Technical Assistance Compliance Audit Report 2011-2012
University of Phoenix at San Antonio
Principal Preparation Program

According to Texas Administrative Code (TAC) §228.10(c), " An entity approved by the SBEC under this chapter...shall be reviewed at least once every five years under procedures approved by the TEA staff; however, a review may be conducted at any time at the discretion of the TEA staff." Per TAC §228.1(c), " all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The Texas Education Agency administers Texas Administrative Code rules required by the Texas legislature for the regulation of all educator preparation programs in the state." Please see the complete TAC at www.tea.state.tx.us for details.

Contact Information: Sandra L. McCarty, EdD, Regional Associate Dean, College of Education, University of Phoenix at San Antonio

County-District Number: 015-705

Accreditation Status: Accredited-Not Rated

Texas Education Agency (TEA) Program Specialist, Vanessa Alba, and Program Manager, Sandra Jo Nix conducted a Texas Education Agency technical assistance compliance audit on November 30-December 2, 2011, at the University of Phoenix at San Antonio, in compliance with Texas Administrative Code (TAC) §228.10(c). The University of Phoenix at San Antonio's Principal Preparation Program was the focus of the technical assistance audit and report.

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the Texas Education Agency on November 2, 2011. An on-site review of documents, student records, course material, online courses, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to the University of Phoenix at San Antonio's Principal Preparation Program stakeholders by TEA staff. A total of eighty-three (83) questionnaires were sent out to stakeholders and a total of sixteen (16) responses were received as follows: Two out of twelve (12) advisory committee members; eight (8) out of thirty-six (36) principal candidates; one out of one field supervisors; and five out of thirty-four (34) principal mentors. Because of the limited responses, data from the questionnaires is not included in this report. Qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence reviewed for this audit. The program was evaluated using a rubric correlated to Texas Administrative Code and by the required status report submitted on November 2, 2011.

Background Information

The University of Phoenix submitted a proposal to offer principal certification in Texas to TEA in September, 2008. Marla La Rue, former Dean of the University of Phoenix College of Education signed assurances on page 5 of the proposal that the university would 1) comply with and implement all rules of the Texas Administrative Code; 2) send appropriate personnel to training for the Texas Accountability System for Educator Preparation (ASEP); 3) use the knowledge and skills identified by the standards and competencies of the State Board for Educator Certification in the curriculum; and 4) conduct on-going program evaluation for improvement. Based on the assurance provide to TEA staff, that proposal was approved by the State Board of Educator Certification (SBEC) on February 6, 2009.

TEA facilitated an interim meeting on January 25, 2011, prior to conducting a post-approval visit. The following people were in attendance: Dr. Michael Phillips, Regional Director for the San Antonio office; Dr. Sharon Michael-Chadwell, Campus College Chair, College of Education, San Antonio; Dr. Deborah Cross, Associate Director of Academic Affairs; Dr. Sandra McCarty, Regional Assistant Dean, College of Education; Dr. Jackie Mangieri, Regional Assistant Dean, College of Education; Vanessa Alba, TEA Program Specialist; and Sandra Nix, TEA Program Specialist. Janice Lopez, Director of Educator Standards, and Tabita Gutierrez, Director of Certification, welcomed the University of Phoenix staff and responded to questions from the program staff. The purpose of the meeting was to review all five components, based on the first self-report which was submitted on January 11, 2011. TEA program specialists stated that they would conduct a post-approval visit with the University of Phoenix at San Antonio in the spring of 2011. Each member present received a copy of the "Rubric for Programs with Online/Hybrid Programs" and a copy of the "Principal Audit Rubric" to follow as each component was discussed.

A post approval compliance audit was held on July 19-21, 2011 in San Antonio, Texas. At that time, the University of Phoenix was found to be out of compliance in Component I: Governance of Educator Preparation Programs [TAC §228.20 and TAC §228.35(d)]; Component II: Admission Criteria (TAC §227.10); Component III: Curriculum (TAC §241.15); Component IV: Program Delivery and Ongoing Support (TAC §228.35); and Component V: Assessment and Evaluation of Candidates for Certification and Program Improvement (TAC §228.40 and TAC §241.20). In light of the results of that post approval compliance audit, a Compliance Status Report was required and a technical assistance visit was deemed necessary. The Compliance Status Report was submitted one month prior to the due date of December 2, 2011 on November 2, 2011.

November 30-December 2, 2011 Technical Assistance Compliance Audit

Opening and Closing Sessions:

The opening session of the TEA technical assistance audit in San Antonio on December 1, 2011, was attended by 15 people, including these administrators from the University of Phoenix: Dr. Sandra McCarty, Regional Associate Dean, College of Education; Dr Ashley Norris, Regional Assistant Dean.; Jayme Cross, Credentialing Analyst; Dr. Charity Jennings,

College Campus Chair for Online; Becky Lodewyck, Associate Dean; Dr. Paul Cooper, San Antonio Campus Director of Operations; Dr. Sharon Michael-Chadwell, Campus College Chair, Dr. Jeanie Murphy, Director of Academic Affairs; Dr. Kathy Cook, Director of Curriculum/Advanced Programs; Ashley Bartley, Program Design Manager, Dr. Michael Phillips, Regional Director of Academic Affairs; Dr. Melanie Behunin, Regional Director of Regulatory Programs; Dr. Marla Kelsey, Associate Vice President of Academic Affairs; and Wally Hedgecock, Vice-President and Director of the University of Phoenix San Antonio Campus.

During the opening session on December 1st, the University of Phoenix staff provided a demonstration of the Learning Platform, the Technology Platform, and of the student record keeping in TaskStream. The TEA program specialist explained since this visit was necessitated by the results of the July post-approval visit, the focus of the audit would be on the items that were found to be out of compliance and the remediated actions taken by the University of Phoenix.

The closing session for the audit was held on December 2, 2011. The following University of Phoenix staff attended: Mike Phillips, Marla Kelsey, Melanie Behunin, Sharon M. Chadwell, Ashley Norris, Becky Lodewyck, Paul Cooper, Jayme Cross, Charity Jennings, Meredith Curley, Jeanie Murphy, Ashley Bartley, Sandra McCarthy and Kathy Cook. TEA program specialists reviewed the compliance audit rubrics and provided recommendations for improvement. The following report contains the findings and recommendations for improvement of the principal preparation program.

COMPONENT I: COMMITMENT AND COLLABORATON - Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS

Findings:

Component I concerns governance of an educator preparation program as prescribed by TAC §228.20.

During the July post-approval audit, the University of Phoenix was found out of compliance with TAC §228.20 because of 1) lack of evidence that the advisory committee understood their roles and responsibilities; 2) lack of evidence that the advisory committee discussed or approved field-based experiences; and 3) insufficient support for the principal preparation program by the university as demonstrated by inadequate computer infrastructure.

Program support was indicated by the governing body of University of Phoenix at San Antonio's Principal Preparation Program per TAC §228.20(c) as evidenced by the participation of the following staff from the Central Administration Dean's Office: Dr. Meredith Curley, Dean; Dr. Sandra McCarty, Associate Dean; and Dr. Ashley Norris, Regional Assistant Dean in various aspects of the technical assistance compliance audit.

The first meeting of the academic year was held on October 5, 2011. Documentation to support the meeting was in the form of a meeting agenda and minutes. This meeting was held via a teleconference. The second meeting was held on November 11, 2011. Fourteen (14) members

attended this meeting. They included six (6) advisory committee members and eight (8) University of Phoenix at San Antonio staff members. The agenda and minutes of the meeting reflect discussions about Texas specific curriculum and advisory committee training was provided. Agendas, minutes, and attendee records were available to substantiate that the advisory committee meetings were held. The program meets the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §228.20(b).

Evidence to support that the advisory committee members provided input on relevant field-based experiences for candidates in the principal preparation program as specified in TAC §228.20(b) was presented in the form of meeting agendas, minutes, and sign-in sheets since the post approval audit in July, 2011. Candidates are required to complete 30 clock-hours of field-based experiences outside if the principal practicum hours that are focused on the standards and competencies defined in TAC §241.15.

Evidence to support that the advisory committee members assist in the design, delivery, evaluation and major policy decisions of the educator preparation program included documentation provided in the online exhibit room provided for the Compliance Status Report and in hard copy format at the time of the Technical Assistance Audit.

Based on the evidence presented, University of Phoenix at San Antonio is in compliance with Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS.

COMPONENT II: ADMISSION CRITERIA - Texas Administrative Code (TAC) §227.10 AND TAC §241.5 – PRINCIPAL PREPARATION PROGRAM ADMISSION CRITERIA

Findings:

Component II concerns admission criteria into the principal preparation program as prescribed by TAC §227.10 and TAC §241.5.

During the July post approval audit, the University of Phoenix at San Antonio was found to be out of compliance with TAC §227.10 and TAC §241.5 because of 1) lack of an admission's interview; 2) lack of any other admission's screening instrument for educator certification; and 3) limited access to the published admission criteria for Texas applicants on the website.

Concerning admission to the principal preparation program, there have not been any new candidates admitted into the University of Phoenix at San Antonio principal preparation program since the July post approval audit. The English language oral proficiency assessment required per TAC §227.10(6) will be implemented in the EDA 524, Supervision of Curriculum, Instruction and Assessment course. Applicants will be required to facilitate a professional development session that is a minimum of one hour in length and write a report that includes the following items: Development, articulation, and implementation of a vision for student learning; planning

and implementation of that vision, goals and topics that align with the school/district improvement goals. The professional development session assignment includes an oral presentation for the University of Phoenix faculty member assigned to the applicant. For candidates on the local campus, this presentation will occur during class and the faculty member will utilize a rubric to ensure that applicants meet the oral proficiency requirement per TAC §227.10(6). For applicants taking the course online, this oral interview requirement will be met via a Web 2.0 presentation on a split screen and scored on the same rubric. The rubric for the benchmark assignment that will lead to Level II candidacy to the principal preparation program contains standards in the effective use of oral communication and meets the requirements of TAC §227.10(6).

Based on the evidence presented, University of Phoenix at San Antonio is in compliance with Texas Administrative Code (TAC) §227.10 and TAC §241.5 – Principal Preparation Program Admission Criteria.

COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §241.15 - EDUCATOR PREPARATION CURRICULUM / STANDARDS FOR THE PRINCIPAL CERTIFICATE

Findings:

Component III concerns the state mandated curriculum for principal preparation, as found in TAC §241.15.

During the July post approval audit, the University of Phoenix at San Antonio was found to be out of compliance with the standards, competencies, knowledge and skills identified in TAC §241.15 which defines the curricula and coursework for the principal program.

The evidence provided to support that the University of Phoenix at San Antonio principal preparation program curriculum is aligned with the Standards and Competencies identified in TAC §241.15 included the following: Curriculum Alignment Charts that identified courses that are aligned to the standards and competencies for all coursework in the Texas program and syllabi for each of the courses. Program staff also provided a demonstration of the learning management system used by all faculty and students at the University to obtain course syllabi, curriculum, materials, reading resources, other electronic resources, rubrics, the online gradebook, and submission of assignments.

The preferred sequence of courses for candidates is the following:

- EDA 500 Orientation to Administration and Supervision;
- COM 516 Professional Communications;
- EDA 518 Leadership and Collaborative Processes;
- EDA 570 Equity, Diversity, and Access in Education;
- EDA 555 School Policy and Law for Principals;
- EDA 524 Supervision of Curriculum, Instruction, and Assessment;

- EDA 591A Principal Internship Part I: Instructional Leadership;
- EDA 528 Administration of Special Programs;
- EDA 535 Business and Facilities Management;
- EDA 560 Human Resources Leadership and Management;
- EDA 591B Principal Internship Part II: Organizational Management;
- EDA 575 Family, Community, and Media Relations;
- EDD 581 Action Research and Accountability;
- EDA 565 School Improvement Processes; and
- EDA 591C Principal Internship Part III: Professional Perspectives and Reflective Practice.

There are also four elective courses that candidates are required to select at least one course:
- EDL 505 Cultural Competency;
- EDL 531 Coaching and Mentoring;
- AET 520 Instructional Strategies in Adult Education and Training; and
- AET 535 Assessment and Evaluation in Adult Learning.

Based on the evidence presented, University of Phoenix at San Antonio is in compliance with Texas Administrative Code (TAC) §241.15 – EDUCATOR PREPARATION CURRICULUM / STANDARDS FOR THE PRINCIPAL CERTIFICATE.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT – Texas Administrative Code (TAC) § 228.35 – PRINCIPAL PREPARATION PROGRAM COURSEWORK AND/OR TRAINING

Findings:

Component IV concerns program hours, delivery, field-based experiences, and the principal practicum. During the July post approval audit, the University of Phoenix at San Antonio was found to be out of compliance with TAC §228.35 because 1) the practicum met the TAC requirement of 160 clock hours could not be verified; 2) limited evidence that principal mentors received training; 3) no evidence was provided that the field supervisors received training; 3) lack of evidence that the initial contact between the field supervisor and the intern occurred within the first three weeks of the practicum; 4) lack of evidence that three observations were at least forty-five (45) minutes in duration, with the first occurring within the first six (6) weeks of the practicum assignment; 4) unverifiable evidence that the field supervisors documented observed instructional practices or provided written feedback through an interactive conference with the principal candidate; 5) no documentation verifying that the campus principal received a copy of the written feedback; and 6) no evidence provided that informal observations and coaching was provided by the field supervisor as appropriate.

The University of Phoenix at San Antonio staff provided evidence that principal candidates had been assigned a trained mentors as prescribed by TAC §228.35(e). Mentor principal training

dates were provided and documented in terms of a conference call and site visit. The conference call training included a review of intern requirements, principal mentor requirements, training on the use of the evaluation processes and tools used specifically by the University of Phoenix, and a review of the support that the field supervisor and the University of Phoenix will provide. The site visit training documentation provided included training on the "Intern Learning Plan". Of the total principal mentors trained, 15 were trained via conference call and 15 were trained via a site visit. Mentor principal training met the requirements of TAC §228.35(e).

The University of Phoenix San Antonio provided evidence that field supervisors received training by providing a PowerPoint presentation based on TAC Principal Certificate Standards. Field Supervisor training includes the following process:

Step 1 Internship Approval Process: Student is contacted by a Teacher Education Specialist, who sends site approval documents prior to EDA 500 (the orientation class).

Step 2: Communication during the Internship: The field supervisor checks on all documents collected in the 591 Seminar Series. Contacts are recorded on the Communication Log. Documentation of the initial contact and three additional formal observations/evaluations required for all principal candidates is maintained. All observations must be a minimum of 45 minutes.

Step 3: Information provided regarding the observation timeline and conference: The first evaluation is to be completed in TaskStream and the grade is to be submitted in Taskstream.

Step 3: Verification of delivery of observation results: Once the field supervisor has provided a copy of the evaluation to the campus principal and candidate with their signature confirmations, they will be uploaded into TaskStream.

Step 4: Midterm evaluation observation and conference: This will be scheduled during the first week of EDA/591B or the completion of 120 log hours. A meeting with the mentor (privately) if requested will be scheduled to collaboratively discuss the midterm grade. Faculty supervisor and mentor complete the evaluation in TaskStream and the Faculty Supervisor submits grade for posting in EDA/591B.

Step 5: Final evaluation observation and conference: This occurs during the first week of EDA 591C or completion of 240 log hours. The field supervisor meets with candidate and mentor to review internship progress and discuss accomplishments and areas in need of improvement. The process for Step 5 follows the same guidelines as step 4 prior to completing the evaluation in Task Stream. The faculty supervisor submits the grade to the candidate for posting in EDA/591C.

Instructions for TaskStream are provided for the Faculty Supervisor. Observation documents for faculty supervisor are provided in Task Stream Link. Information concerning the link is located in the PowerPoint presentation for Faculty Supervisor Training.

Candidates in the University of Phoenix at San Antonio principal program are required to complete their internship in three courses: EDA 591 A Principal Internship Part I: Instructional Leadership; EDA 591B Principal Internship Part II: Organizational Management; and EDA 591C Principal Internship Part III: Professional Perspectives and Reflective Practice. The total hours

for the internship (practicum), as provided by the University of Phoenix at San Antonio, is 240 clock hours. The University of Phoenix at San Antonio exceeds the 160 clock hours of practicum per TAC §228.35(d)(3).

The University of Phoenix at San Antonio is responsible for ensuring (by documentation) that initial contact between field supervisor and principal candidate occurs within the first 3 weeks of assignment per TAC §228.35(f). The evidence was documented in individual candidate files and met the requirements of TAC §228.35(f).The evidence that the university provides a minimum of three formal observations that are forty-five (45) minutes in duration followed by a post-observation conference during the practicum per TAC §228.35(f) will be documented on a log. The sample provided in the document review was the "Administrative Internship Evaluation" that occurs in EDA 591 A/B/C. It includes the date of the observation, start and end time of the observation, the name of the internship site, the name and signature of the intern, campus principal mentor, and the faculty supervisor, and general comments. The evaluation is scored on a scale of 1-4 and are focused on TAC §241.15 standards/competencies. This observations and document log will be used when the University of Phoenix resumes accepting candidates into the Principal preparation program in January with classes starting in March.

Based on the evidence presented, University of Phoenix at San Antonio is in compliance with Texas Administrative Code (TAC) §228.35 – PRINCIPAL PREPARATION PROGRAM COURSEWORK AND/OR TRAINING.

COMPONENT V: PROGRAM EVALUATION - Texas Administrative Code (TAC) §228.40 and TAC §241.20 - ASSESSMENT AND EVALUATION OF PRINCIPAL CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT

Findings:

Component V concerns 1) benchmarks for candidate progress throughout the principal preparation program; 2) determining the readiness of candidates to test; 3) overall evaluation of curriculum and general program improvement; and 4) record retention.

During the July post approval audit, the University of Phoenix at San Antonio was found to be out of compliance with TAC §228.40 because of 1) limited evidence of a process in place to determine candidates' readiness to test, and 2) limited evidence of evaluation of curriculum and overall program effectiveness.

Several different checkpoints have been implemented to determine a candidate's readiness to test. They include the following:

- Upon Admission: The University verifies that the candidate has a copy of a current teaching certificate and two years of creditable teaching experience.

- Program Progression: Throughout the program candidates are required to complete the required programmatic benchmark assignments such as school improvement plans, a diversity report, parent and community outreach programs, and a facilities improvement plan. These benchmarks are evaluated in TaskStream by their faculty member.

- Candidates must successfully pass each of these courses and benchmark assignments to progress to the next course.
- Candidates are required to complete 30-40 hours of field experience outside of the administrative internship. These field experiences are designed to provide the candidate with the opportunity to observe experienced administrators in the field and to participate in professional development activities. The program is designed to provide opportunities for candidates to interact in authentic principal settings.
- The program requires the successful completion of an internship. The 240 clock-hour internship placement is divided into three sections (EDA 591A/B/C) that coincide with the coursework completed in the MAED/Administration and Supervision program. The internship provides the candidate with practical experience, knowledge, and skills as a school principal.

The benchmarks and structured assessments that the University of Phoenix at San Antonio has established to monitor candidates' progress throughout the principal preparation program are embedded within the sequence of courses that lead to principal certification. EDA 524: Supervision of Curriculum and Assessment contains an embedded benchmark assignment that includes a required written report on a professional development topic that is related to curricular, instruction, and/or assessment issues. That report has a specific set of criteria that must be addressed and has an associated rubric for evaluation of the report. EDA 535 (Version 2): Business and Facilities Management contains a benchmark assignment that includes a school walk-around and the development of a facilities improvement plan. That assignment contains a rubric for evaluation. EDA 565: School Improvement Processes benchmark assignment and associated rubric for evaluation of the assignment requires that the candidate plans, organizes, monitors, and evaluates a school improvement plan that addresses areas of weaknesses reflected in the school's annual standardized test scores. EDA 570: Equity, Diversity, and Access in Education course requires a diversity report. That report is evaluated based on a rubric. EDA 575: Family, Community, and Media Relations contains a benchmark assignment where candidates are required to develop an outreach program to increase parent and community involvement in their school and include a brief analysis of the success or strength of these partnerships. The assignment contains a rubric by which it is evaluated. Candidates are required to score a "B" or better on each of the benchmark assignments in order to progress to the next course in the sequence. Additionally, each of the courses in the principal practicum serves as a benchmark for which the candidates must successfully progress in order to complete standard principal certification. Samples of syllabi and rubrics were provided as evidence of compliance with TAC §228.40(a). The University of Phoenix at San Antonio has strengthened principal benchmarks and structured assessments to focus on Texas standards & competencies.

The University of Phoenix at San Antonio has established criteria to determine principal candidates' readiness to test per TAC §228.40(b). The University now provides six clock-hours of test preparation for the principal TExES exam as part of this determination of readiness to test. Specifically, the principal exam is addressed in TXTP/1075 and focuses on the 3 Domains tested: School Community Leadership; Instructional Leadership; Administrative Leadership. This course is provided as a part of the College Extension. The structure of the course is two workshops that include readings, responses to discussion questions, and the completion of a representative exam. Candidates are assigned due dates and assessed on a point value. The

participation and responses to discussion questions are assessed on a pass/fail basis. The individual study packet by skill set requires candidates to determine skill sets that require more practice as determined by a sample test analysis. Candidates are required to complete a data analysis table. In the 2nd workshop, candidates determine their specific strengths and weaknesses based on sample test results and the analysis that was completed in the first workshop. There is no grade assigned to this course and the workshop is not a part of the required coursework and training or practicum hours required to fulfill requirements for certification. Candidates receive information on testing strategies/vocabulary/formulas/and other required subject specific information. The University of Phoenix at San Antonio meets the requirements of TAC §228.40(b).

The University of Phoenix at San Antonio staff has implemented a system for verifying that candidates hold a valid classroom teaching certificate and that they have two years of creditable teaching experience prior to issuance of the Standard Principal Certificate per TAC §241.20(3) and TAC §241.20(4). For admissions to the Texas MAED/Administration and Supervision program at the University of Phoenix, all candidates must submit a copy of their current teaching certificate and documentation of two years of creditable teaching experience. This information will become part of their official record at the University and will be verified prior to allowing candidates to enroll in their first course. This policy will go in to effect January 1, 2012, and meets the requirements of TAC §241.20(4).

At the time of the July audit, for the purposes of program improvement, the University of Phoenix at San Antonio staff provided a document entitled "Plan for Program and Course Evaluation". The plan consists of five parts which includes: an analysis of candidate assessment data, the identification of strengths and weaknesses indicated by the data, and possible reasons for the candidates' performance; a Faculty Council that analyzes the assessment data and program outcomes in order to make recommendations for program improvement; data from each state's approval process which serves as an external evaluation; an annual Academic Quality Review (AQR); and a five year assessment plan that is scheduled by fiscal year with different phases each fiscal year depending on the program under review. As a result of the Compliance Status Report and at the Technical Assistance Audit, the University of Phoenix has submitted a continuous improvement process for curriculum and program evaluation that will utilize the following data sets:

- ASEP data including TExES exam results;
- Title II federal reporting data;
- Advisory committee feedback and recommendations;
- Faculty feedback and recommendations;
- Faculty Council feedback and recommendations;
- Faculty Content Area Meeting feedback and recommendations;
- ELCC National Program Review Annual Report data and feedback;
- NCATE Annual Report data and feedback;
- TEA feedback and recommendations;
- Employer Survey evaluations;
- Alumni Survey evaluations;
- Advisory Committee Survey evaluations;
- Field Supervisor/Mentor Survey evaluations;

- Benchmark assignment data;
- College of Education 5-year Assessment Plan data;
- Annual Program Assessment data;
- Admissions, retention, progression, and program completion data;
- Course grades;
- Comprehensive exam grades;
- Administrative Internship Evaluation data;
- MAED/ADM Field Experience data;
- Administrative Dispositions data;
- Academic Annual Report data; and
- Academic Quality Review results.

The documentation of actual evidence pertaining to the plan for program improvement was provided during the Technical Assistance Audit. The University of Phoenix at San Antonio should continue to utilize principal candidate TExES data, ETS testing data, future ASEP data, and the standards & associated competencies to evaluate the design & delivery of University of Phoenix at San Antonio's curriculum as it pertains to program evaluation. The University of Phoenix at San Antonio does meets the requirements per TAC §228.40(c).

Program records are maintained electronically for each candidate and meet the requirements of TAC §228.40(d).

Based on the evidence presented, University of Phoenix at San Antonio is in compliance with Texas Administrative Code (TAC) §228.40 – ASSESSMENT AND EVALUATION OF PRINCIPAL CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

Senate Bill 174/Texas Administrative Code §229

Currently, University of Phoenix at San Antonio holds a status of "Accredited-Not Rated". There are not any TExES test results for the principal certification exam.

PROGRAM RECOMMENDATION

The following are recommendations based on the findings of the Texas Education Agency Compliance Audit. If the program is NOT in compliance with any component, please consult the Texas Administrative Code and initiate actions to correct the issue IMMEDIATELY. A Compliance Status Report will be required in sixty days on compliance recommendations.

General program recommendations are suggestions for general program improvement and do not require follow-up.

PROGRAM COMPLIANCE RECOMMENDATIONS: A Compliance Status Report will be required in sixty days.

Governance of Educator Preparation Programs

- All non-compliance issues have been resolved.

Admission Criteria

- All non-compliance issues have been resolved.

Curriculum

- All non-compliance issues have been resolved.

Program Delivery & On-Going Support

- All non-compliance issues have been resolved.

Assessment and Evaluation of Candidates for Certification and Program Improvement

- All non-compliance issues have been resolved.

GENERAL RECOMMENDATIONS: No progress report is necessary.

- Continue to adhere to TEA requirements per Texas Administrative Code in order to comply with the proposal that was approved by the State Board of Educator Certification in September, 2008.

- Participate in Annual Dean and Director Meetings due to the changes in leadership for the University of Phoenix Texas educator preparation programs.

- Follow the State Board of Education meetings via live stream or by reviewing the minutes to continue to stay abreast of legislative mandates.

- Follow the State Board of Educator Certification (SBEC) meetings via live stream or by reviewing the minutes in order to stay abreast of Texas Administrative Code changes.

- Continue to align the EPP terminology with that of Texas Administrative Code (TAC) terminology.

Component 1 General Recommendations:

- Expand the Advisory Committee membership to include more representation from individuals not directly affiliated with the University of Phoenix.

Component 2 General Recommendations:

- Continue to ensure that at least one University of Phoenix staff member in Texas is able to track all candidates from admission to completion of the principal preparation program and issuance of standard certification.

Component 3 General Recommendations:
- Implement fully the curriculum plan that includes a specific focus on TAC §241.15 Standards and competencies for all principal candidates.