

Texas Southern College of Education

College of Education's Conceptual Framework



EPP Admission Handbook 2024-2025

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Overview of the Institution

Overview of Texas Southern University

History and Mission

Texas Southern University (TSU) was formally established by the 50th Texas Legislature on March 3, 1947. Founded as the Texas State University for Negroes and given its current moniker in 1951, the University's primary mission was to establish a creditable college for African American students. After its inception, Texas Southern University became the first Historically Black College and University (HBCU) to house a law school and was also the first state-supported institution in the city of Houston. TSU's academic curriculum is organized into eight schools, and the University has awarded more than 40,000 degrees during its 55-year history. It presently offers 78 baccalaureate degree programs; 41 master's degree programs; the Doctor of Education degree in three programs; the Doctor of Philosophy in Environmental Toxicology, Doctor of Philosophy in Administration of Justice, Doctor of Philosophy in Urban Planning & Environmental Policy; and two graduate professional degrees (e.g., the Doctor of Pharmacy and the Doctor of Jurisprudence). Some of TSU's better-known graduates include the late U.S. Congresswoman Barbara Jordan and Congressman George "Mickey" Leland.

Students matriculate in undergraduate and graduate programs leading to degrees in the arts and sciences, business, communication, education, public affairs, health sciences, law, pharmacy and technology. Currently, the University enrolls more than 11,000 undergraduate and graduate students from across the world. Undergraduates account for eighty percent of the enrollment while graduate and professional students comprise the other twenty percent. Eighty-five percent of the student body is African American. The university employs 509 faculty, seventy-five percent of whom hold terminal degrees.

TSU has distinguished itself as one of the leading producers of African American scholars to obtain collegiate, professional, and graduate degrees in the state, as well as the nation. Although the university was initially established to educate African-Americans, it has become one of the most ethnically diverse institutions in the state (Texas Southern University Fact Book, 1996-2000). TSU produces the largest number of minority graduates in Texas, the third largest number of African-American law graduates in the nation, and the second largest number of Mexican-American law graduates in Texas. TSU has also graduated almost one-third of the African American pharmacists nationwide and approximately forty percent of the teachers in the Houston Independent School District (TSU Fact book, 2001-2006). Located near downtown Houston, the University sits on a 150-acre campus with 45 buildings and assets valued at more than \$300 million. TSU has its own 25,000 watt radio station that serves as a teaching and learning laboratory and an educational link to the community at large.

Mission and Vision of the Institution. In 1973, the state legislature designated TSU as a "special purpose institution for urban programming," after concluding that its educational programs and services particularly suited the needs of urban residents. This provided the foundation for its mission, which is to provide high quality teaching, research and public service to prepare students for leadership roles in urban communities worldwide. In support of its mission, the University has recently adopted the following five points of vision to guide its immediate goals.

Academic and faculty excellence. The University is dedicated to attracting and retaining an outstanding faculty. This goal will be achieved by offering competitive salaries and benefits, creating endowed faculty positions, and through shared governance, training, and professional development. Additionally, the University's commitment to academic excellence will be realized

by providing scholarships to the best and brightest students, providing academic support systems, and creating a positive learning environment.

Fiscal responsibility. The University is committed to maintaining fiscal responsibility in all operations, programs, and facilities. This goal will be achieved through timely and accurate financial accounting, increasing private support to the University, and building an endowment to ensure financial stability.

Service and accountability in administration. TSU is dedicated to instilling service and accountability in all administrative units. This goal will be achieved by adherence to policy and procedures, development of university-wide performance accountability standards, first-rate training and development programs, and a commitment to a customer service orientation.

Hospitable learning and living environment. The University is committed to enforcing a “3-C” philosophy: concern, compassion, and courtesy. This goal is being achieved through the implementation of a \$50 million capital improvement plan that includes the construction of a new student health center, student recreation facility, and student housing. Renovations underway include the campus entrances, campus lighting, and the track and field facility.

Commitment to community outreach. The University is committed to maintaining its history of involvement in the community. TSU will advance its outreach by continuing to support past activities, developing new programs and services, and collaborating with local organizations to create a better quality of life for the people and communities it serves. TSU is committed to maintaining an innovative, productive and receptive learning environment, implementing initiatives to ensure a suitable environment for teaching, research and service while infusing new technological advances into its infrastructure and academic programs. (Five-point plan in Exhibits).

Partnership schools located in Aldine ISD include, Vines Early Childhood Pre Kindergarten Center, Bethune Academy, Stovall Academy, Wilson Intermediate school, and Eisenhower High School.

Our partner school in North Forest ISD is Forest Brook High School. Finally, our partnership schools in Alief ISD are Chambers Elementary School, Landis Elementary School, Budewig Intermediate School, Alief Middle School, Elsik High School and Hastings High School.

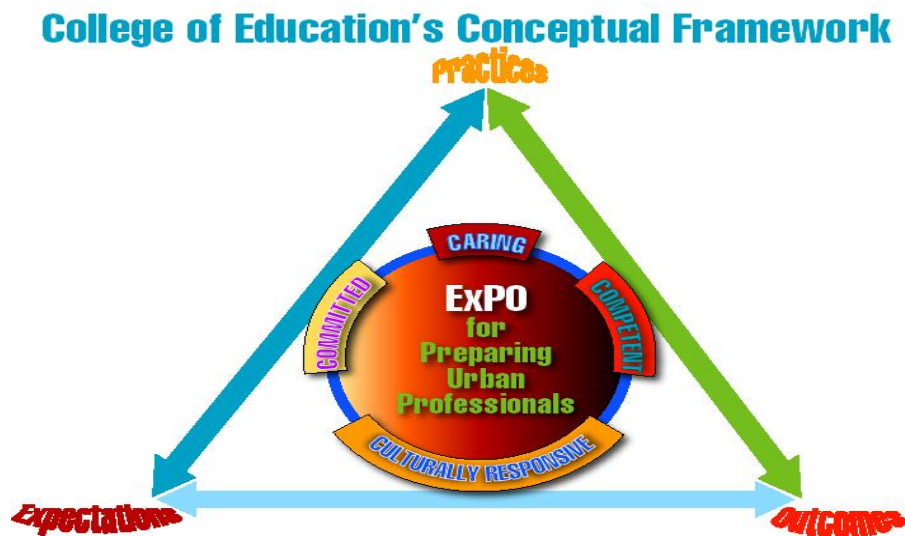
Advanced Programs. A sampling of the partner schools for advanced programs in Educational Administration for the Spring, Summer and Fall 2007 in HISD include Sam Houston High School, Codwell Elementary School, Furr High School, Whidby Elementary School, Ryan Middle School, Burbank Middle School, Ross Sterling High School, W.E. Rogers Elementary School, Jack Yates High School, and Booker T. Washington High School; in Alief ISD, Landis Elementary School and Howard Hicks Elementary School; in Aldine ISD, Ermel Elementary School; in Pasadena ISD, Jacinto City Elementary School; in Fort Bend ISD, Quail Valley Middle School; in Conroe ISD, Wilkerson Intermediate School; and in Cypress Fairbanks ISD, Postma Elementary School. Partners for Counseling in 2007 included Thurgood Marshall High School, Liberty High School, The Woodlands High School, Magnolia High School, Tomball College, Communities in Schools and the Arrow Project.

Conceptual Framework

Description of the Conceptual Framework

The unit has adopted a model of **Expectations, Practices and Outcomes** (ExPO) for its conceptual framework. As reflected by the graphic below, candidate **expectations** are shaped by the university's underlying vision, mission, and philosophy as well as state, regional, and national educator preparation standards for administrators, counselors, and teachers. The faculty facilitates candidate performance expectations with a myriad of wise **practices** that result in candidate acquisition of knowledge, skills, and dispositions at initial and advanced levels. The direct **outcomes** of these program expectations and educational practices are professionals who are *caring, competent, committed* and *culturally responsive*; in other words, who have the qualities and characteristics that are central to preparing professional educators, with (as mandated by the mission of Texas Southern University) a focus on the preparation of educators who serve in urban schools.

Figure I-1: Conceptual Framework



Mission and Vision of the College of Education

The mission of the Unit reflects the university's commitment to prepare competent professionals who can address urban challenges by providing an educational environment that supports teaching, research and service. Specifically, the mission of the Unit is to provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations. The Unit is committed to preparing candidates to become effective professionals who will be caring, competent, committed and culturally responsive, with a focus on the preparation of educators for urban school settings.

The vision of the Unit is to become the region's leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities. The shared mission and vision of Texas Southern University is to prepare professionals for effective service in urban communities.

College of Education Learning Outcomes Initial Programs

Expected Outcomes

In developing the conceptual framework, the Conceptual Framework Committee identified four core outcomes that are significant to the development of a unique kind of professional who is specifically equipped to effectively serve urban populations. To this end, the COE prepares *caring, committed, competent, and culturally responsive* professionals who will work effectively in all school settings, with a focus on the needs of *urban* communities. To assure that candidates meet these outcomes, the unit has developed a set of 21 proficiencies, which identify the knowledge, skills, and dispositions that candidates must show mastery upon exit from the programs. The proficiencies have been designed to ensure candidates meet the four unit-developed outcomes within the context of the state and national standards to which they are accountable.

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

A List of Candidate Proficiencies

A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

A committed and culturally responsive educator:

10. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; **(K)**
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
12. demonstrates a commitment to high moral and ethical values; and **(K)**
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**

14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(K)**

A caring educator (dispositions)

15. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;

16. maintains confidentiality;

17. demonstrates appropriate behaviors during class settings and in the work environment.

The candidate has been alert and responsive, consistently.

18. demonstrates respect for the profession;

19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.

20. demonstrates the ability to compromise and to respect others' opinions during group work;

21. participates in professional development activities that were recommended.

Advanced Programs

Advanced Counseling Education

A List of Candidate Proficiencies

A competent educator:

1. demonstrates genuine facilitative counseling skills (S)
2. demonstrates the ability to recognize and address emotions (S)
3. demonstrates the ability to develop a theoretically based case conceptualization; (K)
4. demonstrates the ability to effectively assess clients and develop appropriate treatment plans; (K)
5. demonstrates the ability to evaluate the outcome of a client's intervention and make appropriate adjustments to intervention as necessary (K)
6. demonstrates the knowledge and ability to design, plan, implement and facilitate groups; (K)
7. demonstrates the ability to establish and maintain effective collaboration and/or consultation professional relationships within and outside of the work setting; (K)
8. demonstrates good listening skills and is approachable at work and in the community; (S)
9. demonstrates a commitment to personal development and is able to facilitate self growth exploration; (S)
10. demonstrate the ability to generalize learning from situation to situation; (S)
11. demonstrates leadership, self-respect and responsibility in professional roles; (S)
12. demonstrates the ability to maintain self control and displays appropriate reactions; (S)

A committed and culturally responsive educator:

13. demonstrates a commitment to professional development, and a readiness to actively contribute and participate within the profession and professional organizations; (K)
14. demonstrates equitable treatment and respect for all individuals; (S)
15. demonstrates an understanding of ethical and legal guidelines within educational and counseling environments; (S)
16. values and maintains confidentiality of communications and records within legal guidelines and requirements of both educational and counseling environments; (K)
17. respects the ethical and moral values and concerns of the clients/students, school/community agency, and community at large; and (K)
18. demonstrates integrity and the ability to remain objective within educational and counseling environments. (S)

Advanced Programs

Advanced Programs

Educational Leadership and Foundations

A List of Candidate Proficiencies

A competent educator:

1. demonstrates knowledge of the content that is being taught, s and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(K)**
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**
10. demonstrate the ability to develop a school vision; **(S)**
11. demonstrates the ability to collaboratively work with parents and school stakeholders; **(S)**
12. demonstrate the ability to apply legal guidelines to protect the rights of students; **(S)**

A Committed and Culturally Responsive educator:

13. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; **(K)**
14. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
15. demonstrates a commitment to high moral and ethical values; and **(K)**
16. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(K)**
17. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(S)**

Educator Preparation Program Admission

Texas requires Educator Preparation Programs (EPP) to have additional admissions processes for programs that prepare candidates to become teachers, school counselors, educational diagnosticians, principals and superintendents. The screening processes and requirements are outlined below. All candidates must also be informed of the criminal history policies and procedures, supply and demand forces on the educator workforce, and the performance of the Educator Preparation Program over time. These can be found among **the EPP Handbook**. For a full list of program completion requirements, visit the [EPP Program Requirements](#) page.

Criminal Background Check

Pursuant to 19 TAC §227.1(b) and to TEC §22.083 and TEC §22.0835, candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator.

Pursuant to 19 TAC §249.16, COE-EPP has a right to request a criminal history evaluation letter from Texas Education Agency. Candidates and potential candidates who have been convicted of an offence may become ineligible to be certified or to be employed in a certified required position in the state of Texas.

The COE Teacher Education Committee (TEC) Advisory committee membership [19 TAC §228.25(b)]

expects all teacher education students to be above average scholars; therefore, to be considered for admission to the Teacher Certification program, the applicant must:

Initial Admission Requirements Undergraduate:

To be eligible for the EPP, students must meet the following criteria:

GPA Requirement:

Students must maintain a minimum GPA of 3.0.

Application Submission:

Students must complete an application for admission to the EPP. Applications are submitted online through **EdTrack**. You can access EdTrack through this link:

[EPP Application Portal](#).

Interview: (pursuant to TAC 227.10)

Applicants are required to sit for an interview as part of the admission process. The interview will assess your readiness and commitment to the educator profession.

Coursework Requirement:

Prior to applying, students must have completed at least 49 hours of coursework.

Application Process:

Step 1: Submit Application

Complete the application in **EdTrack** and submit it online through the College of Education website.

Step 2: Application Audit

The Assistant Dean will audit the application to ensure all components are completed.

Step 3: Admission Letter

Upon acceptance into the program, students will receive a **written letter of acceptance**, which they are required to sign. This signed letter will be placed in their student folder as part of their official records.

Post-Admission Process:

Advising Meeting:

Once admitted, each student will meet with their assigned academic advisor. During this meeting, the advisor will help the student plan and assign the appropriate courses for the upcoming terms, ensuring alignment with the student's academic and professional goals.

Key Resources:

EdTrack:

EdTrack is the online portal where students submit their applications, track their progress, and manage their EPP documentation.

Visit: [EPP EdTrack Portal](#)

For any additional information or assistance, please feel free to contact the College of Education's administrative office.

Advanced Program Admission Requirements

The COE-EPP Advanced Program Councils expect all candidates to be above average scholars. Therefore to be considered for admission, prospective candidates must follow university admissions requirements outlined by following each of the links below. NOTE: Admission to the university does not guarantee admission to the EPP.

Admission to the University

School Counselor

Principal as Instructional Leader

Superintendent

EPP Screening for Admission

In addition to the above requirements, the prospective candidates for School Counseling, and , and Principal Certification tracks must provide the following evidence before being considered for admission to the EPP:

EPP application on file;

bachelor's degree with a GPA of 2.75 from an accredited university or a master's degree with a GPA of 2.75 from an accredited university;

standard Texas Teacher Certificate or equivalent;

signed adherence to the Educator Code of Ethics;

signed acknowledgement of the state of Texas criminal background check requirements; and

successful committee screening on selected criteria to include:

written essay; and

Advanced Program Application on file;

service record with a minimum of 2 years of experience as a teacher.*

*Candidates are permitted to complete their minimum years of service while completing the EPP Advanced Program, but must have the required years of service before testing for a certificate.

Additional Individual Program requirements include:

Educational Diagnostician candidates only

service record with a minimum of 3 years experience as a teacher.*

School Counselor candidates only

3 letters of recommendation.

Principal as Instructional Leader candidates:

interview.

Superintendent candidates:

master's degree with a GPA of 2.75 from an accredited university in Education Administration/Leadership, Curriculum and Instruction, or other related field in education;

principal certificate;

curriculum vitae;

interview;

three (3) letters of reference (at least one from a college/university professor);

letter of aspiration including discussion of past experiences that led to graduate study; and

demonstration of critical writing and thinking skills in a response to a case study about a leadership dilemma.

Applicants should note that successful completion of all admission criteria above does not guarantee admission into the program. Enrollment is limited in order to ensure small class sizes, appropriate student-faculty ratios as dictated by accreditation guidelines, and availability of practicum placement sites.

Admission Process (Workflow)

The admission process for the Educator Preparation Program (EPP) is a structured procedure designed to ensure prospective students meet the necessary criteria for entry into the program. This document outlines the roles and responsibilities of key personnel involved, including the Admissions Coordinator, Assistant Dean, and Certification Officer. This structured workflow ensures a transparent and efficient admission process, creating a supportive environment for prospective students in the Educator Preparation Program.

Step 1: Initial Application Submission

Prospective students begin the admission process by submitting their applications through the designated online platform. The Admissions Coordinator is responsible for overseeing the application portal, ensuring that it is functional and accessible. They will verify that all required documents, including transcripts, letters of recommendation, and personal statements, are submitted by the deadline.

Step 2: Application Review

Once applications are received, the Assistant Dean conducts an initial review to confirm that all criteria are met. This includes checking academic qualifications and ensuring that candidates have completed prerequisite courses. If an application is incomplete, the Admissions Coordinator will notify the applicant, providing a clear timeline for document submission.

Step 3: EPP Interview Scheduling

After the initial review, candidates who meet the basic requirements will be invited for an EPP interview. The Admissions Coordinator coordinates the scheduling of these interviews, collaborating with the Assistant Dean to ensure the availability of the Educator Preparation Program Interview Committee, which will conduct the interviews.

Step 4: Conducting the EPP Interview

During the EPP interview, the Educator Preparation Program Interview Committee evaluates candidates based on their responses to a series of questions that assess their motivations, experiences, and commitment to the teaching profession. Following the interview, the committee members compile their evaluations and feedback and provide the information to the Admissions Coordinator, Assistant Dean, and Certification Officer.

Step 5: Decision-Making Process

After the interviews, the team will collectively decide on each candidate's admission status, categorizing them as accepted or denied.

Step 6: Notification of Admission Status

After decisions have been made, the Admissions Coordinator will notify candidates of their admission status. Students will receive a written letter of acceptance, which they are required to sign. This signed letter will be placed in the student's folder as part of their official records. Those who are denied will receive feedback and information on potential steps for reapplying.

College of Education EPP Admissions Checklist

Student Information

| | |
|-------------------------|--|
| T Number: | |
| Area of Certification: | |
| Email Address: | |
| Personal Email Address: | |
| Contact Number: | |

Criteria for Approval Checklist

| Requirement Concern: | Notes: |
|--|--------------------------|
| GPA>3.0 | <input type="checkbox"/> |
| See Advisor | <input type="checkbox"/> |
| TSI Complete | <input type="checkbox"/> |
| Retake Course (s) | <input type="checkbox"/> |
| Core Credits (42 Hours) | <input type="checkbox"/> |
| 6 Credit Communications | <input type="checkbox"/> |
| 3 Credit Mathematics | <input type="checkbox"/> |
| 6 Credits Life & Physical Science | <input type="checkbox"/> |
| 3 Credits Language, Philosophy, and Culture | <input type="checkbox"/> |
| 3 Credits Creative Arts | <input type="checkbox"/> |

| | |
|--|--------------------------|
| 6 Credits American History | <input type="checkbox"/> |
| 6 Credits Government/Political Science | <input type="checkbox"/> |
| 3 Credits Social and Behavioral Science | <input type="checkbox"/> |
| 6 Credits of Institutional Options | <input type="checkbox"/> |

Prior Coursework and Experience

As an Educator Preparation Program (EPP) in the state of Texas, COE-EPP reserves the right to verify the equivalency of coursework and training received by prospective candidates for any program requirements. Prospective candidates must provide documentation of prior academic coursework and/or relevant training (such as, transcripts and certifications) with their application portfolio during the process of admission to the EPP. **Teaching experience without certification will not count toward certification or toward coursework after admission into EPP.**

MILITARY SERVICE MEMBERS AND VETERANS

Per Title 19 TAC §228.35(a)(5)(A) military service members or military veteran candidates may receive course credit for verified military service, training or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certification being sought. If you qualify, you will have your experience aligned with curriculum/coursework to identify appropriate credit toward your degree and certification.

NON-MILITARY SERVICE MEMBERS

Per Title 19 TAC §228.35(a)(5)(B), teacher candidates admitted into COE-EPP EPP who are not military service members or military veterans may substitute prior or ongoing service, training, or education provided that the experience, education, or training is not also counted as a part of an internship, clinical teaching, or practicum requirements. Training or education sought to be substitutes for COE-EPP coursework must be provided by an approved EPP or an accredited institution of higher education within the past five years, and must be directly related to the certification being sought. If you qualify, you will have your experience aligned with curriculum/coursework to identify appropriate credit toward your degree and certification.

EVALUATION OF OUT-OF-COUNTRY CREDIT

Pursuant to 19 TAC §227.10(f), applicants with credentials earned outside the United States must have their credit evaluated by an accrediting organization recognized by Texas Higher Education Coordinating Board (THECB) to determine equivalency to the standards specified in code. More details can be found on [TEA's Certification Based on Credentials from Another Country website](#).

Quality of Online Coursework

In accordance with 19 TAC §249.16, the coursework and training offered by the College of Education Educator Preparation Program (COE-EPP) meet the quality standards established by both state and accrediting bodies. The online coursework and training are developed and delivered with the same level of rigor and assurance as traditional face-to-face classes.

COE-EPP adheres to the standards set by the following organizations:

Texas Higher Education Coordinating Board (THECB)

Southern Association of Colleges and Schools - Commission on Colleges (SACS-COC)

Texas Education Agency (TEA)

Council for the Accreditation of Educator Preparation (CAEP)

COE-EPP offers coursework face to face on site and synchronous (real-time) and asynchronous (self-paced) formats, ensuring flexibility and accessibility for all students while maintaining high academic standards.

Supply and Demand Forces

Pursuant to 19 TAC §227.1(c)(3), COE-EPP publish the effect of supply and demand forces on the educator workforce in the state. <https://www.tsu.edu/academics/colleges-and-schools/college-of-education/academics-departments/departments/educator-preparation-program/>

The Texas Teacher Vacancy Task Force was developed by TEA under the directive from **Governor Gregg Abbott** in order to help school districts respond to the growing shortage of teachers in the state of Texas. The **Teacher Vacancy Task Force Overview** page outlines forces impacting the educator workforce across the state.

Supply and Demand

The College of Education has strategically addressed the supply and demand of educators in Texas. Based on TEA data, the state continues to face shortages in key areas, including Bilingual Education, Science, Mathematics, and Special Education. In response, the College of Education has established a Recruitment Committee to analyze emerging shortages in various school districts.

The goal was clear: to clarify the nature of these shortages, understand their impact, and provide evidence-based strategies to guide educators and policymakers. The Recruitment Committee has developed a plan with clear benchmarks, goals, and timelines, outlining roles and responsibilities. For example, the committee actively recruits students from local and surrounding two-year colleges, as well as high schools, targeting those interested in majoring in education. These efforts have significantly increased the enrollment of minority students, particularly Hispanic and male students.

Additionally, the College offers concentrations in high-demand areas such as EC-6, Special Education, Mathematics, and Science. To ensure the relevance and rigor of our programs, the College has established both a Curriculum Committee and an Assessment Committee. The Curriculum Committee keeps the program current and ensures teacher candidates are equipped with the necessary knowledge, skills, and dispositions to succeed in the classroom. The Assessment Committee monitors student performance, ensuring they progress successfully through their programs.

These initiatives have led to increased graduation rates and reflect the College's commitment to producing exemplary teachers who embody the 4C's: Caring, Competent, Committed, and Culturally Responsive

EPP 5 Year Performance

Annually, COE- EPP, in accordance with the Texas assessment cycle evaluates data with respect to EPP performance. An overview of the EPP performance over the last 5 years can be viewed in this online: <https://www.tsu.edu/academics/colleges-and-schools/college-of-education/academics-departments/departments/educator-preparation-program/>

More detailed data can be found through the [**TEA Educator Preparation Data Dashboards**](#).

Complaint Policy

Pursuant to 19 TAC §228.70 COE-EPP has adopted a complaint procedure for timely resolution of complaints before a complaint is filed with TEA. The details can be found in our [**COE-EPP EPP Complaint Policy**](#) as well as posted on the bulletins of each level and the entry of each area departments. For information on how to file a complaint to TEA contact COE-EPP staff or visit the [**TEA Complaints Against Educator Preparation Programs website**](#).

Completing The State Certification Exams

To receive state certification, prospective teachers must successfully complete the required state certification exams for both content and pedagogy (PPR). Teacher education students explore the components assessed on their applicable certification exams throughout their coursework. Degree plans and coursework are designed to support students' learning of content aligned with state content certification tests through the Liberal Arts Core Curriculum and content courses provided by various colleges in the university. Additionally, courses in pedagogy provide students with preparation in the application of content to teaching in EC-12 schools. Intensive review for these exams is provided in Certification Seminar. During this course, students review the structure and components of the exams and complete HCU-administered Practice Tests.

1. To obtain approval to take a state exam, students must demonstrate readiness.
2. Review study resources provided by the EPP during enrollment.
3. Students must score 80% or better on each Practice Test and submit it to the EPP office for approval to take applicable state exams.
 - Students scoring 80% or above on a Practice Test will be approved by the EPP office to take the applicable state certification exam.
 - Students who score below 80% on a Practice Test are required to complete an approved remediation activity, and to submit an Exam Request/Retake Request form.
4. Students are responsible for registering for the appropriate TExES certification exam on the Pearson website, https://www.tx.nesinc.com/PageView.aspx?f=GEN_Register.html
 - Read all information on the website carefully
 - The state certification exam rules are strictly enforced
 - Create an account with TEA and Pearson
 - After creating an account with TEA and Pearson, schedule and pay fees for the appropriate TExES certification exam through Pearson
 - After successful completion of a TExES certification exam, email the exam Score Report to the EPP office.

STATE CERTIFICATION

Initial and additional or professional state certification is issued by the State of Texas, not the University. Therefore, state certification is not automatically conferred upon graduation or completion of coursework. In order for students to receive state teacher certification, they must:

1. Successfully complete all program requirements, including a professional portfolio (if required)
2. Successfully complete appropriate examination(s) required by the state of Texas for the certification of teachers in both pedagogy and content teaching field(s)
3. Not have any holds on their accounts
4. Apply for certification online at the TEA website: <http://www.tea.state.tx.us>, and meet all state requirements for certification
5. Be formally recommended for certification by COE-EPP

Exit Policy [19 TAC §228.31(b)]

COE-EPP expects candidates to be exemplary and competent professional educators. Candidates can achieve this in part by adhering to the Educator Code of Ethics. Candidates who have been identified with a demonstrable discrepancy by one or more professor, cooperating teacher, or COE staff will follow the Exit Policy outlined in the handbook.

It is not anticipated that a student will be asked to exit the program. However, support is consistently provided by academic advisors, Deans, and University supervisors to assist students as they matriculate through the program, ensuring they have the guidance and resources needed for success. Below is the form for the Exit Policy.

COE Educator Preparation Program Exit Policy

<https://www.tsu.edu/academics/colleges-and-schools/college-of-education/academics-departments/departments/educator-preparation-program/>



TEXAS SOUTHERN UNIVERSITY
COLLEGE OF EDUCATION

College of Texas Southern University

Exit Policy

Dismissal of Candidates from the Educator Preparation Program (EPP)

TAC §228.20(h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

Texas Southern University is committed to educating, graduating, and certifying candidates who will be effective educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Teacher candidates are carefully assessed throughout the educator preparation program for teaching dispositions as well as teaching skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to teach, the candidate may be dismissed from the program.

Reasons candidates may be removed from the Educator Preparation Program may include, but not be limited to the following, at the discretion of the Department Chair of Curriculum and Instruction (*with the advice of the Certification Team Committee that represents the certification area being sought by the candidate). The Director of Certification, Testing Coordinator, and Admission Coordinator will serve in the decision-making capacity in lieu of the Department Chair of Curriculum Instruction for their respective programs.

- Failure to maintain a minimum 3.0 grade point average both overall and in major area of the study
- Standard of Conduct/Educator Code of Ethics violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion (hours or observations)
- Failure to earn a minimum of a "B" (3.0) in all teacher education courses
- Failure to become certified within one year of graduation /finishing.
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared, and the candidate has not successfully complete all required certification testing
- School/district refuses to accept the student for field experience/clinical teaching
- School/district requests that the candidate be removed from a field/clinical teaching assignment.

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from Texas Southern University Educator Preparation Program as described in this document and in accordance with

TAC §228.20(h)

Printed Name

Signature of Candidate

Date



TEXAS SOUTHERN UNIVERSITY

College of Education
Department of Counseling

Department of Counseling Exit Policy for
Dismissal of Candidates from the School Counselor Education Program

TAC §228.20(h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

Texas Southern University is committed to educating, graduating, and certifying candidates who will be effective school counselors. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. School Counselor Education candidates are carefully assessed throughout the educator preparation program for counselor dispositions as well as counseling skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to perform as a school counselor, the school counselor educator candidate may be dismissed from the program.

Reasons candidates may be removed from the School Counselor Education Preparation Program may include, but not be limited to, the following, at the discretion of the Associate Dean of the College of Education* with the advice of the Coordinator for the School Counselor Education program that represents the certification area being sought by the candidate.

- Failure to maintain a minimum 3.0 grade point average both overall and in major area of study
- Standard of Conduct/Educator Code of Ethics violation
- TSU Student Code of Conduct
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion (hours or observations)
- Failure to earn a minimum of a "B-" in all courses for the major
- Failure to become certified within five years of graduation/finishing
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the candidate for practicum/internship experience
- School/district requests that the candidate be removed from a practicum/internship assignment

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from the Texas Southern University School Counselor Education Preparation Program as described in this document and in accordance with ***TAC §228.20(h)***.

Printed name

Signature of Candidate

Date

(Updated June 2023)



Texas Southern University

College of Education

Department of Educational Administration and Foundations

Exit Policy for Dismissal of Candidates from the Principal and Superintendent Programs.

TAC §228.20 (h)

(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.

The College of Education at TSU is committed to educating, graduating, and certifying candidates who will be competent, committed and culturally responsive educators. Evidence of potential effectiveness includes academic, dispositional, professional, and personal qualities. Principal and Superintendent candidates are carefully assessed through their preparation program for their dispositions as well as their leadership skills and successful course completion. If a candidate's major or overall GPA falls below the required GPA or other issues arise concerning a candidate's fitness, ability, and/or demonstration of the ability to lead, the candidate may be dismissed from the program.

There are several reasons a candidate may be removed from the program. They may include, but not belimited to, the following.

- Failure to maintain a minimum 3.0 grade point average both overall and in major area of study for more than one semester
- Standard of Code/Educator Code of Ethics violation
- TSU Honor Code violation
- Criminal Background Check that precludes placement
- Failure to make continual progress towards program completion (hours or observations)
- Failure to earn a minimum of a "C" in all courses
- Failure to become certified within 5 years of graduation/finishing
- Failure to follow all attendance, dress code, and other guidelines
- After finishing the program, a significant change in the standards or test requirements for the certification field in which the student prepared and the candidate has not successfully completed all required certification testing
- School/district refuses to accept the student for internship experience
- School/district requests that the candidates be removed from an internship assignment

I have read, understand, and agree to the expectations for performance and Exit Policy for Dismissal from the Texas Southern University Principal and Superintendent Program as described in this document and in accordance with TAC §228.20 (h).

Printed name

Signature of Candidate

Date

***Candidates may be removed from the program upon the advice of the Dean, Associate Dean, Department Chair or EPP Director.
Candidates may also be removed based on the recommendation of the faculty or internship supervisory personnel.***