



2021–2022 Continuing Approval Review Report Hardin-Simmons University

PURPOSE

A 5-year Continuing Approval Desk Review was conducted by Education Specialist, Angela Von Hatten, of the Hardin-Simmons University (221501) educator preparation program (EPP) on November 15, 2021. 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. Hardin-Simmons University (HSU) was originally approved as an EPP on March 3, 1969.

Dr. Renee Collins is the program Legal Authority and the primary EPP contact for the 2021-2022 review. Hardin-Simmons University is approved to prepare and certify candidates in the following certificate classes: Teacher, Superintendent, School Counselor, and Reading Specialist. Certification is offered in the Undergraduate (U) and Post-Baccalaureate (PB) routes. The EPP reported 43 finishers for the 2019-2020 reporting year and 31 for the 2020-2021 reporting year. The EPP was rated Accredited at the time of the review. The risk level was Stage 3 (low).

Candidate records were reviewed for 23 candidates: five (5) from each the Superintendent and Reading Specialist classes and four (4) from the School Counselor class. Nine records were requested from the Teacher class: five (5) from the Undergraduate route and four (4) from the Post-Baccalaureate certification route.

EPP staff participating in the review at various stages were Dr. Renee Collins and Donna Snook.

Per 19 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 TEA administers 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 Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. Next Steps were developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

DATA ANALYSIS

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on October 29, 2021. Additional EPP documents, including records for 23 candidates, were submitted on



November 12, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” or “Next Steps” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion.

“Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC Chapter 228

Findings

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, member training, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to HSU programs. The legal authority's participation in all aspects of the review served as evidence of compliance. In addition to the Advisory Committee, HSU has a Teacher Education Council made up of 10 HSU faculty representing all of the content majors. This council votes on admission to teacher preparation and assists with providing student support. The program exceeds this requirement. [19 TAC §228.20(c)]
- HSU has a published calendar of activities for the teacher program. Evidence was found on the program’s education webpage. The program met the requirement. [19 TAC §228.20(g)]
- HSU submitted the Status Report for the EPP Review on October 29, 2021, as required. [19 TAC §228.10(b)(1)]
- Hardin-Simmons University has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on June 11, 2013. The application is on file with TEA. [19 TAC §228.10(c)]

Compliance Issues to be Addressed

- None

Recommendations

- If you are not subscribed to the EPP weekly newsletter, sign up with the link below.
[Educator Preparation Program Listserv Registration](#)

Based on the evidence presented, Hardin-Simmons University was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.



COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- Hardin-Simmons University has informed applicants and candidates about the required information regarding criminal history, including the option to request a preliminary criminal history evaluation. The information was found in the teacher program admission packet. All applicants sign a criminal history background check acknowledgment when applying for program admission. Applicants can request program information on the program's education webpage. The program met the requirement. [19 TAC §227.1(b), (d)]
- Hardin-Simmons University has informed applicants of the required information about the program. Teacher admission requirements were found on the Teacher class webpage. Program completion requirements were found in the program's admission packet. Applicants sign the program completion document which is kept in the candidate's file. The effects of supply and demand on the educator workforce were found on the EPP website. The program uses TEA's program data dashboard to provide the required information about the performance of the EPP over time for the past five years. The link to the data dashboard was found on the EPP website. The program met the requirements. [19 TAC §227.1(c)(1-3)]
- A total of 23 files were reviewed for evidence of compliance with admission requirements. They included five (5) undergraduate teacher files, four (4) post-baccalaureate (PB) teacher files, and 14 non-teacher files. All files contained evidence the candidates met the required institution of higher education (IHE) enrollment or degree requirements. All five undergraduates were enrolled at the time of admission. Four (4) PB candidates held the minimum of a bachelor's degree at the time of admission. Fourteen non-teacher candidates held the required degree at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- Candidates have met the minimum GPA requirement for admission. The undergraduate teacher candidate GPA range was 2.8 – 4. The PB teacher candidate GPA range was 3.35 – 4. The program requirement for teacher admission is 2.8 and must be maintained throughout the candidate's enrollment in the program. The non-teacher GPA range was 2.85 – 4. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having completed 12 semester credit hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (TX PACT) prior to admission. Nine teacher candidate files contained an admission document completed by the program's Certification Officer noting the required content hours. Candidate degree transcripts served as evidence as well. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Non-teacher candidates met the minimum certification and degree requirements prior to admission. An admission checklist in each of the 14 files contained evidence of years of service, degree(s) held, and valid teaching and/or principal certifications. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]



- Applicants must demonstrate basic skills prior to admission. The five undergraduate and four (4) PB teacher applicants met the requirement with the TSI, ACT/SAT, and a course grade in COMM 1301 or 1302. In addition, four (4) PB teacher candidates also met the requirement with a bachelor's degree conferred prior to admission. All non-teacher candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. The program requires teacher applicants to obtain an A or B in the course COMM 1301 or 1302. Non-teacher applicants met the requirement with the degree conferred within the United States prior to admission. The program met the requirement. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Superintendent candidates are required to be screened with two separate screeners for program admission. Nine teacher candidate records and 9 non-teacher candidate records contained screening evidence that met requirements. TEA could not identify two (2) screeners per superintendent candidate for all five (5) candidates reviewed. The program met the requirement for all classes except the superintendent class. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All 23 files reviewed contained a completed application. The program met the requirement. [19 TAC §227.10(a)(8)]
- The program may require additional admission criteria that do not conflict with those already required in TAC. The program requires all teacher applicants to submit an admission essay. Nine teacher candidate records included an admission essay. The non-teacher classes did not require additional admission criteria. The program met the requirement. [19 TAC §227.10(b)]
- All applicants are required to be formally admitted. Formal admission letters in each file served as evidence of the requirement met. Program admission is reviewed and is either accepted or not accepted by HSU's Teacher Education Council. The effective date of formal admission was not embedded in the admission letters in any of the files reviewed but the program submitted an updated formal admission letter for the teacher class with the admission date embedded. The program recently implemented an updated formal admission letter process that now includes information about the applicant's formal admission date. The candidate's signature date on the admission letter is the formal admission date. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance in each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §227.17 Formal Admission – Superintendent, School Counselor, and Reading Specialist classes**

Due to the inactive status of the non-teacher classes, the program would be required to submit an updated formal admission letter for each non-teacher certification class with the embedded formal admission date to TEA for approval prior to reopening the class.



- **19 TAC §242.5 Admission Screeners – Superintendent Class**

Due to the inactive status of the Superintendent class, the program would be required to revise its admission screening process to meet requirements. The EPP will submit the updated admission screeners, including the evaluative rubric with a cut score, for the Superintendent class prior to reopening the class and admitting candidates.

Recommendations

- Review the [2021-2022 Educator Preparation Program Data Reporting Manual](#) for the most up-to-date admission reporting information.

Based on the evidence presented, Hardin-Simmons University is in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed course syllabi and self-reported information contained within the Status Report to determine compliance.
- Hardin-Simmons University reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. Course syllabi and Core Subjects with STR EC-6 standards alignment charts served as evidence of the requirement met. [19 TAC §228.30(a)]
- Hardin-Simmons University uses assessments to measure candidate progress. Course syllabi and early childhood course assessments served as evidence of the requirement met. [19 TAC §228.40(a)]
- The curriculum is research-based. Course syllabi with bibliography information served as evidence of the requirement met. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all teacher candidates and was a part of the non-teacher curriculum when the non-teacher programs were active. The Educators' Code of Ethics is taught in EDUC 4379 Capstone Professional Teacher, ECED 3336 Teaching Science EC-6, and ECED 4315 Methods of Teaching Social Studies. The program met the requirement. [19 TAC §228.30(c)(1)]
 - Dyslexia instruction is taught in EDUC 4340 Current Issues in Special Education and EDUC 3330 Foundations of Learning & Development. Candidates also complete Region 10's online training, Dyslexia: Characteristics, Identification, and Effective Strategies. The program met the requirement. [19 TAC §228.30(c)(2)]
 - Per the program's status report, the five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in READ 3360 Beginning Literacy, READ 3364 Develop Comprehensive Inquiry, and READ 4392 Organization and Management for Reading.



- Mental health, substance abuse, and youth suicide are taught in EDUC 3330 Foundations of Learning & Development and TEA's Texas Behavior Support Initiative training. The program met the requirement. [19 TAC §228.30(c)(3)]
- The skills educators are required to possess, the responsibilities they are required to accept, and the high expectations for students in this state are taught in EDUC 4371 Organization & Management Teaching, EDUC 3338 Learning Environment, EDUC 4340 Current Issues in SPED, ECED 3336 Teaching Science EC-6, EDUC 3330 Foundations of Learning, EDUC 4379 Capstone Professional Teacher, and READ 3362 Reading Instruction for Adolescent. The program met the requirement. [19 TAC §228.30(c)(4)]
- The importance of building strong classroom management skills is taught in EDUC 3338 Learning Environment, EDUC 4371 Organization and Management Teaching, and READ 4392 Organization and Materials for Reading. The program met the requirement. [19 TAC §228.30(c)(5)]
- The framework in this state for teacher and principal evaluations is taught in EDUC 4371 Organization and Management Teaching and EDUC 4379 Capstone Professional Teacher. The program met the requirement. [19 TAC §228.30(c)(6)]
- Appropriate relationships, boundaries, and communications between educators and students are taught in EDUC 3330 Foundations of Learning Development, EDUC 4371 Organization and Management Teaching, and EDUC 4379 Capstone Professional Teacher. The program met the requirement. [19 TAC §228.30(c)(7)]
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught EDUC 1306 Technology in Education. The program submitted the pre and post test aligned to the International Society for Technology in Education (ISTE) standards. The program met the requirement. [19 TAC §228.30(c)(8)]
- The English language proficiency standards are taught in READ 4398 Reading Professional, READ 3362 Reading Instruction for Adolescent Students, ECED 3336 Teaching Science EC-6, and EDUC 4371 Organization and Management Teaching. Teacher candidates also complete the Texas Education Agency's ESL Certification Training. The program met the requirement. [19 TAC §228.30(d)(1)]
- Reading instruction, including instruction that improves students' content-area literacy is taught in READ 3360 Beginning Literacy, READ 3364 Develop Comprehensive Inquiry, READ 3388 Child & Adolescent Literacy, READ 4392 Organization and Materials for Reading, READ 4394 Reading Practicum, READ 4397 Introduction to Advanced/Gifted Learner, READ 4398 Reading Professional, and READ 3362 Reading Instruction for Adolescent Students. The program met the requirement. [19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in ECED 4311 Theory/Foundation of Early Childhood and EDUC 3330 Foundations of Learning Development. The program met the requirement. [19 TAC §228.30(d)(3)]
- Instructional planning and delivery instruction are taught in READ 3364 Develop Comprehensive Inquiry, EDUC 3339 Foundation of Social Studies Instruction, ECED 4315 Methods of Teaching Social Studies, ECED 3336 Teaching EC-6



- Science, EDUC 4371 Organization and Management Teaching, READ 4394 Reading Practicum, and READ 4392 Organization and Materials for Reading. The program met the requirement. [19 TAC §228.30(d)(4)]
- Knowledge of students and student learning instruction is taught in READ 4394 Reading Practicum, READ 4398 Reading Professional, EDUC 4340 Current Issues in SPED, READ 4397 Introduction to Advanced/Gifted Learner, READ 4392 Organization and Materials for Reading, and EDUC 4371 Organization and Management Teaching. The program met the requirement. [19 TAC §228.30(d)(4)(B)]
 - Learning environment instruction is taught in EDUC 3338 Learning Environment and EDUC 4371 Organization and Management Teaching. The program met the requirement. [19 TAC §228.30(d)(4)(D)]
 - Data-driven practice instruction is taught in READ 4392 Organization and Materials for Reading, EDUC 4371 Organization and Management Teaching, READ 3364 Develop Comprehensive Inquiry, and EDUC 4379 Capstone Professional Teacher. The program met the requirement. [19 TAC §228.30(d)(4)(E)]
 - Professional practices and responsibilities instruction are taught in READ 4392 Organization and Materials for Reading and EDUC 4379 Capstone Professional Teacher. The program met the requirement. [19 TAC §228.30(d)(4)(F)]

Compliance Issues to be Addressed

- None

Recommendations

- Review curriculum items to ensure candidates have multiple opportunities for real-world experiences through performance-based assessments.

Based on the evidence presented, Hardin-Simmons University is in compliance with 19 TAC §228.30-Curriculum.

COMPONENT IV: COURSEWORK, TRAINING, PROGRAM DELIVERY, AND ONGOING SUPPORT – 19 TAC §228.35

Findings

- Hardin-Simmons University provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Course syllabi, Early Childhood and Science of Teaching Reading performance-based assessments served as evidence of the requirement met for all certification classes. [19 TAC §228.35(a)(1-2)]
- Six (6) teacher candidates and seven (7) non-teacher candidates reached the point of standard certification. Official transcripts served as the requirement met for all certification classes. [19 TAC §228.35(a)(3)]
- Hardin-Simmons University has procedures for allowing relevant military and non-military experience, education, or training. The policies are evident on the program's



Irvin School of Education webpage. The program met the requirement. [19 TAC §228.35(a)(5)(A-B)]

- Hardin-Simmons University offers some coursework online in the various certification fields and classes. The program's online coursework is accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The program met the requirement. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification earn at least 18 semester credit hours, which meets the 300 clock hours of required coursework and training. Official transcripts served as evidence of the coursework requirement met. [19 TAC §228.35(b)]
- Seven of the teacher candidates completed field-based experiences (FBEs) prior to clinical teaching. One (1) teacher candidate is in process of completing pre-service requirements and one (1) is inactive in the program. One (1) of the four (4) PB teacher candidates completed 29 of the required 30 FBE hours. The EPP provided a pre-student teaching log for each file reviewed as evidence that six out of seven candidates completed the requirement. The program met the requirement. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Six out of 8 teacher candidates completed required pre-service coursework in specified topics and FBEs prior to clinical teaching. One (1) teacher candidate is in the process of completing coursework and one (1) is inactive in the program. Post-baccalaureate teacher candidates completed most of the pre-service coursework prior to admission which is allowable if the candidate completed coursework that was part of a degree conferred through HSU per 19 TAC §227.17(f). Two (2) teacher candidates were able to complete the FBE electronically during Spring 2020 due to COVID-19. The program met the requirement. [19 TAC §228.35(b)(2)]
- Candidates in non-teacher certification classes are required to complete 200 clock-hours of coursework and training. TEA is able to verify that the coursework requirement was met for five (5) out of 14 non-teacher candidates. Due to the inactive status of the School Counselor and Reading Specialist classes, the EPP was unable to provide a course list for those candidates to show the requirement was met for all non-teacher classes. The program met the requirement for the Superintendent class only. [19 TAC §228.35(c)]
- Seven teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. Clinical teaching documents with placement information were used to verify that the clinical teaching placements met requirements. Five (5) clinical teaching candidates worked in two clinical teaching placements. One (1) candidate completed clinical teaching during COVID-19. TEA is unable to verify the duration of clinical teaching for five (5) teacher candidates. The program does not have a clinical teaching log to verify the exact number of clinical teaching days completed. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained of all seven teacher candidates. [19 TAC §228.35(e)(2)(A)]
- The field supervisor and cooperating teachers provided recommendations to the EPP regarding candidate success in clinical teaching for one (1) out of 7 clinical teacher candidates. A site supervisor recommendation document served as evidence. The program used course grades for field supervisor recommendations which does not meet



the requirement. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]

- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Three (3) teacher candidates started clinical teaching at the beginning of the school year and four (4) teacher candidates started the field-based experience requirement at the beginning of the school year. The program met the requirement. [19 TAC §228.35(e)(4)]
- All clinical teaching assignments were in public schools per observation documentation provided. The program met the requirement. [19 TAC §228.35(e)(6)]
- Eleven non-teacher candidates completed a practicum at the time of the review. One (1) superintendent candidate, two (2) school counselor candidates, and one (1) reading specialist candidate completed a practicum during COVID-19. Two (2) reading specialist candidates completed a practicum prior to EPP admission. Candidate proficiency in the educator standards required for each certificate is determined during the practicum. The field supervisor used a standards-based observation instrument that is specific to the non-teacher certification sought. Practicum logs for two (2) out of four (4) superintendent candidates and all four (4) school counselor candidates were found in files. The program did not provide practicum logs for two (2) superintendent candidates. The practicum observation tool submitted for the four (4) reading specialist candidates was not standards-based. TEA is unable to verify the practicum placement and setting for the reading specialist class. The program met the requirement for the school counselor class only. [19 TAC §228.35(e)(8); 19 TAC §228.35(e)(8)(A); 19 TAC §228.35(e)(8)(B)]
- Field supervisors and campus site supervisors are required to provide recommendations to the EPP regarding candidate success in the practicum. The required recommendations were evident for three (3) school counselor candidates. TEA was able to verify field supervisor recommendations for two (2) out of four (4) superintendent candidates but could not verify the site supervisor recommendation for those superintendent candidates. TEA was also unable to verify the field supervisor and site supervisor recommendations for the four (4) reading specialist candidates. The program met the requirement for the school counselor class only. [19 TAC §228.35(e)(8)(D)]
- All candidates placed in clinical teaching or a practicum are required to be assigned to a cooperating teacher (clinical teaching) or site supervisor (practicum). TEA can verify all 7 clinical teacher candidates were assigned a cooperating teacher and 7 out of 11 non-teacher candidates were assigned a site supervisor via clinical teaching and practicum placement documents. TEA cannot verify if the four (4) reading specialists were assigned a site supervisor during the practicum. The program met the requirement for the teacher, superintendent, and school counselor classes only. [19 TAC §228.35(f)]
- TEA is unable to verify cooperating teacher and site supervisor qualifications for those assigned to the candidates whose records were chosen for the review. The EPP sends a list of cooperating teacher and site supervisor qualifications to the hiring district but the qualification verification letter sent from HSU to the district does not include all of the qualifications. The letter does not meet requirements. The program did not meet the requirement. [19 TAC §228.2(14); 19 TAC §228.2(33)]
- Cooperating teachers and site supervisors are required to be trained by the EPP within three weeks of assignment to the candidate. EPP emails with training materials were



sent to six (6) out of seven (7) (85%) teacher candidates. The EPP uses the email sent date for the training date. TEA advises the EPP to use the email response date to track the training completion date. TEA is unable to verify site supervisor training for all site supervisors assigned to non-teacher candidates chosen for this review. The program met the requirement for the teacher class only. [19 TAC § 228.2(14); 19 TAC §228.2(33); 19 TAC §228.35(f)]

- All candidates that had reached the point of clinical teaching or practicum were assigned to a field supervisor. The program met the requirement. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field supervisors are required to hold credentials appropriate for the candidate supervised. All field supervisors assigned to the candidates whose records were reviewed held the required credentials. A field supervisor qualification document was evident for all field supervisors assigned to candidates reviewed. The program met the requirement as prescribed. [19 TAC §228.2(18)]
- Field supervisors are required to receive EPP-based and TEA-approved training. The program did not have field supervisor training evidence for five (5) out of 7 teacher candidates and instead provided field supervisor training evidence for current field supervisors. The current training meets requirements. TEA is unable to verify field supervisor training for all field supervisors assigned to non-teacher candidates reviewed. The program met the requirement for the teacher class only. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to have initial contact with the assigned candidate within the first three weeks of assignment for teacher candidates or within the first quarter of the assignment for non-teacher candidates. The EPP did not provide initial contact evidence for all teacher and non-teacher candidates chosen for this review. The EPP provided current initial contact for field supervisors assigned to candidates during the Fall 2021 semester that meets requirements. Field supervisor initial contact for teacher candidates is conducted during the EPP's clinical teaching orientation. TEA is unable to verify initial contact for all non-teacher candidates reviewed. The program met the initial contact requirement for the teacher class only. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to conduct pre- and post-conferences with the assigned candidate for each observation. Pre- and post-conference evidence was provided for all seven (7) clinical teaching candidates and four (4) non-teacher candidates. The program met the requirement for the teacher class only. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to document educational practices observed during each observation. Seven teacher candidate records and 9 non-teacher candidate records include field supervision observation instruments that captured educational practices observed. The program met the requirement. [19 TAC §228.35(g) & (h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Observation logs served as evidence of the requirement met for all clinical teaching candidates and ten (10) non-teacher candidates. One (1) teacher candidate completed clinical teaching and four (4) non-teacher candidates completed a practicum during COVID-19 and were exempt from meeting the observation frequency, duration, and format requirement in Spring 2020. The program was 100% compliant. The program met the requirement as prescribed. 19 TAC §228.35(g)(1-8) & (h)(1-3)]



- Field supervisors are required to provide written observation feedback to the candidate and either the cooperating teacher (clinical teaching) or site supervisor (practicum) after each observation. Written feedback via signatures on the observation form are evident for the seven (7) teacher candidates. TEA is unable to verify the written feedback requirement for superintendent and reading specialist candidates. Written feedback evidence for school counselor candidates who completed a practicum during COVID-19 met requirements. The program met the requirement for the teacher and school counselor classes only. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide informal observations and coaching for candidates who need it. HSU determines informal observation and coaching needs through conversations with the cooperating teacher at each observation visit, through mid-term appraisals, and in response to emergency needs from cooperating teacher or candidate. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to collaborate with the cooperating teacher (clinical teaching) or site supervisor (practicum) while assigned to the candidate. Signed observation logs served as evidence of the requirement met for the teacher class only. [19 TAC §228.35(g) & (h)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.35(c) Coursework Hours: Required Hours-Non-Teacher – Superintendent, School Counselor, and Reading Specialist classes**
Due to the inactive status of the non-teacher certificate classes, the EPP will be required to revise its coursework requirement for each non-teacher class to make certain each non-teacher candidate completes a minimum of 200 clock hours of coursework. A process statement detailing the non-teacher coursework requirement will be submitted to TEA to ensure it is compliant prior to reopening the class and admitting candidates.
- **19 TAC §228.35(e)(2)(A)(i) Skills Implementation: Clinical Teaching Duration – Teacher class**
Action: Create a process to track clinical teaching days completed and retain documentation. Submit a copy of the clinical teaching duration tracker, including a space for the cooperating teacher to verify the days completed and a process statement that explains how this will be implemented for all clinical teaching candidates.
- **19 TAC §228.35(e)(2)(A)(iii) Skills Implementation: Clinical Teaching is Successful-Recommendation – Teacher class**
Action: Revise the clinical teaching recommendation process to obtain two separate recommendations from the assigned cooperating teacher and field supervisor. Submit a copy of the recommendation document and a process statement detailing the updated clinical teaching recommendation process.
- **19 TAC §228.35(e)(8) Skills Implementation: Non-Teacher Practicum – Reading Specialist class**
Due to the inactive status of the reading specialist certificate class, the EPP will be required to revise its practicum sequence to occur after EPP admission. A process statement detailing the review program sequence for the reading specialist class is required to be submitted to TEA to ensure it is compliant prior to reopening the class and admitting candidates.



- **19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum – Superintendent and Reading Specialist classes**
Due to the inactive status of the non-teacher certificate classes, the EPP will be required to revise its reading specialist observation tool to include a standard-based instrument to capture proficiency in each of the educator standards for the reading specialist class. The superintendent class is out of compliance due to missing observation documents. The EPP will be required to submit the revised observation tool to TEA to ensure it is compliant prior to reopening the class and admitting candidates.
- **19 TAC §228.35(e)(8)(A) Skills Implementation: Practicum Placement-Actual School Setting; 19 TAC §228.35(e)(8)(B) Skills Implementation: Practicum Setting – Reading Specialist class**
Due to the inactive status of the reading specialist class, the EPP will be required to revise its reading specialist placement documentation to include specific practicum placement information that meets requirements. The EPP will be required to submit a practicum placement document to TEA to ensure it is compliant prior to reopening the class and admitting candidates.
- **19 TAC §228.35(e)(8)(D) Skills Implementation: Successful Practicum/Clinical Experience – Superintendent and Reading Specialist classes**
Due to the inactive status of the non-teacher classes, the EPP will be required to revise its practicum recommendation process to obtain the required recommendations from the assigned field supervisor and site supervisor. The EPP will be required to submit a practicum recommendation document to TEA to ensure it is compliant prior to reopening the class and admitting candidates.
- **19 TAC §228.35(f) Campus Supervision: Cooperating Teacher or Site Supervisors Assigned – Reading Specialist class**
Due to the inactive status of the reading specialist class, the EPP will be required to revise its site supervisor assignment process and submit a process statement detailing how the revised process will be implemented. The EPP will be required to submit the process statement to TEA to ensure it is compliant prior to reopening the class and admitting candidates.
- **19 TAC §228.2(14) and §228.2(33) Campus Supervision: Qualifications of Cooperating Teachers or Site Supervisors; 19 TAC §228.35(f) Campus Supervision: Qualified Cooperating Teachers or Site Supervisors – Teacher, Superintendent, School Counselor, and Reading Specialist classes**
Action: For the teacher class, the EPP will be required to revise the cooperating teacher qualification document to include all cooperating teacher qualifications. Submit a copy of the updated qualification document.
Due to the inactive status of the non-teacher classes, the EPP will be required to revise and submit the site supervisor qualification document to include all qualifications. The EPP will be required to submit the updated qualification document to TEA to ensure it is compliant prior to reopening the class and admitting candidates.
- **19 TAC §228.35(f) Campus Supervision: Training Cooperating Teachers and Site Supervisors – Superintendent, School Counselor, and Reading Specialist classes**
Due to the inactive status of the non-teacher classes, the EPP will be required to create a site supervisor training process to require site supervisors to complete an EPP-based



training within the first quarter of assignment to the non-teacher candidate and a process statement detailing how the EPP will conduct site supervisor training, including the training timeline. The EPP will submit the training materials and process statement to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

- **19 TAC §228.35(g) & (h) Field Supervision: Field Supervisor Training – Superintendent, School Counselor, and Reading Specialist classes**

Due to the inactive status of the non-teacher classes, the EPP will be required to create a field supervisor training process to require two completed trainings – one EPP-based training and one TEA-approved coaching training. The EPP will be required to submit a copy of the EPP-based training materials and a process statement about implementing the updated processes, including the TEA-approved coaching training and training timeline. The EPP will submit the training materials and process statement to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

- **19 TAC §228.35(g) & (h) Field Supervision: Field Supervisor Initial Contact – Superintendent, School Counselor, and Reading Specialist classes**

Due to the inactive status of the non-teacher classes, the EPP will be required to create and implement an initial contact process that meets requirements. The EPP will submit a process statement detailing how the initial contact requirement will be implemented and submit an initial contact document (if applicable) to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

- **19 TAC §228.35(g) & (h) Field Supervision: Pre- and Post-Conferences – Superintendent, School Counselor, and Reading Specialist classes**

Due to the inactive status of the non-teacher classes, the EPP will be required to create a pre-and post-conference procedure that meets requirements. The EPP will submit the tool that will be used to document pre- and post-conferences and a process statement detailing the pre-and post-conference process to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

- **19 TAC §228.35(g) & (h) Field Supervision: Observation-Written Feedback – Superintendent and Reading Specialist classes**

Due to the inactive status of the non-teacher classes, the EPP will be required to create a written feedback policy that meets requirements. The EPP will submit the tool that will be used to track written feedback and a process statement detailing the written feedback procedure to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

- **19 TAC §228.35(g) & (h) Field Supervision: Field Supervisor Collaboration– Superintendent, School Counselor, and Reading Specialist classes**

Due to the inactive status of the non-teacher classes, the EPP will be required to create a field supervisor collaboration policy that meets requirements. The EPP will submit the tool that will be used to track field supervision collaboration and a process statement detailing the collaboration procedure to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

Recommendations

- Review the program’s teacher course sequence to ensure candidates have a variety of performance-based assessments throughout their time in the program.



Based on the evidence presented, Hardin-Simmons University is not in Compliance with 19 TAC §228.35 – Coursework, Training, Program Delivery, and On-Going Support.

COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40

Findings

- Hardin-Simmons University requires candidates to sign a program benchmark document at admission that lists the requirements for the certification sought. TEA was unable to find a benchmark tracking document for each candidate that identifies the requirements completed and outstanding requirements to be completed; if applicable. The program did not meet the requirement. [19 TAC §228.40(a)]
- Hardin-Simmons University has structured assessments to measure candidate progress. Course syllabi, Early Childhood and Science of Teaching Reading performance-based assessments served as evidence of the requirement met. [19 TAC §228.40(a)]
- Hardin-Simmons University has processes in place to ensure that candidates are prepared to be successful in their certification exams. Teacher candidates are required to score 85% on their content practice exams in order to receive test approval. Candidates typically take their practice exams during the semester prior to student teaching. TEA is unable to verify the test preparation process for all non-teacher classes. The program met the requirement for the teacher class only. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- Hardin-Simmons University uses information from a variety of sources to evaluate program design and delivery. The program uses the Annual Assessment of Learning Outcomes (ALOC), student course evaluations, clinical teacher midterm and final evaluations, advisory committee minutes, and exit surveys. The program also utilizes TEA accreditation statuses, TEA audits, candidate exam scores, and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation. The program exceeds the requirement. [19 TAC §228.40(e)]
- EPPs are required to retain candidate records for a period of five years from admission to completion or withdrawal from the program for any reason. Candidate records submitted for the review for the teacher class served as evidence of the requirement met. The program did not meet the requirement for the non-teacher classes. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.40(a) Benchmarks – Teacher, Superintendent, School Counselor, and Reading Specialist classes**
Action: Create and submit a benchmark document for the teacher class that lists and tracks completion of all program requirements, including field-based experiences, coursework, test preparation, tests passed, etc., and a process statement detailing how the benchmark document will be implemented.
Due to the inactive status of the non-teacher classes, the EPP will be required to create



and submit a benchmark document that lists all program requirements for each certification class and a process statement detailing how the benchmark document will be implemented to TEA to ensure it is compliant prior to reopening the class.

- **19 TAC §228.40(b) & §228.40(d) Test Preparation – Superintendent, School Counselor, and Reading Specialist classes**

Due to the inactive status of the non-teacher classes, the EPP will be required to update its test preparation process that meets requirements and submit a process statement detailing the test preparation process to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

- **19 TAC §228.40(f) Records Retention – Superintendent, School Counselor, and Reading Specialist classes**

Due to the inactive status of the non-teacher classes, the EPP will be required to update its record retention process and submit a process statement detailing the records retention process to TEA to ensure it is compliant prior to reopening the class and admitting candidates.

Recommendations

- None

Based on the evidence presented, Hardin-Simmons University is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

- All candidates sign an attestation that they understand and agree to the Texas Educator's Code of Ethics. Evidence, in the form of signed attestations, were found in all of the candidate records reviewed.
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed attestations served as evidence of compliance.

Compliance Issues to be Addressed

- None

Recommendations

- None



Based on the evidence presented, Hardin-Simmons University is in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is posted on the website and on-site. The program provides the complaint policy in writing upon request and requires candidates to sign a complaint policy acknowledgment at admission. Hardin-Simmons University meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, Hardin-Simmons University is in compliance with 19 TAC §228.70 – Complaints Process.

COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC Chapters 228 and 230

Findings

- Teacher candidates have met degree requirements for certification. Seven teacher candidates who reached certification held a degree at the time of standard certification. The program informally verified all certification requirements were met prior to standard certification. TEA addressed the benchmark document requirement in Component 5. TEA was able to verify the EPP standard certification recommendation with the candidate records reviewed. The program met the requirement. [19 TAC §230.13(a)(1)-(2)]
- Two (2) superintendent candidates and two (2) reading specialist candidates reached the point of standard certification. All had official transcripts and met degree requirements prior to standard certification. The program met the requirement. [19 TAC §239.20; 19 TAC §239.93; 19 TAC §242.20]
- Superintendent candidates are required to hold a valid principal certificate or the required managerial experience when recommended for standard certification. The candidates who reached standard certification held a valid principal certificate as required. The program met the requirement. [19 TAC §242.20]
- School counselor candidates are required to hold, at minimum, a master's degree that meets the TAC rule in place at the time of certification. The three (3) standard certified



school counselor candidates held the required degree at the time of certification. The program met the requirement. [19 TAC §239.20]

- School counselor and reading specialist candidates are required to have two creditable years of teaching experience as a classroom teacher for standard certification. The school counselor and reading specialist candidates who made it to the point of standard certification met the years of the teaching experience requirement. Service records served as evidence of the requirement met. [19 TAC §239.20(4) & §239.93(4)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, Hardin-Simmons University is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC Chapter 229

Findings

- Hardin-Simmons University has submitted ASEP reports within the timeline required by TEA. The program met the requirement. [19 TAC §229.3(f)(1) and Associated Graphic]
- All teacher and non-teacher candidate files reviewed contained a formal offer of admission with the candidate's signature date as the admission date. During the review process, it was found that though the letter did not specifically state that the signature date would be used as the admission date, the admission date reported to TEA matches the signature date for each formal admission letter reviewed. The program has updated its admission reporting process and met the admission reporting requirement. [19 TAC §229.3(f)(1)]
- Eight out of 9 teacher candidate files reviewed contained an admission GPA that corresponded to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program was 88% compliant and met the requirement. [19 TAC §229.3(f)(1)(7)]
- All non-teacher files contained a GPA that corresponded to the GPA reported. The program was 100% compliant and met the requirement. [19 TAC §229.3(f)(1)(7)]
- All teacher candidate observation duration data uploaded into ASEP corresponded to the duration documented in candidate records. Observation information for non-teacher candidates was not reported accurately. The program met the observation reporting requirement for the teacher class only. [19 TAC §229.3(f)(1)(1)]
- The EPP has addressed the following reporting issue:
 - Teacher candidates who were reported as post-baccalaureate but were completing an alternative certification program are now identified as certifying in the alternative route. The EPP submitted a data fix during the review process.



Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §229.3(f)(1) and [Graphic Report: Observation Reporting – Superintendent, School Counselor, and Reading Specialist classes](#)**
Due to the inactive status of the non-teacher classes, the EPP will be required to update its observation reporting process and submit a process statement detailing the revised observation reporting process to TEA to ensure it is compliant prior to reopening the class.

Recommendations

- None

Based on the evidence presented, Hardin-Simmons University is in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or “TX PACT”, is a content-pure assessment that cannot be used for certification purposes.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The transition from test #291 to test #391 for issuance of the Core Subjects w/STR EC-6 certificate is in process. December 31, 2021, was the last administration date for the 291, and the last date to certify candidates using passing scores on the 291 will be December 30, 2022. EPPs are encouraged to remind candidates and finishers about these deadlines to ensure that they meet all requirements and can be standard certified using the 291, if applicable.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.



PROGRAM RECOMMENDATIONS All EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, 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 training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

Next Steps were created collaboratively with the Hardin-Simmons University staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before May 20, 2022.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date