

# 2024–2025 Continuing Approval Review Report

## Dallas Christian College

### INTRODUCTION

Texas Education Agency (TEA) Education Specialist, Rebecca Bunting, conducted a five-year Continuing Approval Review of the Dallas Christian College educator preparation program (EPP) on March 31, 2025–April 29, 2025. Per 19 Texas Administrative Code (TAC) §228.13(a), “an educator preparation program (EPP) ...shall be reviewed at least once every five years...”. Dr. Tracy Hahn, Chair of the Department of Education, was identified as the program's Legal Authority and the primary EPP contact for the review process. The Dallas Christian College EPP was approved by the State Board for Educator Certification (SBEC) on November 7, 2003. On June 28, 2024, the EPP was notified of the review. At that time, the EPP was rated Accredited with a risk level that was Stage 3 (low). At the time of the review, the EPP was rated Accredited. The EPP reported zero finishers for the 2022-2023 reporting year and one finisher for 2023-2024.

At the time of the review, the Dallas Christian College EPP was approved to prepare and recommend candidates for certification in the Teacher class in the undergraduate (U), post-baccalaureate (PB), and alternative certification (ALT) routes. The PB route was inactive and was not included in the review.

The TEA administers the TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format, where EPP staff submitted requested documents to TEA for review.

The scope of this review included:

- 1) verifying compliance with requirements for EPPs as applicable to the certification class and certification routes offered by the EPP using a standardized rubric aligned to the Texas Administrative Code and the Texas Education Code; and
- 2) developing a corrective action plan for compliance and quality improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report.

Information concerning compliance with TAC governing EPPs was collected by a variety of means. The EPP submitted a Status Report and related program documents to TEA on March 29, 2025. Additional EPP documents, including records for eight candidates, were submitted by the EPP on March 29, 2025. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

“Findings” reflect EPP compliance with the TAC requirement(s) in a component. Determinations of non-compliance are supported by “Evidence” collected during the review process. Where a “Corrective Action” is required, the program should consult the TAC and/or TEC, complete the corrective action to bring the EPP into compliance, and submit the required evidence of corrective action to TEA by the identified Due Date.

**Corrective actions that are planned but have not been implemented must include an implementation date.**

“Advisement” is important new information and reminders provided to EPP staff during the review.

“Recommendations” are suggestions for general program improvement or reminders of important information for the EPP, and no follow-up is required.

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The following are the findings of the review.

### GOVERNANCE

Oversight of the EPP and ongoing evaluation of the effectiveness of the programs within the EPP were reviewed. The following are the findings:

### FINDINGS

1. The EPP has not established an advisory committee that:
  - provides guidance and input on matters of program design, delivery, evaluation, and major policy decisions of each program within the EPP; and
  - is composed of a variety of collaborators, including representation from at least three of these areas: public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and
  - meets at least one time per year. [19 TAC §228.20(b)] [Effective September 1, 2024: 19 TAC §228.25(b)]

Evidence: The EPP provided a document that stated they do not have evidence of advisory committee meetings, and conversations with the EPP confirmed that they have not held an advisory committee meeting in two years.
2. The EPP has not published an exit policy that is reviewed & signed by each candidate at admission. [19 TAC §228.20(h)] [Effective September 1, 2024: 19 TAC §228.31(b)]

Evidence: A signed exit policy was not found in the records for the eight candidates reviewed. The exit policy was not published on the EPP's website, and the EPP provided a document that stated no exit policy documents were available for review.
3. The EPP has not consistently retained candidate and EPP records per the records retention requirement in [19 TAC §228.10(b)(2) & §228.40(f)] [Effective September 1, 2024: 19 TAC §228.13(h) & §228.31(i)]

Evidence: For seven out of eight candidate records reviewed, the records were missing:

  - field-based experience logs and documentation.
  - clinical experience data such as logs, cooperating teacher and field supervisor qualifications, and placement information.
  - observation data such as observation instruments, pre- and post-observation conference documents, and cooperating teacher and field supervisor recommendations.

### CORRECTIVE ACTION REQUIRED

The EPP must correct the deficiencies identified by August 29, 2025:

1. **19 TAC §228.25(a)-(c) Governance: Advisory Committee:** The EPP must hold at least annual advisory committee meetings to discuss the design, delivery, evaluation, and major policy decisions of the program. Ensure diversity in membership by including members representative of at least three of the identified groups, including public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or

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business and community interests. The EPP must also retain evidence of advisory committee activity, including minutes and member sign-in sheets, in EPP records per the records retention requirement.

2. **19 TAC §228.31(b) Exit Policy:** The EPP must update and implement an exit policy that all candidates review and sign upon admission. The exit policy must be published. The EPP must also retain the signed documents in the candidates' records per the records retention requirement. The exit policy must meet new requirements effective September 1, 2024, and identify a point of dismissal for inactive candidates after no more than two years of inactivity, or, as a university-based EPP, the EPP may adopt its institution's policy. An inactive candidate is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.
3. **19 TAC §228.31(i) & §228.13(h) Records Retention:** The EPP must update and implement a records retention process to retain records relating to candidate admission and completion of preparation requirements for at least five years from the date the candidate leaves the program or finishes the program. The records retention method must ensure information security. The process must also include retention of EPP records (e.g., evidence of advisory committee activity, training materials, and evidence of training provided to field supervisors, site supervisors, and cooperating teachers, etc.).

### REQUIRED NOTIFICATIONS

Candidate records and the EPP website were reviewed for evidence that the EPP has communicated the required notifications to applicants and candidates. The following are the findings:

### FINDINGS

1. The EPP has not informed applicants to all programs about the required criminal history background checks for clinical teaching and for employment as an educator in Texas. [19 TAC §227.1(b)]  
Evidence: The EPP's admission requirements state that all candidates will undergo a background check, but does not inform applicants that the background check is required for clinical teaching and employment as an educator in Texas.
2. The EPP has not notified applicants and candidates in all programs about
  - the potential impact of criminal history on candidate certification; and
  - the right to request a Preliminary Criminal History Evaluation from TEA. [19 TAC §227.1(d)]Evidence: The status report provided by the EPP states that once a candidate has been accepted into the Teacher Education Program, a criminal background check is performed, and that candidates are informed of the right to request a Preliminary Criminal History Evaluation at that time. This information is not available to all applicants.
3. The EPP has not informed applicants about the admission requirements and completion requirements of each program in the EPP. [19 TAC §227.1(c)(1) & (2)]  
Evidence: While TEA did find evidence of the admission requirements on the EPP website and in the program catalog, there was no evidence of program completion requirements.
4. The EPP has not informed applicants in all programs about
  - the EPP performance over time for the past five years; and
  - the effect of supply and demand forces on the educator workforce in Texas. [19 TAC §227.1(c)(3)(A) & (B)]

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Evidence: The effect of supply and demand forces on the educator workforce in Texas is discussed in one of the EPP's required courses, which is not available to applicants. There was no evidence that applicants have been informed of the EPP performance over the past five years.

5. The EPP has published a complaints process that includes a link to the TEA complaints process. [19 TAC §228.70(b)] [Effective September 1, 2024: 19 TAC §228.123 (a)-(d)]

### CORRECTIVE ACTION REQUIRED

The EPP must publish the required information in a location transparent to applicants and/or candidates (as applicable to the requirement in the rule) for all programs within the EPP by August 29, 2025.

1. **19 TAC §227.1(b) Notifications: Required Background Check:** The EPP must update the EPP website, applications, or other locations transparently accessible by applicants to notify them about the required criminal history checks:
  - for clinical teaching and
  - for employment as an educator in Texas.
2. **19 TAC §227.1(d)(1)-(3) Notifications: Preliminary Criminal History Evaluation:** The EPP must update the EPP website, applications, or another location that is transparently accessible by applicants, notifying them, in writing, of the potential impact of criminal history on certification and their right to request a Preliminary Criminal History Evaluation from TEA.
3. **19 TAC §227.1(c)(1) & (2) Notifications: EPP and Program Requirements:** The EPP must update the EPP website, applications, or another location transparently accessible by applicants to be notified of program admission and completion requirements.
4. **19 TAC §227.1(c)(3)(A) & (B) w/ TEC §21.044(g) Notifications: EPP and Program Information:** The EPP must update the EPP website to inform applicants in writing about the EPP performance over time for the past five years and the effect of supply and demand forces on the educator workforce in Texas.

### ADMISSION REQUIREMENTS

Candidate records, including applications, transcripts, and screening rubrics, were reviewed to verify that the programs within the EPP qualify applicants for admission as required in 19 TAC Chapter 227. The following are the findings:

### FINDINGS

1. There is sufficient evidence that the EPP verifies that candidates hold the required degree at admission. [19 TAC §227.10(a)(1) & (2)]
2. There is sufficient evidence that the EPP requires applicants to all programs to meet the minimum 2.50 GPA requirement or meet requirements for the 10% exception to the GPA requirement. [19 TAC §227.10(a)(3)]
3. There is sufficient evidence that the EPP requires applicants to meet the requirement for subject-specific semester credit hours or have a passing score on the appropriate pre-admission content test (TX PACT) at admission. [19 TAC §227.10(a)(4)]
4. Candidates consistently demonstrate English language proficiency prior to admission. [19 TAC §227.10(a)(7)]

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5. Candidates do not consistently participate in one or more admission screens to evaluate the candidate's appropriateness for the certificate sought. There is insufficient evidence that screens are scored using a rubric with a set of coherent criteria. [19 TAC §227.10(a)(8)]  
Evidence: Two out of eight candidate records reviewed did not contain evidence of a screen. All eight records reviewed were missing evidence that the screen was scored using a rubric.
6. The EPP has maintained an overall GPA of 3.0 or higher for each incoming class since the last five-year review. [19 TAC §227.19(a)]

### CORRECTIVE ACTION REQUIRED

The EPP must implement processes to appropriately qualify applicants for admission into each program offered as required in 19 TAC Chapter 227 by August 29, 2025.

1. **19 TAC §227.10(a)(8) Admission Requirements: Screen:** The EPP must update admissions processes to require applicants to participate in one or more screening activities, which could include an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. The screen must be scored using an aligned rubric based on a coherent set of criteria. The EPP must also retain the documents in the candidate's records per the records retention requirement.

### FORMAL & CONTINGENCY ADMISSION

Candidate records and records in the Educator Certification Online System (ECOS) were reviewed to verify that the EPP has implemented a formal admission process as required in 19 TAC §227.17 and §227.15, respectively. The following are the findings:

### FINDINGS

1. There is insufficient evidence that the EPP consistently provides a written offer of admission reflecting a transparent admission date and ensures the offer is signed by candidates. [19 TAC §227.17(b)-(d)]  
Evidence: Two out of eight candidates received a written offer of admission; however, there was no formal date of admission in the offer letter, and candidates did not accept the offer of admission in writing.
2. The EPP inconsistently creates admission records for formally admitted candidates in the ECOS within seven calendar days of the date of admission identified in the offer letter. [19 TAC §227.17(e) & §227.15(c)]  
Evidence: For three out of eight records reviewed, the EPP did not create the admission record within seven calendar days of the date of admission reported.
3. Candidates are not provided with coursework, training, or test approval prior to admission. [19 TAC §227.17(f) & §227.15(e)]

### CORRECTIVE ACTION REQUIRED

The EPP must implement the formal process as required by August 29, 2025.

1. **19 TAC §227.17 Formal Admission:** The EPP must update the admissions process to include formally admitting applicants. The formal process must include a written offer letter that the candidate accepts

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in writing. The formal date of admission must be embedded in the written offer. The admission record for the candidate must be entered into ECOS within seven calendar days of the formal date of admission embedded in the offer letter. The EPP must also retain the documents in the candidate's records per the records retention requirement.

### STANDARDS-BASED COURSEWORK

Syllabi, performance assessments, standards alignment charts, and information provided by the EPP in the Status Report were reviewed as evidence that the EPP provides the required standards-based coursework. Evidence was reviewed for Social Studies 7-12 as a focus area representative of the overall quality of standards-based coursework offered by the EPP. The following are the findings:

#### FINDINGS

1. There is sufficient evidence that candidates are consistently required to complete at least the minimum number of hours of coursework and training prior to completing the EPP. [19 TAC §228.35(b) & (c)] [Effective September 1, 2024: 19 TAC §228.37(a) & §228.53(b)]
2. The following required standards were identified in coursework:
  - The educator standards for the certificate(s) sought; and
  - Texas Essential Knowledge and Skills (TEKS); and
  - Pre-Kindergarten Guidelines (Teacher programs, as applicable); and
  - The skills and competencies captured in the Texas teacher standards. [19 TAC §228.30(e)] [Effective September 1, 2024: 19 TAC §228.57(f)]
3. The following required standards were not identified in coursework:
  - English Language Proficiency Standards. [19 TAC §228.30] [Effective September 1, 2024: 19 TAC §228.57]Evidence: Alignment charts for the English Language Proficiency Standards (ELPS) were not provided. Evidence of instruction in the ELPS was not found in the syllabi provided.
4. There is sufficient evidence that the curriculum provided to candidates is research-based. [19 TAC §228.30(b)] [Effective September 1, 2024: 19 TAC §228.57(b)]
5. There is sufficient evidence that the coursework provided to candidates is performance-based, providing opportunities for candidates to practice skills. [19 TAC §228.35(a)(2) & §228.40(a)] [Effective September 1, 2024: 19 TAC §228.57(b)]

#### CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to ensure candidates are provided at least the minimum number of hours of standards-based coursework and assessments to meet requirements in 19 TAC Chapter 228 by August 29, 2025.

1. **19 TAC §228.57 Standards-based Curriculum:** The EPP must review and revise the curriculum where needed to ensure the English Language Proficiency Standards are taught.



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### REQUIRED CURRICULUM TOPICS

Syllabi, transcripts, certificates of completion in candidate records, conversations with EPP staff, and information provided by the EPP in the Status Report were reviewed to verify that the EPP provides instruction in the additional curriculum areas required in the Texas Administrative Code and the Texas Education Code. The following are the findings:

### FINDINGS

1. There is sufficient evidence that candidates receive the required training in the Educators' Code of Ethics and in appropriate relationships, boundaries, and communications between educators and students. [19 TAC §228.30(c)(1) & (7)] [Effective September 1, 2024: 19 TAC §228.57(c)(1) & (7)]
2. There is insufficient evidence that training in educating students with Dyslexia is consistently provided to candidates in all programs by the approved provider. [19 TAC §228.30(c)(2)] [Effective September 1, 2024: 19 TAC §228.57(c)(2)]  
Evidence: Information provided by the EPP in the Status Report stated that the EPP is not providing Dyslexia training.
3. There is insufficient evidence that training in Mental Health, Substance Abuse, & Youth Suicide is consistently provided to candidates and is provided by an approved provider. [19 TAC §228.30(c)(3)] [Effective September 1, 2024: 19 TAC §228.57(c)(3)]  
Evidence: Information provided by the EPP in the Status Report stated that the EPP is not providing formal Mental Health, Substance Abuse, and Youth Suicide training.
4. There is sufficient evidence that candidates receive Instruction in
  - the skills educators are required to possess; and
  - the responsibilities educators are required to accept; and
  - the high expectations for all students in Texas; and
  - the importance of building strong classroom management skills. [19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)]
5. There is insufficient evidence that candidates receive Instruction in
  - the framework in Texas for teacher and principal evaluation. [19 TAC §228.30(c)(4)-(6)] [Effective September 1, 2024: 19 TAC §228.57(c)(4)-(6)]  
Evidence: There was no evidence of instruction in the framework in Texas for teacher and principal evaluation in syllabi provided by the EPP.
6. There is sufficient evidence that candidates receive the required Instruction in digital learning, virtual instruction, and virtual learning. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
7. The Digital Literacy evaluation, and the related prescribed curriculum, has been provided to candidates. [19 TAC §228.30(c)(8)] [Effective September 1, 2024: 19 TAC §228.57(c)(8)]
8. There is sufficient evidence that the EPP provides opportunities for candidates to demonstrate competency in instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3). [19 TAC §228.30(c)(9)] [Effective September 1, 2024: 19 TAC §228.57(c)(9)]
9. There is sufficient evidence that the EPP integrates inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout coursework for candidates as required under TEC §21.0443(b)(1)-(2). [19 TAC §228.11(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]

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10. There is sufficient evidence that Teacher candidates receive reading instruction, including instruction that improves students' content-area literacy. [19 TAC §228.30(d)(2)] [Effective September 1, 2024: 19 TAC §228.57(d)(2)]

### CORRECTIVE ACTION REQUIRED

The EPP must revise coursework to include the required instruction as needed to meet requirements in 19 TAC §228.57 by August 29, 2025.

1. **19 TAC §228.57(c)(2) / TEC §21.044(b) Required Instruction – Dyslexia:** The EPP must require all candidates to complete instruction in Dyslexia from the TEA-approved provider, TEALearn. The EPP must retain evidence in the candidate's record per the records retention requirement.
2. **19 TAC §228.57(c)(3) / TEC §21.044(c-1) Required Instruction—Mental Health, Substance Abuse, & Youth Suicide:** The EPP must require candidates to complete instruction in mental health, substance abuse, and youth suicide. The instruction must be provided by an approved provider, or the college may provide the training if offered as a course in a degree plan.
3. **19 TAC §228.57(c)(4)-(6) Required Instruction – Texas Teacher & Principal Evaluation Framework:** The EPP must update coursework provided to all candidates to include instruction in the framework for teacher and principal evaluation.

### PRE-SERVICE REQUIREMENTS FOR TEACHER CANDIDATES

Syllabi, logs, and transcripts in candidates' records, and published information were reviewed for evidence that the EPP requires Teacher candidates to complete pre-service requirements (coursework and field-based experiences) as identified in 19 TAC §228.35(b) and §228.35(e)(1) [Effective September 1, 2024: 19 TAC §228.41 and §228.43]. The following are the findings:

### FINDINGS

1. There is sufficient evidence that candidates consistently complete pre-service coursework and training before beginning the supervised clinical experience. [19 TAC §228.35(b)(2)] [Effective September 1, 2024: 19 TAC §228.41 & §228.43(b)]
2. There is sufficient evidence that the structure of pre-service coursework and training allows candidates to complete at least 150 hours of coursework and to demonstrate proficiency in the identified pedagogical areas. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(2)(A)-(L)]
3. There is insufficient evidence that candidates consistently complete the required number of hours of FBE during pre-service coursework and training. [19 TAC §228.35(b)(1) & §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.41(1) & §228.43(c)-(d)]  
Evidence: Out of eight candidate records reviewed, only one had evidence of completion or FBE hours.
4. FBE assignments and activities do not meet the requirements for completing FBE. [19 TAC §228.35(e)(1)] [Effective September 1, 2024: 19 TAC §228.43(c) & (d)]  
Evidence: One record reviewed contained evidence that the minimum required number of FBE hours had been completed, but the FBE log and reflections indicated that the candidate was not actively engaged with students during those hours.



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### CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and activities required in pre-service coursework to ensure Teacher candidates complete preservice requirements and demonstrate proficiency in the identified pedagogical areas prior to authorizing the supervised clinical experience as required in 19 TAC §228.41, §228.43, and §228.55(a) & (c) by August 29, 2025.

1. **19 TAC §228.41(1) & (2)(A)-(L) Pre-Service Requirements: Coursework and 19 TAC §228.43(c) & (d) Pre-Service Requirements: FBE:** The EPP must update the structure of the preservice requirements so that candidates complete the 50 hours of early field-based experiences (FBE), that meet all requirements in the related TAC currently in effect, before beginning the clinical experience. The EPP must also retain evidence in the candidate's record per the records retention requirement.

### SUPERVISED CLINICAL EXPERIENCE

Syllabi and documentation in candidate records, including placement documents and observation records, were reviewed as evidence that the EPP consistently ensures that candidates complete the supervised clinical experience as required in 19 TAC §228.35(e) - (g) [Effective September 1, 2024: 19 TAC Chapter 228, Subchapters E and F].

### FINDINGS

Six of eight Teacher candidates completed clinical teaching:

1. There is insufficient evidence that the candidates consistently complete a clinical teaching assignment that is at least 70 days (490 hours) in duration and is completed in the subject area of the certificate sought on an approved campus. [19 TAC §228.35(e)(2)(A)-(B) & §228.35(e)(5)-(7) & (9)] [Effective September 1, 2024: 19 TAC §228.63 & §228.67]  
Evidence: The EPP only provided placement information for one of the eight candidates. No clinical teaching logs were provided.
2. There is insufficient evidence that the candidates completing clinical teaching are provided support throughout the clinical teaching experience that includes:
  - A qualified and trained cooperating teacher.
  - A qualified and trained field supervisor.
  - The required number and duration of formal and informal observations provided by the field supervisor.
  - Feedback and coaching from the field supervisor based on pre- and post-observation conferences and educational practices observed. [19 TAC §228.2(14), §228.35(f), §228.35(g)] [Effective September 1, 2024: 19 TAC §228.93, §228.101, §228.105, §228.107]Evidence: The EPP did not provide evidence of cooperating teacher qualifications or training. There was evidence of one qualified field supervisor, who supervised one candidate. The EPP did not provide evidence of informal observations or pre- and post-observation conferences. One candidate record contained completed observation rubrics, which reflected that the field supervisor captured educational practices observed. No other observation records were provided.

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3. There is insufficient evidence that candidate proficiency in the implementation of the standards for the certificate sought is captured during clinical teaching. [19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)]  
Evidence: One candidate record contained observation rubrics that captured candidate proficiency in the implementation of the standards. No other observation records were provided.
4. The EPP has not integrated inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies in the clinical teaching experience. [19 TAC §228.10(a)(1)(J)] [Effective September 1, 2024: 19 TAC §228.11(a)(1)(J)]  
Evidence: Observation rubrics provided for one candidate did not contain evidence that field supervisors capture candidate proficiency in this requirement. No other observation records were provided.
5. There is insufficient evidence that candidates are consistently provided recommendations of a successful clinical experience by the cooperating teacher and the field supervisor. [19 TAC §228.35(e)(2)(A)(iii)] [Effective September 1, 2024: 19 TAC §228.67(e)]  
Evidence: The EPP did not provide evidence that cooperating teachers or field supervisors provide candidates with a recommendation of a successful clinical experience.

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### CORRECTIVE ACTION REQUIRED

The EPP must revise the structure and requirements in the supervised clinical experiences as needed to ensure candidates are placed in appropriate assignments where they are able to complete the experiences with appropriate supervision and support, and that candidate proficiency is accurately captured by the EPP by August 29, 2025.

1. **19 TAC §228.63 & §228.67 Clinical Experience: Clinical Teaching (Structure & Candidate Proficiency) and 19 TAC §228.93, §228.101, §228.105, §228.107 Clinical Experience: Clinical Teaching (Candidate Support):** The EPP must update the Clinical Teaching structure and processes to include documenting candidates complete at least 490 hours of standards-based activity at an approved site in the subject area of the certificate sought in a structure that allows co-teaching and increased responsibility for the classroom:
  - verifying that cooperating teachers and field supervisors meet qualification requirements and have completed the required training;
  - ensuring field supervisors conduct the required formal and informal observations, capturing educational practices observed and candidate proficiency in implementation of the standards, and conduct pre- and post-conferences for each formal observation; and
  - obtaining a standard certification recommendation from the cooperating teacher and the field supervisor.

The EPP must also retain the documents in the candidate's records per the records retention requirement.

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### CERTIFICATION REQUIREMENTS

Candidate transcripts and data reported in ECOS provided evidence of EPP compliance with certification requirements. [19 TAC §230.11 & §230.13] The following are the findings:

#### FINDINGS

1. Candidates are consistently recommended for certificates in areas in which they are prepared by, and completed, the EPP. [19 TAC §228.35(e)(2)(B), §230.36, §230.37, §230.11, & §230.13]
2. There is sufficient evidence that the EPP consistently ensures candidates complete all requirements prior to recommendation for the certificate sought. [19 TAC §230, §239, §241, & §242]
3. There is sufficient evidence that candidates consistently meet the English language proficiency requirement prior to being recommended for certification. [19 TAC §230.11(b)(5)]

#### CORRECTIVE ACTION REQUIRED

None.

### INTEGRITY OF DATA SUBMISSION

Admission data, enrollment data, and observation data reported in the Educator Certification Online System (ECOS) by the EPP were compared with the data retained in candidates' records. The following are the findings:

#### FINDINGS

1. Admission data have not been reported accurately according to the information in candidate transcripts and admission letters. [19 TAC §229.3]  
Evidence: For three out of eight candidate records, the admission GPA and subject-specific content hours did not match what was reported. For one candidate reviewed, no admission record had been created.
2. Candidates are consistently identified as enrolled in the area in which certificates are issued. [19 TAC §229.3]
3. Clinical experience records reported in ECOS do not accurately represent the related data in candidates' records. [19 TAC §229.3]  
Evidence: Clinical experience records reported could not be verified because the EPP did not provide clinical experience documents for the candidates reviewed.
4. Observation dates and durations have not been consistently reported in ECOS as detailed on observation documents. [19 TAC §229.3 & §229.4]  
Evidence: Observation dates and durations reported could not be verified because the EPP did not provide observation documents or field supervisor logs for the candidates reviewed.

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### CORRECTIVE ACTION REQUIRED

The EPP must revise the process of maintaining records and reporting data so that data reported in ECOS is an accurate representation of data retained in candidates' records to meet requirements in 19 TAC §229.3 and §229.4 by August 29, 2025.

**1. 19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported:**

**Accurately:** The EPP must establish a process for reporting data in ECOS that ensures all required data is reported and reported accurately as it correlates with EPP and candidate records. The EPP must also provide training to individuals as needed, which reflects the expectations for accurately reporting data.

### ADVISEMENT

- Update processes to meet the revised requirements in 19 TAC Chapter 228, effective as of September 1, 2024.
- The Physical Education EC-12 (158), Health EC-12 (157), and English Language Arts & Reading 7-12 (231) exams are no longer available, effective September 1, 2024. Candidates pursuing certification in these certificate areas must now be approved for the new exams 258, 257, and 331, respectively. To be certified using passing scores on exams 158, 157, or 231, candidates must apply and be recommended for certification by September 1, 2025. Additional information about the transitions of these certification exams is on the [Educator Testing](#) page on the tea.texas.gov website.

### RECOMMENDATIONS

- Establish a process to add and/or update records in ECOS as they occur throughout the year. Set short-term goals for ensuring records are updated at least by semester and prior to recommending standard certificates.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Notify the assigned specialist at TEA promptly when the EPP has staff changes in the roles of Legal Authority, Backup Legal Authority, or Certification Officer or when the EPP has changes in EPP contact information.
- To ensure continuity in record keeping and other related processes, maintain a procedure manual or process documents detailing EPP processes and procedures.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, clinical teaching, internship, practicum, 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 the current Texas Administrative Code.
- Continue to participate in training and webinars provided by TEA to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code, including changes to EPP processes and updates to certificates and related certification exams.
- Continue to maintain communication with the TEA education specialist assigned to the program.

# 2024–2025 Continuing Approval Review Report

## Dallas Christian College

### **CORRECTIVE ACTION COMPLETE**

Evidence of Corrective Action, received at TEA on September 5, 2025, has been reviewed by TEA staff and meets requirements for compliance with the Texas Education Code and Texas Administrative Code.