2017 – 2018 Continuing Approval Review Report

Introduction

A 5-year Continuing Approval Desk Review was conducted by Vanessa Alba of the University of Phoenix at Dallas (015705) educator preparation program (EPP) on January 18, 2019. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. University of Phoenix at Dallas was originally approved as an EPP on February 6, 2009. The EPP has formally informed TEA that it has a closure date of August 31, 2021.

Jayme Moses is the program Legal Authority and the primary EPP contact for the 2017-2018 review. University of Phoenix is approved for the following certificate classes: Teacher and Principal classes only. Certification is offered in these routes: PB only. The EPP reported seven (7) program finishers for the 2016-2017 reporting year and nine (9) finishers for 2017-2018.

Candidate records were reviewed for ten (10) candidates from the following certificate classes as follows: Three (3) Teacher and seven (7) Principal. The results were discussed with EPP staff during a phone conference on February 1, 2019. Attending from the EPP were: Jayme Moses, Dr. Alexandra Escobar, Director Programmatic and Regulatory Compliance, and Dr. Pamela Roggeman, Dean, College of Education.

Results

1. Admission requirements as identified in 19 TAC Chapters 227 and 241 were not met by all programs within the EPP and related data were not accurately reported to the Texas Education Agency as required by 19 TAC §229.3.

   Two out of three teacher candidate files reviewed had an admit date in ECOS that was different than the admit date on the formal offer of admission letter. The GPA at the time of admit noted in candidate files was accurately reflected on the GPA spreadsheet for two (2) out of three (3) files reviewed. [19 TAC §227.17(d)]

   Test approval, for all tests, was accurately uploaded in ECOS for all three (3) teacher files reviewed.

   Content was accurately reported on the GPA spreadsheet for two (2) out of three (3), 67%, files reviewed. One file was admitted for a content with special education EC-12, but only the content area hours were noted. The special education hours were not.

   All, but one, of the seven (7) principal candidate files contained a formal offer of admission letter that matched what was entered into the ECOS system as the formal date of admission. One file contained a discrepancy between the formal offer of admission letter and what was entered into the ECOS system as the formal date of admission. Applicants must meet all admission requirements prior to formal admission and the program admits candidates at Level 2 after successful completion of the oral language proficiency assessment. There was only one screening activity for principal candidates, the oral proficiency screen. There must be screening activities used for admission. [19 TAC §227.17(d); 19 TAC §241.45(c)]
It should be noted that 19 TAC §227.17 pertaining to formal admission requirements was adopted on February 28, 2016, further amended to be effective on October 18, 2016, and most recently amended to be effective on June 3, 2018, and all admission requirements in 19 TAC §227.10 must be met by the program, as applicable, prior to formal admission, including the interview. It was noted that two (2) principal candidates were uploaded into the ECOS test approval screen as admitted on January 17, 2017, one (1) teacher candidate was uploaded as admitted into the ECOS test approval screen on November 22, 2016, and one (1) teacher candidate was uploaded as admitted into the ECOS test approval screen on March 10, 2016. Those four (4) files, all uploaded as admitted by program staff, fell within the range of the effective dates of 19 TAC §227.17 regarding formal admission.

After the program provided additional information following the phone conference on February 1st, it is clear there was confusion centering on the two-tiered admissions process that the University of Phoenix uses for admitting new students where Level 1 was for admission into the university and Level 2 was for admission into the college of education for certification purposes. (See next steps for going forward.)

Four (4) out of seven (7) principal candidates were not found on a GPA spreadsheet for the year that they were admitted. Because those were not reported, TEA could not determine if the GPA data was accurately reported.

All teacher and principal candidates took certification exams after they were formally admitted as required.

One of the admission requirements is an oral language screening scored on a rubric with a cut score. Two (2) out of three (3), 67%, teacher candidates complete this requirement after formal admission. Principal candidates met the requirement prior to formal admission. All admission requirements must be met prior to formal admission.

Principal applicants are required to participate in screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates). University of Phoenix only identified the interview as a screening activity and it is completed prior formal admission. [TAC §241.15(c)]

2. A review of candidate records revealed that candidate status in all programs was not reported accurately in the Accountability System for Educator Preparation (ASEP) system for each year of enrollment.

The teacher program failed to report candidate status for two (2) of three (3) candidates reviewed for one (1) or more years. Those files were only reported as special education and did not include the related content area for which the candidate will be certified. While the program was able to correct candidate status for the two candidates for 2018-2019, they were not able to correct for previous years because no other corrections may be made once annual reporting is complete.

The principal program accurately reported all seven (7) candidate status as “other enrolled” or “finisher” for each year they were in the program.
Overall, the program accurately reported eight (8) out of ten (10), 80%, candidate statuses in ECOS.

3. Candidate records for clinical teaching, internship, or practicum as required by 19 TAC Chapters 228 and 241 were reviewed.

The teacher files reviewed revealed that the program had one teacher file reach the point of internship. That candidate was placed on an intern certificate. Because the internship is in process for the 18-19 academic year, the program was not required to submit documentation for review.

All seven (7) principal files reviewed reflected that candidates reached the point of practicum. Observation documents were provided for six (6) out of seven (7), 86%, files reviewed. Of those, one (1) file had only two observations noted because that candidate dropped out of the program and did not seek certification. All five (5) of the files that completed the entire practicum contained evidence of 135 minutes of observations conducted by the field supervisor. Non-teacher class observations are not required to be uploaded into ECOS, but the EPP must retain evidence of observations completed in candidate files.

The program self-reported information regarding field and site supervisor training. There was no evidence that all field supervisors assigned to candidates on or after September 1, 2017 completed a TEA-approved observation training. Eight of the ten files did not contain evidence that site supervisors were trained.

All seven principal candidates completed their practicum in an accredited public school in Texas.

4. A review of candidate records revealed that all four (4) principal candidates who received standard certificates met requirements as identified in 19 TAC Chapter 230. None of the teacher candidate files reviewed had reached the point of standard certification.

5. Candidate records were retained for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program. [19 TAC §228.40(f)]

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before 9/1/2019:

Going forward, the program is encouraged to ensure that candidates are entered into the ECOS system using the same admission date to the College of Education ("Level 2" in the two-tiered admissions process used by the university) as the formal admissions date. This should occur only after all admission requirements, including screening devices, have been met by the candidate before being admitted. This will reduce or eliminate confusion that surfaced as a result of the two-tiered admissions process.
As submitted to TEA, The University of Phoenix is no longer admitting candidates to the Texas program. With that said, The University of Phoenix will continue to be responsible for TAC requirements and for candidates currently in the Texas certification program as outlined below:

- Accurately report candidate status as “other enrolled” or “finisher” in ASEP for each year that they are in the program and include each certificate seeking. [19 TAC §229.3(f)(1); TEC §21.045(b)]

- Require all field supervisors who are supervising teacher and principal candidates on or after September 1, 2017 to complete TEA approved observation training or T-TESS training. Maintain evidence of the training in each candidate file. [19 TAC §228.35(g) and (h)]

- Require all field supervisors to participate in field supervisor training for the purpose of knowing, understanding, and implementing TAC requirements for field supervision. Statewide training does not address TAC requirements for field supervision. [19 TAC §228.35(g) and (h)]

- Require the program to retain all documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program [19 TAC §228.40(f)]

- Align the verbiage of the program to Texas Administrative Code (TAC).

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.

The program is no longer admitting candidates, but needs to be aware of the TAC requirements for admission:

- Require all applicants to complete the interview for admission prior to formal admission. [19 TAC §227.10(a)(8)].

- Require principal applicants to participate in screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates). [TAC §241.15(c)]

- Require that the formal admission date on the formal offer of admission letter is the same as what is entered into ASEP for every candidate admitted to the program. [19 TAC §227.17(e); 19 TAC §229.3(f)(1)]

- Ensure that all candidates are uploaded in the system as admitted for every content, supplemental certificate, and the Pedagogy and Professional Responsibilities (PPR) exam that they have taken or will take while in the EPP. [19 TAC §229.3(f)(1); TEC §21.045(a)]

- Accurately report candidates on the GPA spreadsheet for the year that they are admitted for all certificates that they are seeking. [19 TAC §229.3(f)(1); TEC §21.045(b)]
“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 1, 2019”.

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