:

- 1) The applicant has been accepted as a candidate in the Alternative Teacher Certification Program;
- 2) The applicant is working on making progress in completing the PPR and Content classes and passing both State required tests in their content area; and,
- 3) The applicant does not owe any financial obligations to the college.

LEAVE OF ABSENCE DURING INTERNSHIP/LATE HIRE PROVISIONS

During Internship, an eligible Intern Teacher may take up to 30 school days of leave without losing credit for the semester of Internship (as explained by TEA rules in TAC 228.35).

An eligible Intern Teacher may take this 30 school days of leave due to maternity leave, military leave, illness, or bereavement. A late hire intern teacher may still receive credit for a semester of internship as long as the certificate begins less than 30 days after the first day of school.

Leave must be worked out between the Intern Teacher and the employing school district. The Intern Teacher must file a letter informing the MCC ATC office prior to the leave.

TRANSFER STUDENTS

A candidate may be accepted into McLennan Community College's Alternative Teacher Certification program as a transfer student after proof is shown that he/she is released from the previous alternative program and documentation for all prior course work, up-to-date assessment tests, State tests, certification/permit and/or other teaching history, contract information, etc., while being a candidate in the previous program is provided to the Alternative Teacher Certification office. However, a candidate classified as a completer of another certification program cannot transfer to another certification program.

COURSE SYLLABUS

A syllabus is given to candidates by their instructors at the beginning of each course. The syllabus outlines the objectives of the course, the assignments, special projects, grading policy, and any other important information the instructor feels candidates need.

GRADE APPEAL POLICY

A candidate may appeal a grade within a period of one year from the day the class ends. Questions regarding potential grade errors should be directed to the Alternative Teacher Certification Program Director. Grade changes may be made by the instructor of record only, or, in the absence of the instructor, the Program Director. Grade appeals will not be considered after one year.

TRANSCRIPT REQUESTS

Requests for Alternative Teacher Certification program completion documents must be sent, in writing, to the Alternative Teacher Certification office.

Official transcripts may be requested from the MCC Records Office by filling out the transcript request form and specifying that you want a Continuing Education transcript with Alternative Teacher Certification courses listed.

CLASS-RELATED PROBLEMS

A candidate having problems directly related to a class should first talk with the instructor. If the problem is not resolved, the candidate may talk to the program director, then to the Dean, Workforce and Public Service.

All complaints and disputes should be handled at the lowest level possible before filing higher levels of complaints.

ADMISSIONS/DISCIPLINE/REVIEW COMMITTEE

The Admissions/Discipline/Review Committee will be responsible for assisting in decisions regarding admission, discipline, and program review issues that occur.

DRESS POLICY

Candidates of the College, while on campus and/or participating in any function or activity of the College, are expected to meet acceptable standards of dress and personal hygiene.

A candidate's dress or personal hygiene shall be considered unacceptable if it inhibits or interferes with the educational responsibility of the college community or if it disrupts the administrative functions of the College, including social-educational activities.

COMPLAINTS REGARDING PROGRAM

COMPLAINTS

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

INFORMAL PROCESS

The Alternative Teacher Certification program encourages interns to discuss their concerns and complaints through informal conferences with their program staff. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

FORMAL PROCESS

If an informal conference regarding a complaint fails to reach the outcome requested by the candidate, he or she may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, a candidate is encouraged to seek informal resolution of his or her concerns. A candidate, whose concerns are resolved, may withdraw a formal complaint at any time.

GENERAL PROVISIONS FILING

Complaint forms and appeal notices may be filed by hand-delivery, email, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are date and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the dead-line, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

RESPONSE

At Levels One and Two, “response” shall mean a written communication to the candidate from the appropriate EPP staff. Responses may be hand-delivered or sent by U.S. Mail or emailed to the candidate’s email or mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on the deadline and received by the candidate no more than three days after the response deadline.

DAYS

“Days” shall mean program business days. In calculating time lines under this policy, the day a document is filed is “day zero,” and all deadlines shall be determined by counting the following day as “day one.”

GENERAL PROVISIONS

Complaints arising out of an event or a series of related events shall be addressed in one complaint.

Candidates shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint. When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the program may consolidate the complaints.

UNTIMELY FILINGS

All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the candidate, at any point during the complaint process. The candidate may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

COSTS INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT FORM

Complaints under this policy shall be submitted in writing on a form provided by the program. Copies of any documents that support the complaint should be attached to the complaint form. If the candidate does not have copies of these documents, he/she may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the candidate did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refileing is within the designated time for filing a complaint.

AUDIO RECORDING

As provided by law, a candidate shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate’s complaint is discussed. The candidate shall notify all attendees present that an audio recording is taking place.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the candidate first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the direct supervisor.

The direct supervisor shall hold a conference with the candidate within ten days after receipt of the written complaint.

The direct supervisor shall have ten days following the conference to provide the candidate a written response.

LEVEL TWO

If the candidate did not receive the relief requested at Level One or if the time for a response has expired, the candidate may appeal the decision to the program's legal authority.

The appeal notice must be filed in writing, on a form provided by the program, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level One.

The program's legal authority or designee shall inform the candidate of the date, time, and place of the meeting at which the complaint will be discussed. The direct supervisor shall provide the program's legal authority with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by candidate. The program's legal authority shall consider only those issues and documents presented at the preceding level and identified in the appeal notice. The program's legal authority must provide written notice of the decision to the candidate.

The EPP must retain information concerning the complaint for a minimum of three years. After the candidate has exhausted all attempts at the program level to resolve a complaint that occurred within the past two years and has not received the relief sought, information on how to file a complaint with TEA can be secured from the EPP by information posted at their physical facility, on their website or, upon request, directions in writing.

The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select "Educator Preparation Programs".

LEVEL THREE

The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, McLennan Community College's Alternative

Teacher Certification 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232 and certification (TAC §§230, 231, 232, 239, 241, 242)

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by mailing or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or email it to generalinquiry@tea.texas.gov.

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.
- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEXAS ADMINISTRATIVE CODE §228. 70

SMOKING POLICY

Effective January 1, 2020, McLennan Community College is a smoke-free, tobacco-free, vape-free campus environment. Use of these products on the MCC campus is prohibited.

The smoking policy applies to all employees, candidates, independent contractors, and visitors.

CAMPUS POLICE/EMERGENCIES – DIAL 299-8911

Emergencies or potential criminal actions may be reported directly by any candidate, faculty or staff member. To quickly access the MCC police, dial “8911” from any campus phone or 254-299-8911 from a cell phone. Emergency call boxes connecting directly to

Campus Police are located at various places on campus. The Waco Police Department also may be notified in emergency situations by dialing “9911” from any campus phone.

In All Emergencies

If it is safe to do so, candidates should take personal belongings (car keys, purse, backpack, coat, etc.) with them. Candidates may not be allowed back into the building for some time. As a daily routine, candidates should consider positioning all items they may take with them so they are secure but quickly accessible.

Reporting a Crime

The following should be reported by calling Campus Police at 8911 from a campus phone or 299-8911 from a cell phone:

- Personal property taken or vehicle stolen while parked on campus
- Threats and/or verbally abuse
- Involvement in a “hit-and-run” accident
- Witness to or knowledge of:
 - Suspicious activity
 - Theft
 - Vandalism
- Threats, arguments, verbal abuse
- Family/domestic violence
- Assaults
- Drug and alcohol violations
- Traffic accidents

If Smoke or Fire is Discovered

Pull the building fire alarm to alert others and call 254-299-8911 for help. If it is safe to do so, follow directions of college employees to relocate to one of the gathering areas outside the building. Be aware of disabled persons who may need assistance.

When the Fire Alarm Sounds

1. Be aware of disabled staff, students or visitors who may need assistance.
2. Stryker-Evacuation chairs are available in stairwells of multi-level buildings. Instructions are attached to the chair.
3. If it is safe to do so, take personal belongings. Leave the area by means of the primary evacuation route. Maps are posted in hallways near stairwells and

- elevators. If this exit is blocked, use the secondary or alternate route or exit. Become familiar with routes for all classrooms and areas you frequently use.
4. Once outside the building, move at least 500 feet away from the building and await instructions from campus officials.
 5. Do not re-enter the building for any reason until officials give the “all clear.” Keep all fire lanes, streets and service roads clear for Fire Department vehicles.

Active Shooter Incidents

- The following guidelines are emergency actions that can be taken in the event an armed individual enters the area and starts shooting.
- If possible, exit the building or area immediately.
- Notify others you encounter of the danger.
- Call 254-299-8911 for help.
- Inform the dispatcher of the following:
 - That there is an emergency
 - The location of the incident
 - What is happening
 - How many people are involved (victims and shooters)
 - Your name, location, and phone number
- The dispatcher may ask you to remain on the line until officers arrive on the scene. Be sure you are in a safe location.

Severe Weather

There are two types of Severe Weather Alerts:

- **Watch:** Public notification that weather conditions exist that could lead to a warning.
- **Warning:** An alert from the National Weather Service confirming the occurrence of a severe weather event and the time, location, speed, and direction of movement.

If severe weather is imminent:

- An MCC myAlert notification will be sent.
- Remain calm. Do not exit the buildings!
- Notify people in your immediate area to quickly move away from exterior glass doors and windows.
- Proceed to an area designated as a “Tornado Shelter” on maps posted inside buildings. Remain there until the “All Clear” is given by MCC officials.

Tornado shelters are indicated in blue on maps located near stairwells and elevators in all campus buildings.

Inclement Weather

Inclement weather events occur when ice and snow impact the operations of the college. The college may take the following actions in response to inclement weather:

- **Early Dismissal:** If Winter Weather Advisories, Watches, or Warnings have been issued by the National Weather Service, the college may suspend operations and dismiss students and staff.
- **Delayed Openings:** If ice and snow has occurred during the overnight hours, a determination will be made on the current conditions of roads and campus sidewalks/steps. If conditions are marginal but will improve in the morning hours, the college may open later in the morning hours to allow improvement of the roadways and college crews time to treat the campus sidewalks and steps.
- **Cancellation of Classes:** Current weather conditions that may not improve and permit students and employees to arrive in a safe and timely manner may result in the cancellation of classes and college operations.

The notification process will occur as follows

- **Early Dismissal:** An MCC myAlert notification will be sent. Signs will be posted on all building entrance doors advising of the closure.
- **College Closing:** If you suspect a college closing due to inclement weather, check the MCC home page (www.mclennan.edu), which will display a notification of any closings or delays. If there is no notice posted, then classes are in session and offices are open as usual.

In order to receive information instantaneously, sign up for MCC myAlert at <https://www.mclennan.edu/myalert>. By enrolling in MCC myAlert, MCC can quickly pass on safety-related information regardless of your location.

You also may refer to announcements on local television stations or local radio stations in the event that the MCC website is not functioning.

General MCC Rules and Policies

The following rules and policies are established and in effect and can be found by going to the McLennan Community College homepage (<http://www.mclennan.edu>) and by clicking at the links *Students/Highlander Guide*. Please refer to the policies if you need assistance with any of these topics, or contact the Program Director for assistance.

General Conduct
Grade Appeal
Privacy Rights of Parents and Students
Sexual Misconduct
Student Guidance Procedures
Title IX Statement