



GO FORTH *inspired.*



**WILEY** SCHOOL OF  
UNIVERSITY EDUCATION AND SCIENCES

# EDUCATOR PREPARATION PROGRAM (EPP) 2025-2026 STUDENT HANDBOOK

TEACHING. LEADING. INSPIRING.

## PREFACE

The Wiley University Educator Preparation Program (EPP) Handbook is designed to serve as a comprehensive guide for students pursuing teacher certification in any of the offered teaching fields. It also functions as an operational manual for the program faculty and personnel from partner schools that host Wiley University students as interns.

Program requirements outlined in this handbook align with the standards set forth by the Texas Education Code and Texas Administrative Code for Educator Certification.

While no single document can address every potential circumstance that may arise during the course of the EPP, this handbook provides the foundational framework and operational parameters within which the program functions. Its provisions represent an expressed or implied agreement between the student and Wiley University.

It is important to note that Wiley University issues multiple handbooks and manuals to guide the day-to-day operations of various divisions, departments, and units. In cases where a discrepancy exists between the policies and procedures outlined in this handbook and those found in the official Wiley University Academic Catalog, the Academic Catalog shall take precedence.

In accordance with updates from the Texas Education Agency (TEA), Wiley University reserves the right to modify, revise, or amend the contents of this handbook at any time. The University also retains the authority to correct any errors that may have occurred during the preparation, printing, or posting of this document.

## Wiley University EPP Acronym Guide

Acronym	Full Name	Description/Context
WU	Wiley University	The institution
EPP	Educator Preparation Program	Wiley University's teacher certification program
WU-EPP	Wiley University Educator Preparation Program	Same as EPP, but branded for WU
IMPACT	Inspire, Model, Prepare, Advocate, Collaborate, Transform	Conceptual framework for WU EPP
TEA	Texas Education Agency	State education oversight body
TEC	Texas Education Code	Statutory code for education in Texas
TAC	Texas Administrative Code	Administrative regulations for certification
SBEC	State Board for Educator Certification	Governs educator standards & certification
TEExES	Texas Examinations of Educator Standards	State exams for teacher certification
PPR	Pedagogy and Professional Responsibilities	Part of TEExES certification exams
STR	Science of Teaching Reading	Specific exam for reading instruction certification
TEKS	Texas Essential Knowledge and Skills	State curriculum standards
FERPA	Family Educational Rights and Privacy Act	Federal privacy law for student records
FBE	Field-Based Experience	Classroom observation & practice hours
SOE	School of Education	Wiley University's academic unit for education majors
TEAL	Texas Educator Certification Online System	Online system for TEA & certification tracking
EC-12	Early Childhood through Grade 12	Grade levels for certain certifications
CORE	Congress of Racial Equality	Civil Rights org co-founded by Wiley alumnus James Farmer
T-TESS	Texas Teacher Evaluation and Support System	Performance appraisal system for teachers
WU-E.P.P.	Wiley University Educator Preparation Program	Alternate stylization for branding consistency

## Overview of Institution

### Overview of Wiley University History and Mission

Wiley University, nestled in Marshall, Texas, stands as a testament to resilience, academic excellence, and social justice. Established in 1873 by the Freedmen's Aid Society of the Methodist Episcopal Church, it holds the distinction of being the oldest historically Black college west of the Mississippi River. Originally named Wiley College in honor of Bishop Isaac William Wiley—a minister, medical missionary, and educator—the institution was founded to provide newly emancipated Blacks with access to higher education during the Reconstruction era.

### Founding and Early Development

The college commenced operations in February 1873 on a 191-acre tract known as the Old Blanch Place, located southwest of Marshall's courthouse. Under the leadership of its first president, Reverend F. C. Moore began in a modest dwelling before transitioning to a 40x40 frame building constructed under Moore's supervision. In 1880, the campus relocated to a 70-acre plot in downtown Marshall, laying the groundwork for future expansion.

Initially, the faculty and staff were predominantly white missionaries from the Methodist Episcopal Church. A significant shift occurred in 1893, when Isaiah B. Scott became the first African American president, initiating a policy to diversify the faculty and staff. He was succeeded in 1896 by Matthew Winfred Dogan, who served until 1942, overseeing substantial growth and development during his tenure.

### Academic Milestones and Infrastructure

In 1888, Wiley College celebrated its first college graduate, Henry B. Pemberton, who earned a Bachelor of Arts degree. A devastating fire in 1906 destroyed five of the eleven campus buildings, but the college rebounded swiftly. By 1907, with support from the Carnegie Foundation, a new library and president's home were constructed, both built by students. The library served as the sole public library in Marshall until 1974, reflecting the college's commitment to community engagement.

By 1929, Wiley University had phased out its high school program, focusing exclusively on higher education. That same year, the institution officially adopted the name Wiley College, solidifying its identity as a center for collegiate learning.

### Civil Rights Legacy

Wiley University has played a pivotal role in the Civil Rights Movement. Alongside Bishop College, Wiley University students organized Texas's first sit-ins at the Old Harrison County

Courthouse to protest segregation in public facilities. Notably, alumnus James Farmer emerged as a prominent civil rights leader, co-founding the Congress of Racial Equality (CORE) and orchestrating the Freedom Rides, challenging segregation in interstate travel.

### Cultural Contributions

The College gained national recognition in 1935 when its debate team, coached by Melvin B. Tolson, triumphed over the University of Southern California's national champions. This historic victory inspired the 2007 film "The Great Debaters," highlighting Wiley University commitment to intellectual rigor and excellence in oratory.

### Transition to University Status

In November 2023, during its 150th-anniversary celebrations, Wiley College announced its transition to Wiley University. President Dr. Herman J. Felton Jr. emphasized that this change was more than nominal—it signified a return to the institution's original designation and a renewed commitment to its founding principles.

### Contemporary Mission and Vision

Today, Wiley University continues its legacy as a private, liberal arts institution affiliated with the United Methodist Church. It offers a diverse array of undergraduate and graduate programs, including degrees in Criminal Justice, Higher Education Administration, and Business Administration. The University remains steadfast in its mission to produce graduates who are not only academically proficient but also socially conscious leaders poised to effect positive change in their communities.

Wiley University upholds its motto, "Go Forth Inspired," reflecting its enduring commitment to

empowering students through education, faith, and service.

Educator Preparation Program (E.P.P.) at Wiley University prepares highly competent,

capable,

and caring educators who are effective and efficient in meeting the needs of diverse student populations within Texas and beyond. By integrating theory, scholarship, and innovative,

engaging

strategies, our students graduate ready to embark on lifelong journeys in their chosen fields.

## Conceptual Framework

## Wiley University EPP Conceptual Framework: The "IMPACT" Model

I.M.P.A.C.T. – Inspire. Model. Prepare. Advocate. Collaborate. Transform.

This acronym defines the core elements of Wiley University's approach to preparing transformative educators who are equipped to serve diverse and historically underserved communities.

### Framework Description

#### Mission Alignment:

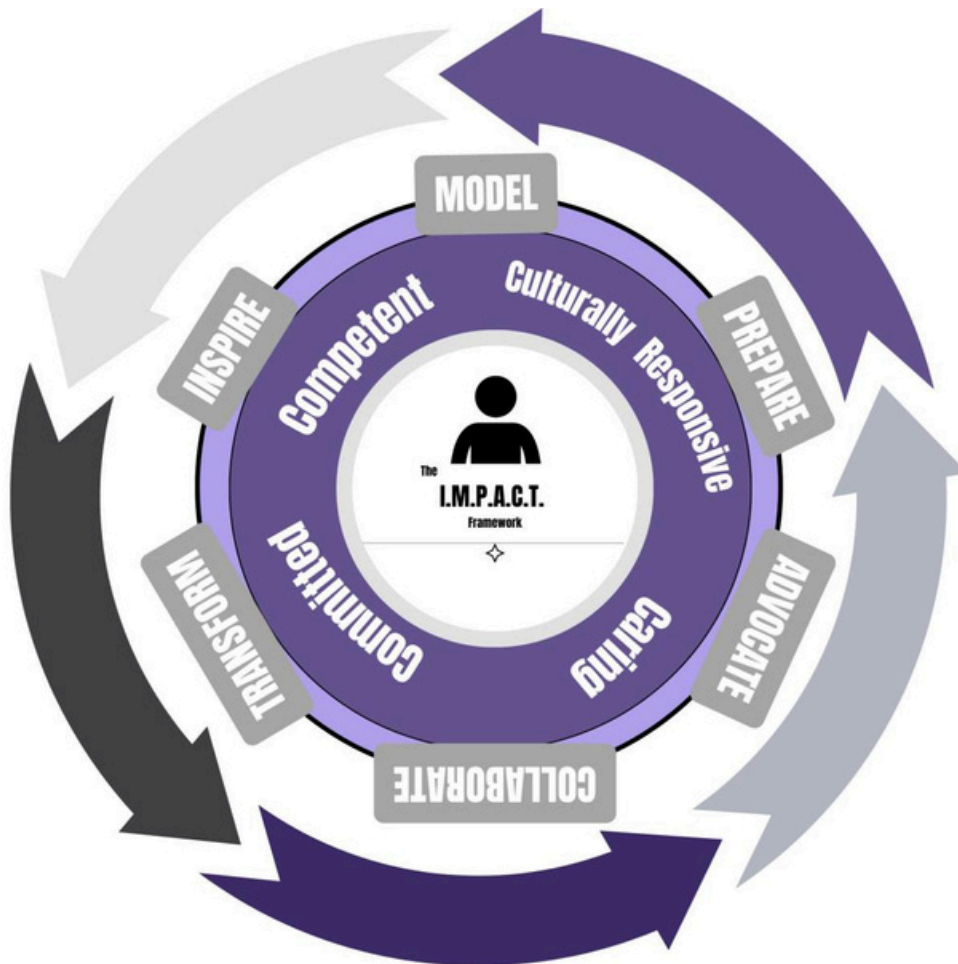
WileyUniversity's Educator Preparation Program (EPP) is committed to developing educators who embody ethical leadership, academic excellence, and a dedication to service. At its core, the program emphasizes social justice, cultural responsiveness, and meaningful community engagement. The IMPACT model reflects this commitment by centering the development of educators who are reflective, action-oriented, and driven to create equitable learning environments.

### Core Elements of the IMPACT Framework

Element	Description
Inspire	Empower candidates to lead with passion, purpose, and high expectations.
Model	Demonstrate ethical, culturally responsive, and inclusive professional behavior.
Prepare	Develop deep content knowledge and pedagogical expertise through research-based practices.
Advocate	Promote equity and justice in education by addressing the needs of all learners.
Collaborate	Engage with families, communities, and stakeholders for student success.
Transform	Lead systemic change in education through innovation, reflection, and action.

## Conceptual Framework Visual

Visual representation of the Wiley University E.P.P. "IMPACT" Model.



### Outcome Goals for Candidates

Wiley University's E.P.P. is dedicated to producing educators who:

- Demonstrate competency in content knowledge, pedagogy, and assessment practices.
- Exhibit care and empathy within diverse and inclusive learning environments.
- Uphold a commitment to ethical conduct and continuous professional growth.
- Act with cultural responsiveness and advocate for educational equity and access.



## PURPOSE STATEMENT

Graduates of the Educator Preparation Program embody professional dispositions shaped by strategic planning and thinking featuring intensive, guided pathways and comprehensive curricular enhancements. This strategic approach ensures students are fully certified and career-ready. Our developmental framework provides students with robust co-curricular and technology-integrated experiences that prepare them for dynamic classrooms, educational environments, and policy development.

Students in the Educator Preparation Program (E.P.P.) gain practical experience in integrating technology resources and strategies into instruction. Upon completion, candidates will be capable of designing interactive, internet-based lessons aligned with the Technology Applications of the Texas Essential Knowledge and Skills (TEKS). Additionally, they will demonstrate mastery of accessibility standards, Universal Design for Learning (UDL), and digital literacy.

## Faculty Commitment

EPP faculty are dedicated to preparing reflective and innovative practitioners by:

- Fostering content knowledge, pedagogical skills, and professional dispositions that lead to effective instruction.
- Promoting sound instructional decisions supported by research and technology integration.
- Supporting active, student-centered learning environments.
- Embracing culturally responsive teaching practices that address the evolving needs of diverse students, families, and communities.



## Initial Programs

### Expected Outcomes

In alignment with the I.M.P.A.C.T. conceptual framework, Wiley University prepares educators who are Intentional, Motivated, Professional, Accountable, Culturally Responsive, and Technologically Competent. These outcomes define a distinctive professional who is prepared to meet the diverse academic and social needs of all learners, especially those in underserved and urban communities.

The Educator Preparation Program (EPP) is committed to developing educators who embody the I.M.P.A.C.T. qualities in their daily practice and professional identity. To ensure candidates meet these expectations, the School of Education has established a set of proficiencies that reflect the necessary knowledge, skills, and dispositions aligned with state and national standards. These proficiencies serve as benchmarks that candidates must demonstrate upon successful completion of the program.

Proficiencies are grouped into the following categories:

- (K) Knowledge – what educators must know
- (S) Skills – what educators must be able to do
- (D) Dispositions – the values and attitudes educators must consistently demonstrate

### Proficiencies Aligned to I.M.P.A.C.T.

#### (K) Knowledge

1. Demonstrates deep understanding of subject matter and pedagogy aligned with state standards.
2. Understands learner development, diversity, and the sociocultural factors that impact student learning.
3. Knows evidence-based instructional strategies that support high levels of student achievement.
4. Understands legal, ethical, and policy frameworks that guide educational practice.
5. Demonstrates knowledge of culturally responsive pedagogy and inclusive classroom practices.

6. Understands how to integrate technology to enhance teaching and learning.

(S) Skills

7. Plans and implements instruction that reflects high expectations and diverse learner needs.

8. Uses data to assess student progress and guide instructional decisions.

9. Engages students using varied instructional strategies and technologies.

10. Creates a safe, inclusive, and engaging learning environment.

11. Demonstrates effective classroom management strategies.

12. Collaborates with families, colleagues, and community partners to support student success.

13. Integrates technology to personalize learning and support differentiated instruction.

(D) Dispositions (Reflecting Motivation, Accountability, Professionalism, Cultural Responsiveness)

14. Demonstrates a strong commitment to student learning and success.

15. Reflects on practice and seeks continuous improvement.

16. Upholds professional ethics, integrity, and responsibility.

17. Respects and responds to the cultural, linguistic, and learning diversity of all students.

18. Maintains high expectations for self and others.

19. Advocates for equity, access, and excellence in education.

20. Demonstrates resilience, adaptability, and a growth mindset.

21. Exhibits professionalism in communication, appearance, and conduct.

Educator Preparation Program Admission

Texas requires Educator Preparation Programs (E.P.P.) 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 E.P.P. Handbook for a full list of program completion requirements, visit the E.P.P. 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 offense may become ineligible to be certified or to be employed in a certified required position in the state of Texas.

The SOE Advisory Committee [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. To be eligible for the EPP, students must meet the following criteria:

**GPA Requirement:**

Students must maintain a minimum GPA of 2.5 overall and 2.75 at Wiley University.

**Application Submission:**

Students must complete an application for admission to the EPP. Applications are submitted online through Application Portal found at <https://www.wileyc.edu/school-of-education-wiley-university>

**Essay: (pursuant to TAC 227.10)**

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

**Coursework Requirement:**

Prior to applying, students must have completed at least 60 hours of coursework.

**Application Process:**

**Step 1: Submit Application**

Complete the application in the School of Education Application Portal and submit it online through the Wiley University School of Education website.

**Step 2: Application Audit**

The Director of Wiley University EPP 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

**Wiley University Ed Prep Program Meeting:**

Once admitted, each student will attend the Wiley University Educator Preparation Program (WU E.P.P.) Orientation Meeting, held each semester for newly admitted candidates. During this meeting, the WU E.P.P. Faculty will:

1. Review Program Requirements: Outline the expectations, coursework sequence, field experience components, and certification milestones for the candidate's specific certification area.
2. Explain Texas Administrative Code (TAC) Compliance: Provide an overview of the applicable TAC rules, including candidate responsibilities for maintaining good standing, code of ethics, fingerprinting, and testing requirements.

3. **Distribute the EPP Handbook:** Walk through the Wiley University EPP Handbook, which includes policies on academic performance, professional conduct, field placement procedures, and grievance protocols.
4. **Outline Benchmarks and Assessments:** Clarify performance assessments, including pre-service benchmarks, PPR readiness, and clinical teaching or internship evaluations.
5. **Discuss Support Systems:** Introduce candidates to support services such as test preparation workshops, mentoring, academic advising, and remediation plans if needed.
6. **Emphasize Professional Dispositions:** Reinforce the importance of professionalism, reflective practice, cultural competence, and commitment to student success.

At the conclusion of the meeting, candidates will sign a Program Agreement Form acknowledging their understanding of and commitment to the requirements of the WU Educator Preparation Program.

E.P.P. Student Requirement Benchmarks	
1st Semester, First Year	<ul style="list-style-type: none"> <li>● Pass all general education courses with a grade of “C” or better</li> </ul>
2nd Semester, First Year	<ul style="list-style-type: none"> <li>● Pre-register for summer and fall semester courses</li> <li>● Complete 10 hours of Field Based Experience (FBE) w/ reflections</li> <li>● Attend a minimum of 1 WU-E.P.P. Event</li> <li>● Register, Attend, and Pass Introduction to Teaching</li> </ul>
Benchmark I	Declare Education As Major
1st Semester, Second Year	<ul style="list-style-type: none"> <li>● Formal application for admission to the Educator Preparation Program (E.P.P.) completed by due date</li> <li>● Official transcript with 60 hours earned with an overall 2.5 GPA and Wiley University GPA of 2.5</li> <li>● Program coursework at or above a “C” grade level</li> <li>● Current on all financial obligation to the University</li> <li>● Completed a total 20 FBE hours w/ reflections</li> <li>● Attend a minimum of 1 WU-E.P.P. Event</li> </ul>
Wiley University Education Preparation Program (WU- EPP) Admission Requirements	<ul style="list-style-type: none"> <li>● Overall GPA <math>\geq 2.5</math></li> <li>● Wiley University <math>\geq 2.75</math></li> <li>● Have a minimum of 50 college hours with 12+ hours in progress</li> <li>● Complete 12 or 15 (Math &amp; Science) credits in content and education courses as prescribed in the respective chosen area of teacher certification.</li> <li>● Complete and provide evidence of Code of Ethics Training</li> <li>● Attend minimum of 2 WU-EPP Event</li> <li>● Complete a qualifying essay</li> <li>● Complete at least 20 hours of FBE w/ reflections</li> <li>● Purchase Certify Teacher and submit documentation of practice exam score <math>&gt; 85\%</math></li> </ul>
Benchmark II	Apply for EPP Program
2nd Semester, Second Year	<ul style="list-style-type: none"> <li>● Create TEAL account</li> <li>● Take and pass TExES Pedagogy and Professional Responsibilities Exam EC-12 (160)</li> <li>● Elementary majors must pass the Core Content or the Science of Teaching Reading (STR)</li> <li>● Maintain at least a 2.75 GPA</li> <li>● Complete all program coursework at or above a “C” grade</li> <li>● Complete at least 30-35 hours of FBE w/ reflections</li> <li>● Attend all mandatory WU-EPP Event</li> <li>● Submit TExES scores for all exams</li> </ul>
1st Semester, Third Year	<ul style="list-style-type: none"> <li>● Complete 40-50 hours of FBE w/ reflections</li> <li>● Attend all mandatory WU-EPP Event</li> <li>● Begin Senior Recital Preparation (Music Majors only)</li> <li>● Meet with Advisors to review degree audit and pre-register for next semester.</li> <li>● Complete a degree audit and ensure requirements for graduation are met</li> <li>● Maintain minimum of 2.75 GPA</li> <li>● Complete all program coursework at or above a “C” grade</li> <li>● Submit documentation of practice exam score <math>&gt; 85\%</math> from Certify Teacher</li> </ul>

2nd Semester, Third Year	<ul style="list-style-type: none"> <li>● Take and pass remaining TExES certification exams</li> <li>● Attend all mandatory WU-EPP Event</li> <li>● Maintain minimum of 2.75 GPA</li> <li>● Complete all program coursework at or above a “C” grade</li> <li>● Complete 50 hours of FBE w/ reflections</li> <li>● Attend Clinical Experience training sessions</li> </ul>
Benchmark III	Apply for Clinical Experience & Submit Professional Portfolio.
1st Semester, Fourth Year	<ul style="list-style-type: none"> <li>● Attend all mandatory WU-EPP Events</li> <li>● Meet with advisor complete a degree audit and ensure requirements for graduation are met</li> <li>● Register for, take and maintain a grade of “B” in Clinical Experience I</li> <li>● Adhere strictly to all policies and procedures outlined in the Clinical Experience Handbook.</li> <li>● Complete all face-to-face courses</li> <li>● Take and pass remaining TExES certification exams (last chance)</li> </ul>
2nd Semester, Fourth Year	<ul style="list-style-type: none"> <li>● Attend all mandatory WU-EPP Events</li> <li>● Register for, take and maintain a grade of “B” in Clinical Experience II</li> <li>● Adhere strictly to all policies and procedures outlined in the Clinical Experience Handbook</li> <li>● Complete Clinical Experience with a minimum grade of a “B”</li> </ul>
Benchmark IV	Graduate & Apply for Certification
Post Graduation	<ul style="list-style-type: none"> <li>● Apply for certification</li> <li>● Complete Exit Survey with university and TEA</li> <li>● Verify your principal Surveys are sent to employers to evaluate full-time employment as educators</li> </ul>



# Wiley University Educator Preparation Program (WU-EPP)

## Benchmark Requirement Overview & Progression Timeline

The Wiley University Educator Preparation Program (WU-EPP) follows a structured, multi-year benchmark system to ensure candidates are prepared academically, professionally, and ethically to pursue teacher certification in the state of Texas. Each benchmark represents a key phase of development, culminating in clinical teaching, graduation, and recommendation for certification. Progress through the program requires the timely completion of coursework, field experiences, required assessments, and application procedures.

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### First Year – Foundational Preparation

#### ● 1st Semester, First Year

- Teacher candidates begin their journey by focusing on academic success and foundational knowledge. They are expected to:
- Complete all general education courses with a grade of “C” or better, establishing a solid academic base for professional coursework.

#### ● 2nd Semester, First Year

As students prepare for formal entry into education studies, they must:

- Pre-register for summer and fall courses to remain on track;
- Complete 10 hours of Field-Based Experience (FBE) with accompanying reflections, gaining early exposure to real classroom environments;
- Attend at least one WU-EPP event, fostering early professional engagement;
- Successfully register, attend, and pass "Introduction to Teaching", a foundational requirement for future admission.

### Benchmark I: Declare Education as a Major

Upon completing these requirements, students formally declare Education as their major, signaling their intent to pursue certification through WU-EPP.

### Second Year – Application for Admission to WU-EPP

#### ● 1st Semester, Second Year

This semester is dedicated to preparing a strong application to WU-EPP. Candidates must:

- Submit a formal EPP application by the last day of May for Fall admission or the first day of March for Spring admission;

- Provide an official transcript showing at least 60 completed hours, a minimum cumulative GPA of 2.5, and a WU GPA of 2.5;
- Maintain a minimum grade of “C” in all program coursework;
- Be in good standing with the university financially;
- Accumulate a total of 20 Field-Based Experience hours with reflections;
- Attend at least one additional WU-EPP event.

#### WU-EPP Admission Requirements Checklist:

- Overall GPA of  $\geq 2.5$  and WU GPA of  $\geq 2.75$ ;
- At least 50 completed hours with 12+ in progress;
- 12 or 15 credit hours in content/education courses (depending on certification area);
- Evidence of completed Code of Ethics Training;
- Attendance at a minimum of two WU-EPP events;
- Submission of a qualifying admission essay;
- Completion of at least 20 FBE hours with reflections;
- Purchase of Certify Teacher account and documentation of practice exam score  $\geq 85\%$ .

#### Benchmark II: Apply for Admission to the EPP Program

At this point, candidates submit their full application to WU-EPP and begin preparing for initial certification exams.

##### ● 2nd Semester, Second Year

During this critical stage, candidates must begin their testing journey and continue building field and academic experience:

- Create a TEAL account through the Texas Education Agency (TEA);
- Take and pass the TExES Pedagogy and Professional Responsibilities Exam EC–12 (160);
- Elementary majors must also pass either the TExES Core Subjects EC–6 or the Science of Teaching Reading (STR) exam, as applicable to their certification path;
- Maintain a minimum GPA of 2.75 and complete all coursework with at least a “C” grade;
- Accumulate 30–35 hours of Field-Based Experience with reflections;
- Attend all mandatory WU-EPP events;
- Submit official TExES exam scores for all required exams to the WU-EPP office for verification.

## Third Year – Exam Completion and Clinical Readiness

### ● 1st Semester, Third Year

Candidates continue to build their experience and credentials:

- Complete 40–50 hours of Field-Based Experience with reflections;
- Attend all required WU-EPP events;
- Begin Senior Recital Preparation (for Music Education majors only);
- Meet with their academic advisor to complete a degree audit and prepare for the next semester;
- Maintain a minimum GPA of 2.75 and at least a “C” grade in all courses
- Submit updated Certify Teacher practice exam scores  $\geq 85\%$  to demonstrate readiness for certification testing.

### ● 2nd Semester, Third Year

Candidates enter the critical phase of certification testing:

- Take and pass any remaining TExES certification exams (e.g., PPR EC–12, Core Content, and/or STR as required);
- Attend Clinical Experience Training in preparation for student teaching;
- Complete 50 additional FBE hours with reflections;
- Continue to attend all required WU-EPP events;
- Maintain GPA and academic standing.

## Benchmark III: Apply for Clinical Experience & Submit Professional Portfolio

Candidates must apply for clinical teaching, including the submission of a professional portfolio demonstrating competency in pedagogy, professionalism, and instructional readiness.

## Fourth Year – Clinical Experience and Final Exams

### ● 1st Semester, Fourth Year

Candidates begin their Clinical Experience I:

- Register for Clinical Experience I and earn a minimum grade of “B”;
- Follow all policies and procedures outlined in the Clinical Experience Handbook;
- Ensure completion of all face-to-face coursework;
- Attend all WU-EPP events;
- Final opportunity to pass any outstanding TExES exams.

### ● 2nd Semester, Fourth Year

Candidates enter Clinical Experience II, their final semester in the program:

- Register for and earn a minimum grade of “B” in Clinical Experience II;

- Continue adherence to all Clinical Experience Handbook policies;
- Successfully complete the clinical experience;
- Attend final WU-EPP events and fulfill all university academic and behavioral expectations.

#### Benchmark IV: Graduate & Apply for Certification

##### ● Post-Graduation–CertificationProcess

- After successfully completing the WU-EPP, candidates must:
- Apply for certification through the TEA TEAL portal;
- Complete all required exit surveys for both Wiley University and TEA;
- Ensure their employing principal completes the TEA Principal Survey, which contributes to program accountability and long-term employment tracking.

#### WU-EPP Application& Testing Timeline

Milestone	Recommended Deadline
Declare Education as Major	End of First Year (after Benchmark I)
Apply to WU-EPP	Fall Admission – Last Day of May
	Spring Admission – First Day of December
Take TExES Content & STR Exams	By End of Third Year
Take TExES PPR EC–12 (160)	No later than start of Clinical I
Final TExES Exam Attempts	During Clinical Experience I (4th Year)
Submit Professional Portfolio	Before Clinical Experience Placement
Apply for Standard Certification	Immediately Post-Graduation

## Prior Coursework and Experience

As an Educator Preparation Program (EPP) approved by the state of Texas, Wiley University Educator Preparation Program (WU-EPP) reserves the right to verify the equivalency of coursework and training received by prospective candidates to meet program requirements. Candidates must provide documentation of prior academic coursework and/or relevant training—such as transcripts, certificates, or credentials—as part of their application portfolio during the admission process to the WU-EPP.

## Military Service Members and Veterans

In accordance with Title 19 Texas Administrative Code (TAC) §228.35(a)(5)(A), military service members or military veteran candidates may receive credit for verified military service, training, or education that directly aligns with the training, education, work experience, or related requirements for educator certification—excluding certification examinations. If you qualify, your verified military experience will be evaluated and aligned with applicable curriculum/coursework to determine appropriate credit toward your degree and certification.

## Non-Military Service Members

In accordance with Title 19 TAC §228.35(a)(5)(B), teacher candidates admitted into the WU-EPP who are not military service members or veterans may substitute relevant prior or ongoing service, training, or education only if that experience is not also counted toward an internship, clinical teaching, or practicum requirement.

To qualify:

- The training or education must have been provided by an approved EPP or an accredited institution of higher education within the past five years, and
- It must be directly related to the certification area being sought.
- Qualified experience will be reviewed and aligned with the WU-EPP curriculum to determine any applicable credit toward degree and certification completion.

## Evaluation of Out-of-Country Credit

Pursuant to 19 TAC §227.10(f), applicants who earned credentials outside of the United States must have their academic credit evaluated by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB). This evaluation must determine equivalency to U.S. standards as specified in Texas administrative code and ensure the applicant meets the academic readiness required for admission into the WU-EPP.

## Supply and Demand Forces

Pursuant to 19 TAC §227.1(c)(3), the Wiley University Educator Preparation Program (WU-EPP) publishes information regarding the effects of supply and demand forces on the educator workforce in Texas. The Texas Education Agency (TEA), under the directive of Governor Greg Abbott, formed the Texas Teacher Vacancy Task Force to support school districts in addressing the growing teacher shortage across the state.

For more information, refer to the [Teacher Vacancy Task Force Overview](#).

## Statewide Educator Shortages

According to TEA data, the state of Texas continues to experience critical shortages in the following certification areas:

- Bilingual Education
- Special Education
- Mathematics (Secondary)
- Science (Secondary)
- English as a Second Language (ESL)

## WU-EPP Strategic Response

In alignment with this data, Wiley University's School of Education and WU-EPP have implemented a series of targeted initiatives to address these persistent shortages:

### Recruitment Committee Initiatives:

- WU-EPP has established a Recruitment Committee responsible for:
- Monitoring TEA reports and district-level data on shortage areas;
- Collaborating with local and regional P–12 school districts to identify hiring trends;
- Actively recruiting students from area high schools and community colleges, with a focus on underrepresented populations, including Hispanic, African American, and male teacher candidates;

## High-Demand Program Concentrations

To address workforce needs, WU-E.P.P. offers teacher preparation pathways in Early Childhood–Grade 6 (EC–6) and Science (4-8). These certification fields are aligned with state shortage areas and designed to increase candidate placement in high-need schools.

## Curriculum and Assessment Alignment

WU-EPP maintains a high-quality, responsive educator preparation program through the work of the following faculty-led committees:

Curriculum Committee – Ensures all certification tracks are aligned with Texas Essential Knowledge and Skills (TEKS), SBEC Standards, and T-TESS, preparing candidates with the content knowledge and pedagogical skills needed to meet diverse learner needs.

Assessment Committee – Monitors candidate academic progress and certification readiness through performance-based assessments, benchmark data, and test preparation initiatives (e.g., PPR and content exams).

#### Outcomes and Commitment

- As a result of these targeted efforts, Wiley University has seen:
- Increased enrollment of minority and male candidates in teacher preparation programs;
- Improved alignment of certification offerings with workforce demand;
- Higher retention and graduation rates among education majors.

WU-EPP remains committed to producing Caring, Competent, Committed, and Culturally Responsive educators who are well-equipped to meet the needs of Texas schools and communities.

#### Release of Student Records

Based on Family Educational Rights and Privacy Act (FERPA) laws, all candidates will be presented with the option to sign off on the FERPA form. Candidates may have completed this during registration or orientation. This signature allows faculty to talk with and discuss various issues with the candidate's parents and potential employers. Until this form is signed, faculty or institutional representatives are not allowed to discuss any aspects of a candidate's academic record.

### STANDARDS OF PROFESSIONAL CONDUCT

Teachers have a responsibility for professional behavior and conduct at all times, as stated in the Code of Ethics and Standard Practices for Texas Educators. Wiley University's Educator Preparation Program expects the highest standards of professional conduct during teacher preparation training and field-based experiences. The following categories describe, in general, the level of professionalism expected of its teacher candidates.

#### I. Attendance and Punctuality

Attendance and punctuality are required for all classes, tests, seminars, group meetings, small and large group collaboration, and for all field-based experiences.

#### II. Professional Attitude

The teacher candidate's maturity and commitment to the profession of teaching will be reflected by his/her positive attitude. Keeping a positive, professional attitude is crucially important to one's course work and field experiences.

#### III. Professional Communication Skills



Professionalism in the teacher candidate's interactions with public school and university personnel and other teacher candidates implies (1) active listening, (2) thoughtful responses, and (3) active participation in class and field-based experiences. Assuming full professional responsibility also means contributing to small and large group interactions, planning sessions, and assuming an active role in one's professional development.

The teacher candidate's professional reputation and that of the University rests in one's field experiences. Professional behaviors will communicate the student's integrity and character. These professional behaviors include how well one articulates his/her ideas and beliefs in facilitating instruction, the speech they use, interactions with their peers, regard for school district dress and appearance guidelines, and the highest respect for teacher-student relationships.

Teacher candidates are not to 1) communicate electronically with P-12 students, including but not limited to texting, emailing, calling, or accessing social networking sites, or 2) take pictures of P-12 students. Teacher candidates are to communicate with P-12 students only concerning academics or classroom learning. All teacher candidates should strongly consider that ANY information in a text message or on a social networking site or the internet in general is potentially public information.(added Jan. 2011)

It is extremely important to respect and honor the confidentiality of all interactions with school districts, administrators, teachers, and students during field experience.

#### IV. Honesty and Ethical Behavior Reflecting Good Character

It is imperative, of course, that the teacher candidate's actions communicate personal and professional integrity. For any assignments and examinations, students in field experiences and student teaching will adhere to the University policy of personal responsibility for one's own work and uphold the Pedagogy and Professional Responsibilities Standard IV., "The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession."

#### EPP Attendance Policy

Class Attendance is mandatory. Teaching strategies and activities will be integrated into the class schedule; therefore, all Education majors must attend class. Additionally, all Education majors are expected to actively participate in each class session. Attendance in every class session, arriving on time and being prepared are among the Wiley University's EPP desired dispositions for future educators. The term "class session" includes field experience weeks, online courses, and online weeks in blended/hybrid courses. If the student is absent more than three class sessions without an excuse or is tardy more than three times, a note will be placed in the student's permanent EPP file citing the disposition of poor attendance or chronic tardiness; a copy of this documentation will be given to the students who has the right to respond in writing. Each student will be allowed one absence per class credit hour. Every subsequent unexcused absence will reduce a letter grade per absence. For example, a student taking a three (3) hour class who has a "B" average and has been absent four times will now have a "C", or the student administratively withdrawn.

Those taking evening courses will be allowed one unexcused absence with every subsequent absence resulting in a reduction of a letter grade per absence. Those taking a class that only meets once a week will be allowed one unexcused absence with every subsequent absence resulting in a reduction of a letter grade per absence. Three tardies equal one absence.

Absences due to participation in Wiley University sports events will be excused, but student athletes are responsible for all in-class notes, discussions, and assignments. Wiley University student athletes are responsible for providing instructors with a game schedule and practice schedules at the start of the course. Students who have problems with absence or completing assignments should contact the professor immediately. See the Wiley University Academic Catalogue for further description of attendance policy.

## EPP Intervention & Retention Policy

### 1. Policy Purpose & Scope

This policy outlines the standards and support systems for maintaining eligibility in the Wiley University EPP. It is designed to ensure candidates meet academic, professional, and regulatory expectations as required by Texas Administrative Code (TAC) §227.10(a)(3) and §228.31.

### 2. GPA Standards (Per TAC §227.10(a)(3))

- Admission Requirement: A minimum overall and last 60-hour GPA of 2.5 is required for entry into the EPP.
- Ongoing Eligibility: Candidates must maintain a 2.5 GPA throughout the program.

### 3. Academic Intervention Timeline

#### A. Early Alert Stage

- Triggered when semester GPA or program coursework GPA falls below 2.5.
- Advisor initiates support: individual consultation, academic workshops, and referral to tutoring.

#### B. Probationary Stage

- If GPA remains below 2.5 at the end of the next semester:
  - Candidate placed on probationary status.
  - Required deliverables include:
    - Personalized academic improvement plan
    - Mandatory tutoring attendance
    - Submission of progress reports
- Monitoring continues for one semester.

#### C. Retention Review & Dismissal

- After the probation period, candidates meeting EITHER of the following will be dismissed:

- Failure to achieve a 2.5 GPA, OR
- Continued unsatisfactory academic or professional conduct
- Dismissed candidates may appeal following university policies.

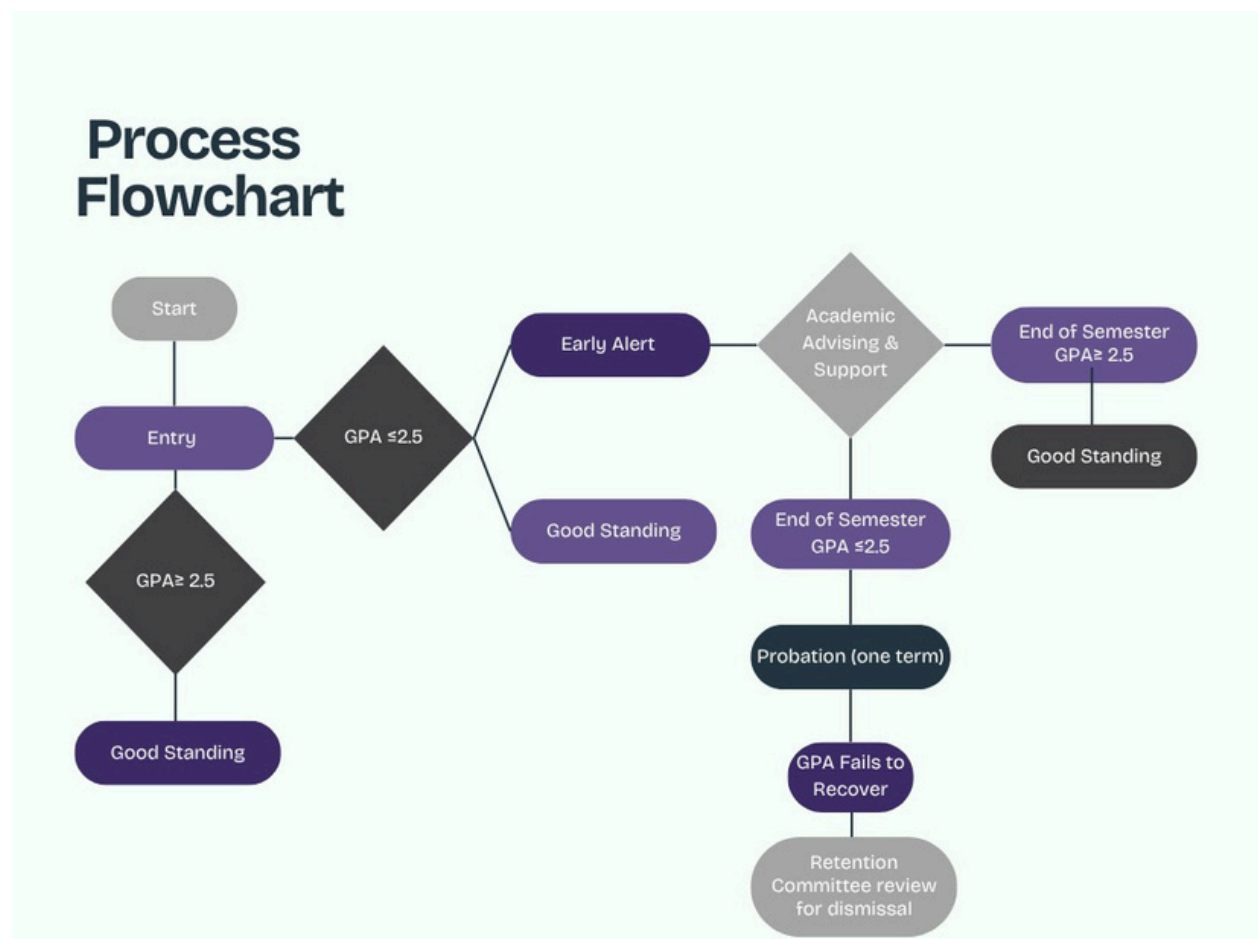
#### 4. Lapsing from the Program (TAC §228.31(d))

- If a candidate's completion of the EPP exceeds five (5) years from program entry, the candidate must be reevaluated or reapply to demonstrate current competence.
- Candidates who have not maintained contact may need to re-enter the program after meeting current standards and completing missing coursework or field experiences.

#### 5. Program Closure Compliance (TAC §228.20(f))

- In the event the EPP is inactive for more than one year, the program will no longer provide recommendations for certification.
- Currently enrolled candidates at that time must be assisted in transferring to an active program for test approval and certification eligibility.

#### 6. Process Flowchart



## 7. Student Rights & Appeals

- All students have the right to:
  - Be notified in writing of probation, dismissal, or re-evaluation status
  - Appeal decisions according to university and E.P.P. appeal protocols
  - Access tutoring, advising, and disability services

## 8. Communication of Policy

This policy will be published:

- On the EPP website and student handbook
- Included in the Candidate Handbook
- Reviewed during EPP orientation and advising sessions

Teacher candidates should monitor their degree plans and/or advising sheets carefully due to ongoing curricular changes in many programs. Due to changes made by the Texas Education Agency (TEA), candidates may be required to complete additional curricular requirements to obtain their certification.

Candidates must complete their coursework before entering clinical teaching. Candidates cannot take classes during the clinical teaching portion of their Teacher Candidacy.

## Policies Pertaining to Field Experience

### Guidelines for Candidates enrolled in Field Experience

The candidate should:

- Begin the field experience as soon as the placement is received.
- When reporting to the school, present the Wiley University identification and officially sign in and out at the office for each observation. The school may require a visitor's name tag.
- Introduce themselves to the cooperating teacher and the school principal.
- Exchange contact information (email, telephone number) with the cooperating teachers and field experience mentor.
- Develop a schedule with the cooperating teacher to observe and interact with the students. If required to teach lessons, work out a schedule to teach these lessons. Be sure to include the Field Experience Mentor in the scheduling of these lessons.
- Adhere to the schedule. If a day must be missed because of illness, an emergency, or participating in an athletic event, notify the cooperating teacher immediately. Athletes should provide their cooperating teacher with a copy of their athletic schedule.
- Dress professionally when attending the placement.  
Professional attire excludes clothing that is sagging, tight, or revealing. No flip-flops or slippers. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings,

no gum, etc. Cover tattoos—no piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.

- Please lock cell phones away or out of sight. They have no place in the classroom unless you are using the electronic device for teaching purposes. In the event of an emergency, please provide family members with the school's contact number.
- Follow all rules and regulations of the school.
- Explain to the cooperating teacher the need to spend time interacting with the students, not just sitting and observing. Texas Education Agency (TEA) requires interactive field placements. This means teacher candidates should make every effort to work with students individually, in small groups, or with the whole class.
- Keep the time sheet up to date and have the cooperating teacher date and sign it each time he or she attends.
- Provide the cooperating teacher with all required forms and collect them when appropriate.
- When teaching lessons, explain to the cooperating teacher in advance that they must complete an assessment for each lesson taught.
- Work with the cooperating teacher in planning the lesson. Ask for feedback after the lesson is taught. Include the discussion questions in the conversation with the field experience mentor.
- Schedule lessons and notify the instructor and/or Field Experience Mentor who will observe if the candidate is not videotaping the lesson. The candidate should submit the lesson plan to the Field Experience Mentor observing them at least 24 hours in advance of teaching the lesson. The field experience mentor must approve the lesson.
- After teaching a lesson, complete the self-assessment and bring it, along with the cooperating teacher's assessment, and to the follow-up conference with the Field Experience Mentor.
- Be open to feedback from the cooperating teacher and Field Experience Mentor. They are both in place to help improve the candidate's teaching skills.
- Complete the reflection tasks that need to be completed and submitted to the Field Experience Mentor.
- Complete all observation hours and/or lessons and turn in all forms according to the timeline specified by the Field Experience Mentor.
- Treat all information learned about individuals or schools in the instructional setting as confidential.
- Notify Field Experience Mentor of any problems encountered during the field experience.
- Be aware that each placement can be terminated by the school site personnel, course instructor, or dean when it is deemed to be in the best interest of the student, school, or learners.

## WILEY UNIVERSITY EDUCATOR PREPARATION PROGRAM TEST APPROVAL POLICY

The purpose of this policy is to establish a clear, equitable, and compliant process for approving educator candidates to attempt Texas educator certification exams. This policy ensures alignment with the Texas Education Code (TEC), Texas Administrative Code (TAC), and guidelines issued

by the Texas Education Agency (TEA), State Board for Educator Certification (SBEC), and the State Board of Education (SBOE).

#### Authority:

This policy is mandated under

- 19 TAC §228.40(c): E.P.P.s must ensure candidates are adequately prepared before test approval.
- 19 TAC §230.21: E.P.P.s are responsible for verifying that candidates have completed appropriate coursework and training before test registration.
- TEC §21.044: Certification candidates must meet requirements outlined by the Texas Legislature and TEA.

#### Scope:

This policy applies to all candidates enrolled in an initial teacher certification pathway at Wiley University.

#### Eligibility for Test Approval:

Candidates must meet the following criteria before receiving approval to take a Texas educator certification exam:

##### A. Content Pedagogy and PPR Exams

1. Complete 80% or more of the required coursework aligned with the exam framework.
2. Demonstrate proficiency in content knowledge via:
  - Grades of “C” or higher in aligned courses
  - 85% or higher on practice exams
3. Submit evidence of completion of performance-based assignments in aligned courses.
4. Participate in assigned test preparation sessions or workshops

##### B. Science of Teaching Reading (STR) Exam

Required for candidates seeking EC–6 or 4–8 certification:

1. Complete EPP STR-aligned coursework and earn a minimum score of 80% on STR benchmark assessments
2. Submit STR readiness artifacts (lesson plans, reading diagnostics)

#### Test Approval Procedures:

1. Candidate Application: Candidates must submit a formal test approval request using the EPP's designated form.
2. Advisor Verification: Faculty advisor or program director verifies eligibility using academic records and practice exam results.
3. Program Director Review: Final approval is granted by the Program Director or Certification Officer.
4. TEAL Entry: Approved test approvals are entered into the TEA Educator Certification Online System (ECOS) via TEAL.

#### Denial and Remediation:

If a candidate does not meet the criteria for approval:

- A written notice will be provided outlining areas of deficiency
- A remediation plan will be developed, including timelines, tutorials, and reassessments
- Candidates may reapply for test approval after completing the remediation plan

#### Appeals Process:

Candidates may appeal a denial of test approval in writing within 10 business days of notification. Appeals are reviewed by the EPP Appeals Committee, and a final decision is issued within 10 additional business days.

#### Candidate Responsibilities:

Candidates are responsible for:

- Maintaining satisfactory academic progress.
- Participating in required EPP trainings and practice exams.
- Complying with ethical testing practices per TEA and Pearson guidelines.

#### Program Responsibilities:

The EPP will:

- Provide candidates with timely information and preparation resources.
- Maintain documentation of all approvals, denials, and appeals.



- Ensure annual compliance with TEA audit requirements and program accountability standards.

### Important Notice for Former Students Seeking TExES Exam Approval or Certification Eligibility

The Wiley University School of Education is committed to supporting past students who completed educator preparation programs. However, in accordance with Texas Administrative Code (TAC) 19 §228.31, only candidates who were formally admitted to a Texas-approved Educator Preparation Program (EPP) and meet all admission and program requirements are eligible for approval to take TExES certification exams.

If you are a former student of Wiley University's EPP and are seeking approval to take a TExES exam or obtain certification, please be advised of the following:

- TAC §228.31 requires that all candidates must have been admitted into an approved EPP and have completed coursework and training aligned to the standards in effect at the time of enrollment.
- The program must verify that candidates are certification eligible under the most current TEA rules and requirements before recommending for testing or certification.

### For Former Alternative Certification and Post-Baccalaureate Program Participants:

If you were enrolled in Wiley University's (formerly Wiley College) Alternative Certification or Post-Baccalaureate Program:

- The program must be active and approved to provide certification recommendations.
- As outlined in TAC §228.20(h), educator preparation programs that have been closed for more than one year are no longer authorized to recommend candidates for certification or sign eligibility documents.
- This includes requests for TEA Form 2410 (Certification of Finishing Requirements) or exam approval forms.

### What This Means for You:

- If your program has been closed for more than one year, Wiley University cannot sign any documents related to certification eligibility.
- If you were not fully admitted to the EPP or did not complete certification requirements while the program was active, we are unable to submit your name to TEA for testing approval.
- We recommend contacting a currently approved Texas EPP or Education Service Center (e.g., Region 10, Region 13) for guidance on re-entry or alternative certification pathways.