



## Compliance Audit Report 2015-2016 Hardin-Simmons University

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 Texas Education Agency (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 required by the Texas legislature for the regulation of all educator preparation programs in the state. Please see the complete Texas Administrative Code at [www.tea.texas.gov](http://www.tea.texas.gov) for details.

**Contact Information:** Perry Haley Brown, Ph.D., Dean, Irvin School of Education

**County/District Number:** 221-501

**SBEC Approval Date:** March 3, 1969

Texas Education Agency (TEA) Educator Preparation Program Specialist, Vanessa Alba, conducted a five-year Continuing Approval audit of the Hardin-Simmons University Educator Preparation Program (EPP), located at Box 16225, Abilene, TX 79698, on May 17-19, 2016, as required by Texas Administrative Code (TAC) §228.10(c) and TAC §229.6(a) which states that educator preparation programs "shall be reviewed at least once every five years". The audit was conducted in a "Training" format with Hardin-Simmons University (HSU) staff actively engaged in a self-evaluation process. The focus of the audit was the Traditional Undergraduate Program and the EC-6 curriculum. The program's accreditation status is "Accredited – Action Plan". The following are the findings of the audit.

### **Scope of the Compliance Audit:**

The scope of this audit is restricted solely to verifying compliance with Texas Administrative Code (TAC) §227, §228, §229, and §230.

### **Data Analysis:**

Information concerning compliance with TAC governing educator preparation programs was collected by various qualitative means. A self-report was submitted to the TEA on April 18, 2016. A TEA review of documents, student records, course material, and curriculum correlations charts provided evidence regarding compliance. In addition, TEA staff sent electronic questionnaires to Hardin-Simmons University EPP stakeholders. A total of 97 out of 334 (29%) responded to the questionnaires as follows: 9 out of 11 (82%) advisory committee members; 16

out of 115 educator candidates (14%); 20 out of 58 (34%) principals; 48 out of 145 (33%) cooperating teachers/mentors; and 4 out of 5 (80%) field supervisors. Qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was measured using a rubric aligned to Texas Administrative Code.

### **Findings, Compliance Issues, and Recommendations:**

“Findings” indicate evidence that was collected during the audit process. If the program is “NOT in compliance” with any identified component, the program should consult the Texas Administrative Code and is required to correct the issue IMMEDIATELY. A Compliance Plan may be drafted during the audit that identifies compliance issues to be addressed. A timeline for completion will be agreed upon between TEA and EPP staff. “Recommendations” are suggestions for general program improvement and no follow up is required.

### **Ongoing Communication and Compliance Plan:**

Communication between TEA program specialists and the Hardin-Simmons University Dean and staff occurred prior to the audit and throughout the audit on May 17-19, 2016. Perry Haley Brown, Dean, Irvin School of Education, Renee Collins, Chair, Department of Educational Studies, and Donna Snook, Administrative Assistant to the Dean, were present and active in all aspects of the audit for three days. Raney Edmiston, Certification Officer, was present on Day 1 of the audit. The Compliance Plan was developed by EPP staff and reviewed by TEA staff on the last day of the audit.

## **COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20**

### **Findings:**

1. Perry Haley Brown, Ph.D., Dean, Irvin School of Education, provided support, participated in all aspects of the training audit, and is accountable for the quality of the EPP and the candidates whom the program recommends for certification. [TAC §228.20(c) and TAC §228.2(8)];
2. The advisory committee currently consists of 11 members representing four (4) groups. Six (6) members represent public/private K-12 schools, three (3) members represent higher education, one (1) member represents a regional education service center (ESC), and one (1) member represents business/community. A list of advisory committee members and original sign-in sheets from advisory committee meetings was provided as evidence of membership. The Hardin-Simmons University EPP meets TAC §228.20(b) minimum requirements for advisory committee composition;
3. Agendas and dated meeting minutes verified that advisory committee meetings were held during the past three (3) academic years. Meeting dates were verified as follows:
  - October 25, 2013 -10 members present
  - February 28, 2014 - 7 members present
  - October 3, 2014 - 9 members present
  - February 20, 2015 – 9 members present

- October 9, 2015 – 8 members present
- April 23, 2016 – 9 members plus 4 presenters, 12 current students & 1 future student present

The Hardin-Simmons University EPP meets TAC §228.20(b) minimum requirements for advisory committee meetings twice during each academic year (September 1-August 31);

4. Agendas, minutes, and attendee records indicated that the members assist in the design, delivery, evaluation, and major policy decisions of the EPP and meet the minimum requirements of TAC §228.20(b) and TAC §228.1(a); and
5. Advisory Committee meeting minutes, agendas, and attendance records provided evidence that advisory committee members were informed of their roles and responsibilities. A letter of invitation to potential advisory committee members with roles and responsibilities outlined was provided as evidence of compliance. An email invitation was sent to one person on September 1, 2014. Hardin-Simmons University EPP meets minimum requirements of yearly Advisory Committee training per TAC §228.20(b).

**Compliance Issues to be addressed:**

- None

**Recommendations:**

- Consider adding former candidates to the Advisory Committee membership to provide the perspective of a candidate; and
- Provide an incentive to the members of the Advisory Committee for their involvement and assistance with the Hardin-Simmons University EPP by providing Continuing Professional Education (CPE) credit to members who need CPE hours for the renewal of their Texas certificates.

**Based on the evidence presented, the Hardin-Simmons University educator preparation program is in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.**

**COMPONENT II: ADMISSION CRITERIA - Texas Administrative Code (TAC) §227.10**

**Findings:**

1. Hardin-Simmons University EPP admission requirements as identified on the website and in the self-report require the applicant to:
  - Be enrolled in an educator preparation program from an institution of higher education that is accredited by a regional accrediting agency, as recognized by the Texas Higher Education Coordinating Board (THECB) [TAC §227.10(a)(1), TAC §227.5(2) and TAC §230.11];

- Have a minimum admission GPA of 2.5 or at least a 2.5 in the last 60 semester credit hours [TAC §227.10(a)(3)(A)];
  - Have a minimum of 12 semester credit hours in the subject-specific content area for the certification sought or 15 semester credit hours in math or science [TAC §227.10(a)(4)(A); TAC §227.10(a)(4)(B); TAC §227.1(a)];
  - Demonstrate basic skills in reading, written communication and mathematics as demonstrated by a satisfactory scores on the Texas Higher Education Assessment (THEA) or an approved exemption [TAC §227.10(a)(5) and TAC §230.37(a)];
  - Demonstrate English language proficiency skills as specified in §230.11(b)(5) by meeting the minimum score requirement on the TOEFL or by earning an advanced degree from a university where the language of instruction is English;
  - Submit an application [TAC §227.10(a)(6)];
  - Complete an interview [TAC §227.10(a)(6)];
  - Submit three (3) letters of reference [TAC §227.10(a)(7)];
  - Submit a photo [TAC §227.10(a)(7)];
  - Meet with three (3) professors from different content areas to complete an evaluation form for admission [TAC §227.10(a)(7)];
  - Earn a majority vote of the Hardin-Simmons University (HSU) Teacher Education Council [TAC §227.10(a)(7)];
  - Meet with the certification officer to sign & submit a degree plan [TAC §227.10(a)(7)];
  - Sign the Educator's Code of Ethics [TAC §227.10(a)(7)];
  - Sign a FERPA statement. (This became an EPP requirement in 2015-2016 academic year) [TAC §227.10(a)(7)];
  - Out of country applicants are required to meet the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those when evaluated by a TEA approved transcript evaluation service. [TAC §227.10(e)];
2. Records for ten (10) candidates were reviewed to verify that admission requirements have been followed;
  3. An additional four (4) candidate records, randomly selected from the EPP's admission GPA Spreadsheet, were evaluated to verify the accuracy of annual data reported to TEA;
  4. Transcripts in each of the fourteen (14) records reviewed provided evidence to verify that all candidates were enrolled as either an undergraduate or a post-baccalaureate (Post-Bac) student at HSU [TAC §227.10(a)(1), TAC §227.5(2) and TAC §230.11];
  5. Based on a review of transcripts, candidates were admitted with a GPA range of 3.31-4.0. [TAC §227.10(a)(3)(A)];

6. Transcripts, transcript review worksheets, and/or Pre-Admission Content Test (PACT) scores in each of the 14 candidate records reviewed provided evidence that candidates were admitted with a minimum of 12 semester credit hours in the subject-specific content area for the certification sought, or 15 semester credit hours in math or science, or had a passing score on the PACT. [TAC §227.10(a)(4)(A); TAC §227.10(a)(4)(B); TAC §227.1(a)];
7. Documentation in the 10 candidate records reviewed indicated that candidates met the basic skills requirement in reading, written communication and mathematics Candidate transcripts reflected either THEA/SAT/ACT scores, a Grade of B or better in COMM 1301 or 1302, or a conferred Bachelor's Degree. One of the records reviewed, for a school counselor candidate, revealed that the candidate had a degree at the time of admission [TAC §227.10(a)(5) and TAC §230.37(A)];
8. One (1) out-of-country record was reviewed to verify the EPP requires applicants to demonstrate English language proficiency skills as specified in §230.11 prior to admission. The record contained evidence of International English Testing, but no TOEFL scores. The program did not meet the requirement as prescribed [TAC §227.10(a)(6); TAC §230.11(b)(5)];
9. The records for the out-of-country candidate contained a transcript evaluation completed by World Education Services, Inc., a TEA approved provider. [TAC 227.10(e)];
10. Each candidate record contained a completed, signed and dated paper application [TAC §227.10(a)(6)];
11. An interview scored with a rubric was required of all applicants. The applicant Interview questions and rubric scored on a 3-point scale in three (3) areas were identified in each of the 10 candidate's records reviewed. [TAC §227.10(a)(6)];
12. A written assessment is required of all applicants. The completed essay entitled "Why You Want to Teach" was found in each of the 10 candidate's records reviewed [TAC §227.10(a)(6)];
13. Three (3) letters of reference were identified in each of the 10 candidate's records. [TAC §227.10(a)(7)];
14. Admission to the EPP requires candidates to meet with three (3) professors from different content areas to complete an evaluation form. These documents were found in each of the 10 candidate's records reviewed [TAC §227.10(a)(7)];
15. Admission requires a majority vote of the Hardin-Simmons Teacher Education Council. Evidence of the majority vote was found in each of the 10 candidate's records reviewed [TAC §227.10(a)(7)];
16. Applicants are required to meet with the certification officer to sign and submit the degree plan. A signed degree plan was identified in each of the 10 candidate's records reviewed [TAC §227.10(a)(7)];
17. A signed FERPA statement was retained in records beginning with the 2015-2016 academic year [TAC §227.10(a)(7)];

18. A signed Educator's Code of Ethics statement was found in each of the 10 candidate's records reviewed [TAC §227.10(a)(7)];
19. A photo id was found in each of the 10 candidate's records reviewed [TAC §227.10(a)(7)];
20. The admissions requirements are published on the HSU website [TAC §227.10(a)(7)]; and
21. Records for 14 candidates provided evidence that a candidate's eligibility for admission to the program and evidence of completion of all program requirements are retained by the EPP for a period of five (5) years. Records are stored securely in paper format. All records requested by TEA were provided by HSU at the audit. [TAC 228.40(d)].
22. Hardin-Simmons University EPP staff were advised of future implementation of new rules as follows:

Formal Admission TAC §227.17:

- (a) For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all of the admission requirements specified in 227.10 of this title (relating to Admission Criteria).
- (b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.
- (c) For an applicant to be considered admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.

§227.19(a) Incoming Class Grade Point Average:

(a) The overall grade point average (GPA) of each incoming class admitted between September 1 and August 31 of each year by an educator preparation program (EPP), including an alternative certification program, may not be less than 3.00 on a four-point scale or the equivalent. In computing the overall GPA of an incoming class, an EPP may:

(1) Include the GPA of each person in the incoming class based on all coursework previously attempted by the person at an accredited institution of higher education from which:

(A) The applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or

(B) The most recent bachelor's degree or higher degree was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or

(2) Include the GPA of each person in the incoming class based only on the last 60 semester credit hours of all coursework attempted by the person at an accredited institution of higher education from which:

(A) The applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or

(B) The most recent bachelor's degree or higher degree was conferred (alternative certification program formal admission or post-baccalaureate program formal admission).

(b) A person seeking career and technical education certification is not included in determining the overall GPA of an incoming class.

(d) The date of formal admission shall be effective upon the applicant's acceptance of the offer of formal admission.

#### **Compliance Issues to be addressed:**

- Require all out-of-country applicants to take the TOEFL-iBT and score a 26 on the speaking portion prior to admission. Applicants should report scores through the HSU TOEFL code. This should be an immediate change. [TAC §227.10(a)(6)]

#### **General Recommendations:**

- Work with the Math Department about changing Math CSCI 1320 to ensure that it is designated as a math course if the program intends to use it as a math course for admission purposes.

**Based on the evidence presented, the Hardin-Simmons University educator preparation program is not in compliance with TAC §227.10 - Admission Criteria.**

### **COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §228.30**

#### **Findings:**

1. The curriculum review focused on the EC-6 certification field content;
2. The EPP staff were advised about the following new requirements in Texas Education Code (TEC) §21.044(g):
  - Consistent and accurate information must be provided to all educator candidates on the high expectations in the state;
  - Consistent and accurate information must be provided to all enrolled educator candidates on the responsibilities that educators are required to accept;
  - Consistent and accurate information must be provided to all applicants and enrolled candidates on the skills that educators are required to possess; and

- Consistent and accurate information must be provided to all enrolled candidates concerning the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H; and
  - Consistent and accurate information must be provided to all enrolled candidates on the importance of building strong classroom management skills;
3. The Core Subjects EC-6 alignment chart, Pedagogy & Professional Responsibilities EC-12 (PPR EC-12) alignment chart, the Technology Applications Alignment Chart, syllabi and course outlines were provided for review. Five (5) courses were reviewed in depth: EDUC 3338 – The Learning Environment; READ 3360 – Beginning Literacy Development; READ 4392 – Organization and Materials for Reading; ECED 4311 – Early Childhood; and EDUC 4379 – Capstone Professional Teacher (Capstone). Based on the document review and the review of course materials, the curriculum is standards-based. [TAC §228.30(a)];
  4. A Texas Essential Knowledge and Skills (TEKS) Correlation Alignment Chart completed by the program, course syllabi, instructors' lesson plans, and requirements for focused field-based experiences (FBE) served as evidence that the relevant TEKS are taught to all candidates. TAC §228.30 (a)];
  5. Information on course syllabi provided evidence that assessments are used in each course. In the five representative courses reviewed, course materials contained assessments including quizzes, tests, and midterm and final exams with short answer, multiple choice, essay & analysis type questions. Candidate success on assessments was evidenced by transcripts reflecting passing scores in courses. [TAC §228.40(a)];
  6. A review of course outlines activities and assessments for READ 4392, READ 3360, and READ 3338, provided evidence that the curriculum relies on scientifically-based research to ensure teacher effectiveness and aligns to the TEKS. [TAC §228.30(b)];
  7. Syllabi and representative coursework provided evidence that coursework and training are sustained, rigorous, interactive, student-focused, and performance-based and professional development is sustained, intensive, and classroom focused. The coursework and training meets requirements as prescribed [TAC §228.30(b) and TAC §228.35(a)(2)];
  8. Reading instruction is taught in READ 4392 and READ 3360. The five (5) required components of reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension, are taught within the reading courses [TAC §228.30(b)(1)];
  9. The code of ethics and standard practices for Texas educators, as described in TAC §247, are taught in EDUC 3338 and EDUC 4379. Candidates are provided with the Educator's Code of Ethics in the Student Handbook. They are also required to sign and date an acknowledgement of reading and understanding the Code of Ethics. [TAC §228.30(b)(2)];
  10. The skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards) are reflected in the coursework: [TAC 228.30(3)]
    - Instructional planning and delivery is addressed in all coursework. Syllabi, alignment charts and a review of coursework served as evidence [TAC 228.30(3)(A)];

- Knowledge of students and student learning are addressed in the following coursework: EDUC 3338 – The Learning Environment; READ 3360 – Beginning Literacy Development; READ 4392 – Organization and Materials for Reading; ECED 4311 – Early Childhood; and EDUC 4379 – Capstone Professional Teacher (Capstone). Syllabi, alignment charts and a review of coursework served as evidence [TAC 228.30(3)(B)];
- Content knowledge and expertise is addressed in all coursework. Syllabi, alignment charts and a review of coursework served as evidence [TAC 228.30(3)(C)];
- Learning environment is addressed in the following coursework: EDUC 3338. Syllabi, alignment charts and a review of coursework served as evidence [TAC §228.30(b)(3)(D)];
- Data-driven practice is addressed in the following coursework: RDG 3393; RDG 4392; READ 4394; and EDUC 4379. A demographic analysis is completed in EDUC 4379. Syllabi, alignment charts and a review of coursework served as evidence of compliance [TAC §228.30(b)(3)(E)];
- Professional practices and responsibilities are addressed in EDUC 4379. Syllabi, alignment charts and a review of coursework served as evidence of compliance [TAC §228.30(b)(3)(F)];

11. Instruction in detection and education of students with dyslexia as indicated in the Texas Education Code [TEC §21.044(b)] was provided to candidates in READ 4392; READ 3360; READ 3360; and EDUC 4379 [TAC §228.35(a)(4)]; and

12. Instruction in detection and education of students with mental and emotional disorders, as indicated in the Texas Education Code [TEC) §21.044(c-1)] was provided to candidates in EDUC 4379 [TAC §228.35(a)(5)].

13. In questionnaire responses, educator candidates and mentor/cooperating teachers reported the following regarding the EPPs delivery of instruction in the following areas:

Instruction Provided in the Following Areas:	Candidates Yes/No/Don't Know N = 16	Mentor/Cooperating Teachers Yes/No N = 48
Provide reading instruction in your certification field and grade level covering phonics, phonemic awareness, fluency, vocabulary development, and comprehension strategies	80% / 0% / 20%	93% / 7%
Identifying and modifying instruction for students diagnosed with Dyslexia	80% / 10% / 10%	66% / 34%

Providing support & modifications for students diagnosed with mental or emotional disorders	90% / 0% / 10%	76% / 24%
Use TEKS specific to your certification field	100% / 0% / 0%	91% / 9%
Administer the STAAR or end of course exams	30% / 70% / 0%	62% / 38%
Design clear, well organized, sequential lessons that build on students' prior knowledge	100% / 0% / 0%	93% / 6%
Design developmentally appropriate standards-based lessons	90% / 10% / 0%	-
Design lessons to meet the needs of diverse learners	100% / 0% / 0%	-
Communicate clearly and engage students in a manner that encourages a student's persistence and best efforts	100% / 0% / 0%	96% / 4%
Lead class discussions and activities that provide opportunities for developing higher order thinking skills	100% / 0% / 0%	93% / 7%
Check for understanding & give immediate feedback, and make lesson adjustments as necessary	100% / 0% / 0%	96% / 4%
Instill the belief that all of your students have the potential to achieve at high levels	90% / 10% / 0%	100% / 0%
Acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in	90% / 0% / 10%	93% / 7%

learning		
Facilitate each student's learning by employing evidence-based practices and concepts	100% / 0% / 0%	93% / 7%
Apply major concepts, themes, multiple perspectives, assumptions, inquiry, structure, and real-world applications of your grade-level and subject-area content	100% / 0% / 0%	98% / 2%
Design and execute lessons that are consistent with the concepts of your specific discipline and are aligned to state standards	100% / 0% / 0%	93% / 7%
Utilize content-specific pedagogy that meets the needs of diverse learners	90% / 0% / 10%	-
Create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds	90% / 10% / 0%	100% / 0%
Establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior	100% / 0% / 0%	89% / 11%
Engage students in active learning as indicated by their level of motivation and on-task behavior	100% / 0% / 0%	-
Create & implement formal and informal methods of measuring student progress	100% / 0% / 0%	89% / 11%
Set individual and group learning goals and communicating these	90% / 10% / 0%	91% / 9%

goals to students and families		
Collect, review, and analyze data to monitor student progress	90% / 10% / 0%	89% / 11%
Utilize data you collect and analyze to plan your instructional strategies	90% / 10% / 0%	82% / 18%
Reflect on your teaching practice to improve your instructional effectiveness	90% / 10% / 0%	-
collaborate with your colleagues and accept constructive feedback from peers and administrators	100% / 0% / 0%	98% / 2%
Seek out opportunities to lead students and other educators	80% / 20% / 0%	-
Model ethical and respectful behavior and demonstrate integrity as defined in the Texas Educator's Code of Ethics	100% / 0% / 0%	100% / 0%

**Compliance Issues to be addressed:**

- None

**Recommendations:**

- None

**Based on evidence presented, the Hardin-Simmons University educator preparation program is in compliance with Texas Administrative Code Section §228.30 - Curriculum.**

**COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35**

**Findings:**

1. Hardin-Simmons University EPP coursework and training ensure the educator is effective in the classroom. Degree plans were present in each of the 14 candidate's records reviewed. One of the candidate records reviewed was for a candidate seeking certification as a school counselor [TAC §228.35(a)(1); TAC §228.2(5)];
2. In the undergraduate program elementary and middle school candidates complete 1037 clock-hours of coursework, high school candidates complete 840 clock-hours, and all-level candidates complete 960 clock-hours. In the Post-Bac program, elementary and middle school candidates complete 663 clock-hours of coursework and high school and all-level candidates complete 345 clock-hours. [TAC §228.35(a)(3); TAC §228.2(5)];
3. Candidates seeking certification in elementary or middle school in the undergraduate program complete 47 clock-hours of Field-Based Experiences (FBE). High school and all-level candidates complete 30 clock-hours of FBE. Post-Bac candidates seeking elementary or middle school certification complete 33 clock-hours of FBE and high school and all-level candidates complete 30 hours of FBE. Documentation, including time logs signed by the observed teacher and candidate reflections and activity sheets, in 8 out of 10 candidates' records reviewed verified completion of FBE hours. The school counselor candidate was not required to complete FBE. All FBE took place in approved public or private schools prior to clinical teaching [TAC §228.35(a)(3); TAC §228.35(d)(1)(A-E); TAC §228.2(4);TAC §228.2(9)];
4. In the undergraduate program elementary and middle school candidates complete 990 clock-hours of coursework prior to clinical teaching. High school candidates complete 810 clock-hours and all-level candidates complete 930 clock-hours prior to clinical teaching. In the Post-Bac program, elementary and middle school candidates complete 630 clock-hours of coursework prior to clinical teaching or internship, high school and all-level candidates complete 315 clock-hours. A review of curriculum, degree plans and course/module schedules provided evidence. [TAC §228.35(a)(3)(B)];
5. HSU policy requires candidates to complete 12 weeks of clinical teaching or a full-year internship. Student teaching placement lists, degree plans in candidates' records and requirements stated in handbooks served as evidence of compliance. Of the 10 candidate's records reviewed, two (2) candidates completed internships, one (1) candidate had just begun the program and was not yet at the point of clinical teaching or internship, and one (1) professional candidate record did not contain documentation to support that a practicum had been completed. The remaining six candidates completed clinical teaching. [TAC §228.35(d)(1); TAC §228.35(d)(2)(a); TAC §228.35(d)(2)(B)(i); TAC §228.2(4)];
6. Placement lists with start and end dates in 8 of the candidates' records provided evidence that the clinical teaching or internship experience occurred in an actual school setting rather than a distance learning lab or virtual school setting. All candidates were placed in public schools for clinical teaching or internship. [TAC §228.35(d)(2)(C)(ii)];
7. All coursework and training is completed prior to EPP completion and standard certification. Benchmarks documents, degree plans and candidate transcripts served as evidence for all records reviewed [§228.35(a)(4)];
8. Each candidate was assigned a cooperating teacher in the clinical teaching assignment or a mentor teacher in an internship assignment in an actual public/private school setting. A candidate placement list with cooperating or mentor teacher assigned and start/end

dates noted served as evidence of compliance for 8 records reviewed. There was no evidence that the school counselor candidate was assigned a site supervisor [TAC §228.35(e); TAC §228.2(6)];

9. Training is provided to mentors and cooperating teachers. Training material provided for review included a Big Country Teacher Training Power Point and "Big Country Teacher Center Handbook". The handbook specifies the responsibilities of the candidate, teacher, principal, and supervisor. Additional training is provided via emailed modules. Each of the three modules, Phases Stages Module, Coaching Module, and Mentor BT Module, uses material from TXBESS training. Training dates were provided for the years 2008-2016. Emails that were sent to cooperating teachers and a list of cooperating teachers and their certification fields were provided for the 2013-2016 academic years. Original signatures and dates on documentation retained by the program verified training was received. [TAC §228.35(e)];
10. HSU employs 15 field supervisors. All but one hold a valid teacher or administrator certificate. Resumes/vitae detailing field supervisor credentials along with current certifications were provided for review. Candidate placement lists containing field supervisor assignments in each of the candidate's records provided evidence that each candidate was assigned a field supervisor. [TAC §228.35(f); TAC §230.37(c)(2)];
11. Field supervisors receive annual training. Training includes the "Big Country Teacher Center Handbook" which specifies the responsibilities of the candidate, teacher, principal, and field supervisor. In addition, field supervisors are trained in an orientation by Dr. Pam Williford who uses TXBESS training materials and is a certified TXBESS trainer. Signed and dated documentation of field supervisor training was retained in EPP records. [TAC §228.35(f)];
12. Field supervisors made initial contact with candidates within the first three (3) weeks of the clinical teaching or internship assignment as required. Each of 8 candidate records reviewed contained a document signed by the candidate and the field supervisor verifying the start date of student teaching or internship and the date the first contact was made. A field supervisor log provided additional evidence of first contact. [TAC §228.35(f)];
13. Candidates received three (3) observations during the 12-week clinical teaching or full-year internship assignment. Each of the 8 candidate's records reviewed contained observation forms signed by the candidate and field supervisor. The record for the professional candidate contained no evidence of observations. [TAC §228.35(f)(4)];
14. Each observation was 45 minutes in length, conducted by the field supervisor, and occurred on the candidate's site in a face-to-face setting. Observation documents in the records for each of the 8 candidates reviewed reflected start and stop times as verification. [TAC §228.35(f)(1)];
15. It was verified that the first observation occurred within the first 6 weeks of assignment for each candidate reviewed (8 files). Dated observations were provided as evidence [TAC §228.35(f)(2)];
16. Signed and dated observation documents in the 8 candidate's records reviewed verified that each field supervisor documented instructional practices observed and provided

written feedback through an interactive conference with each candidate. [TAC §228.35(f)];

17. A copy of each observation was provided to the candidate's campus administrator. The documentation provided was the dated observation with signature of field supervisor, name of candidate & principal distribution noted in (8) files reviewed [TAC §228.35(f)]; and
18. Candidates receive informal coaching and observations as verified by evidence selected from one (1) candidate record. A dated observation document and a field supervisor log noted additional observations. The program noted that the candidate had difficulties. This was noted immediately with the clinical teacher & field supervisor and addressed at the time of the post-observation conference. As a result, a change in placement was made. This was also addressed with Dean. The candidate had a total of 5 observations in 2 placements & a meeting with EPP staff, school district staff, field supervisor & candidate. The program provided the documentation at the audit. The program met the requirements of informal observations and coaching as prescribed [TAC §228.35(f)].

**Compliance Issues to be addressed:**

- None

**Recommendations:**

- Review and implement the requirements for field supervision and practicum for the professional certification classes that the program is approved to offer. Specifically, candidates seeking certification as a school counselor are required to complete 200 clock-hours of standards-based coursework and training and a 160 clock-hour standards-based practicum. The practicum must be supervised by an experienced field supervisor who observes the candidate and provides written feedback and a site supervisor that works with the candidate on a daily basis.

**Based on evidence presented, Hardin-Simmons University Educator Preparation Program is in compliance with Texas Administrative Code Section §228.35 – Program Delivery and On-Going Support.**

**COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40**

**Findings:**

1. Hardin-Simmons University EPP has established benchmarks to ensure that candidates are prepared to receive standard certification [TAC §228.40(a)]. Documentation detailing the benchmark activity, timeline, and person responsible and the candidate record showing progression through the program by verifying benchmarks was provided as evidence for candidate files reviewed. HSU assigns an advisor to every candidate in the education program. Each semester before the candidate can register for classes, the candidate must make an appointment with the advisor. The advisor reviews the

transcript to make sure the candidate is on track to graduate, checks the desired course schedule for approval, verifies the GPA, and answers candidate questions. Only then is the candidate released to register for classes. All course grades and GPAs are checked at the end of each semester by the Dean's office and any candidate who has an unsatisfactory grade receives probation notification by email [TAC §228.40(a)];

2. The program provided evidence that the readiness of each candidate to take the appropriate certification assessment of pedagogy and professional responsibilities, including professional ethics and standards of conduct was determined as required. Policies and procedures for detailing the criteria for testing are available to candidates in the Student Handbook. Two courses specifically address TExES Exams. In EDUC 4371 (Organization & Management for Teaching in the Secondary Classroom) candidates are required to take practice exams and score an 85% or above in order to receive approval to test. In EDUC 4601 (Interdisciplinary Strategies) candidates are required to complete 4.5 hours of test preparation through T-Cert online and take a representative exam. Candidates are required to be approved by Dean's Office/advisor to take the representative exam and to register for the TExES exam. Each candidate must pass the representative exam with 85% or higher or obtain permission to test from advisor or successfully complete the program & graduate. Hardin-Simmons University EPP met the requirement of determining each candidate's readiness to test as prescribed [TAC §228.40(b); TAC §230.21(c)];
3. The EPP does not grant test approval for the pedagogy and professional responsibilities assessment until a candidate has met all of the requirements for admission and has been fully accepted into the EPP. Each candidate record reviewed contained a dated document noting the date of test approval for the PPR EC-12 exam. The dated letter of admission to the EPP, signed by each candidate, also served as evidence of compliance. [TAC §228.40(b)]; and
4. As required in TAC §228.40(c), HSU staff continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments. Advisory committee meeting agendas and minutes served as evidence of compliance. Additional evidence included documentation detailing the evaluation activity, timeline, and person responsible.

Course Evaluations provided for review included the following:

- Faculty Evaluation Form
- Adjunct Instructor Evaluation
- Student Reactions to Instructions & Courses

Program Evaluations provided for review included the following:

- Annual Assessment of Learning Outcomes for the following content areas (2010-2013):
  - 4-8 ELAR
  - Gen EC-6
  - PPR EC-12

**Compliance issues to be addressed:**

- None

**Recommendations:**

- None

**Based on evidence presented, Hardin-Simmons University Educator Preparation Program is in compliance with Texas Administrative Code §228.40 – Assessment and Evaluation of Candidates of Candidates for Certification and Program Improvement.**

**COMPONENT VI: PROFESSIONAL CONDUCT -Texas Administrative Code (TAC) §228.50**

**Findings:**

TAC §228.50(a) states that during the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics).

1. Hardin-Simmons University EPP provided documentation indicating that faculty/staff members (11) submitted a signed document noting that they had read and understand Candidates are also specifically taught the Code of Ethics in EDUC 4379 – Capstone Course The Professional Teacher. the Code of Ethics; and
2. Hardin-Simmons University provided documentation that 10 (100%) candidate files reviewed contained evidence of a signed statement of reading & understanding the Code of Ethics that is notarized by a Notary Public, as well as a FERPA consent and image release form. The mid-term and final appraisal of student competency includes ethical behavior which is graded on a 4 point scale. The Code of Ethics is also noted in the Student Handbook

**Compliance issues to be addressed:**

- None

**Recommendations:**

- None

**Based on evidence presented, Hardin-Simmons University Educator Preparation Program is in compliance with Texas Administrative Code §228.50(a) regarding Professional Conduct.**

**COMPONENT VII: COMPLAINTS AND INVESTIGATIONS PROCEDURES -Texas Administrative Code (TAC) §228.70**

1. As required in TAC §228.70(b)(1), the EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to attempt to resolve complaints at the EPP level in a timely manner before a complaint is filed with TEA staff. HSU has a complaint policy on file with TEA and the policy is posted on the EPP website;
2. As required in TAC §228.70, the EPP has posted the EPP complaint policy in a conspicuous location on the main bulletin board for the Education Department in Abilene Hall [TAC 228.70(b)(2) and TAC 228.70(b)(3)]; and
3. The EPP has a system established to ensure that, upon request of an individual, the EPP will provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff. The complaint process is also located in the Student Handbook [TAC §228.70(b)(4)].

**Compliance issues to be addressed:**

- None

**Recommendations:**

- None

**Based on evidence presented, Hardin-Simmons University Educator Preparation Program is in compliance with Texas Administrative Code §228.70 regarding Complaints and Investigations Procedures.**

**COMPONENT VIII: RULES FOR PROBATIONARY CERTIFICATES - Texas Administrative Code (TAC) §230.37**

1. Two (2) of the 8 candidates reviewed completed internships. One (1) candidate was in a Math 4-8 placement and the other was in a Speech 7-12 placement. For each of the candidates, the certification field and probationary issued were aligned [TAC 230.37(a)(2); TAC 230.37(b)(3)(B)];
2. Sufficient evidence was provided that the candidates were placed on a probationary certificate during internship. The probationary certificate in ECOS for each candidate served as evidence [TAC §230.37(a)(2)];
3. The interns were in an appropriate placement in the subject area and at the grade level of certification sought. Each candidate passed the content exam prior to internship start date. The content exam dates and dates of probationary certificate issuance were verified in the Educator Certification Online System (ECOS) [TAC §230.37(e)(1)(B)].

**Compliance issues to be addressed:**

- None

**Recommendations:**

- None

**Based on evidence presented, Hardin-Simmons University Educator Preparation Program is in compliance with Texas Administrative Code §230.37 regarding Rules for Probationary Certificates.**

**Standard Recommendations for Hardin-Simmons University EPP:**

- Align the verbiage of Hardin-Simmons University EPP to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, candidate, practicum for professional classes of certificates, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Continue to participate in webinars / meetings provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program; and
- Ensure that TEA staff has the most current contact information by sending update emails to the assigned program specialist.