



Compliance Audit Report 2012-2013

Dallas Christian College ACCESS ACP Initial Teacher Certification Program

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

Contact Information: Dr. Leslie Haas, Program Director

County/District Number: 057-703

SBEC Approval Date: November 7, 2003

Program Specialists, Vanessa Alba and Mixon Henry, conducted a Texas Education Agency Compliance Audit of Dallas Christian College ACCESS (Alternative Certification Curriculum will Ensure Student Success) Alternative Teacher Certification Program located at 2700 Christian Parkway, Dallas, TX 75234 on October 2-4, 2012. The focus of the compliance audit was the initial alternative teacher certification program and the Generalist EC-6 certificate. The following are findings and recommendations for program improvement.

SCOPE OF THE COMPLIANCE AUDIT:

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

Data Analysis:

Information concerning compliance with Texas Administrative Code (TAC) governing educator preparation programs was collected by various quantitative and qualitative methodologies. A self-report was submitted to the Texas Education Agency on September 4, 2012. An on-site review of documents, student records, course material, and curriculum correlations charts provided evidence regarding compliance. In addition, electronic questionnaires were sent to Dallas Christian College ACCESS alternative certification program stakeholders by TEA staff. A total of sixty-four (64) questionnaires were sent to stakeholders. A total of eleven (11) responses out of the sixty-four (64) or 17% were received as follows: Five (5) out of sixteen (16) advisory

committee members or 31%, one (1) out of sixteen (16) clinical teachers/interns or 6%, zero (0) out of three (3) field supervisors or 0%, three (3) out of fifteen (15) campus principals or 20%, and two (2) out of fourteen (14) cooperating teachers/mentors or 14%. Due to a low response rate to the questionnaires and to ensure the anonymity of the respondents, the number and percent of responses received from each stakeholder group were only shared at the opening session presentation. Quantitative and qualitative methods of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence. Evidence of compliance was measured using a rubric aligned to Texas Administrative Code.

Opening and Closing Session:

The opening session on October 2, 2012 was attended by four (4) people from Dallas Christian College ACCESS ACP. The members present included:

- President Dustin Rubeck, President of Dallas Christian College;
- Dr. Perry L. Stepp, Vice President for Academic Affairs, Dallas Christian College;
- Dr. Ronald D. Rife, Director of Institutional Effectiveness, Dallas Christian College; and
- Dr. Leslie Haas, Education Department Chair, Dallas Christian College.

The closing session on October 4, 2012 was attended by three (3) people. They included President Rubeck, Dr. Stepp, and Dr. Haas.

COMPONENT I: COMMITMENT AND COLLABORATION - Texas Administrative Code (TAC) §228.20 – Governance of Educator Preparation Programs

FINDINGS:

Program support was indicated by the governing body of Dallas Christian College ACCESS alternative teacher certification program per TAC §228.20(c) as evidenced by the participation and cooperation of Dr. Haas in all stages of the compliance audit.

According to the self-report, the advisory committee email list, and the original sign in sheets provided in the document review, the advisory committee consists of sixteen (16) members. Eleven (11) members represent public/private schools, five (5) members represent higher education, and one (1) member represents community/business interests. Dallas Christian College ACCESS alternative teacher certification program meets TAC §228.20(b) requirements for advisory committee composition.

The first meeting of the 2011-2012 academic year was held on July 16, 2012. The second meeting of the 2011-2012 academic year was held on August 30, 2012. The first meeting of the 2012-2013 academic year was held on September 27, 2012. Twelve (12) members attended this meeting. The most recent agenda reflects that advisory committee member roles and responsibilities in terms of design, delivery, policy, and program evaluation were discussed. Regarding roles and responsibilities of the advisory committee membership, a PowerPoint presentations verified training for advisory committee members, which covered understanding roles & responsibilities, and working on various sub-committees that report back to the general advisory committee were provided by the program. Agendas, minutes, and attendee records

were available to substantiate that the advisory committee meetings were held. The second meeting for the current academic year has not yet occurred. However, the date of that meeting is scheduled for November 8, 2012. The program meets the requirements for conducting a minimum of two advisory committee meetings per academic year as required by TAC §228.20(b).

The agendas, minutes, and Powerpoint presentations reflect that the program is implementing a process to ensure that the advisory committee continues to meet twice per year (September 1-August 31 of any given academic year) as prescribed in TAC §228.20(b).

Agendas and minutes provided by the program reflect that the program provides evidence of on-going and relevant field-based experiences as determined by the advisory committee as specified in TAC §228.35(d).

Based on the evidence presented, Dallas Christian College ACCESS alternative teacher certification program is in compliance with Texas Administrative Code §228.20 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION CRITERIA - Texas Administrative Code (TAC) §227.10 – Admission and Certification Criteria

FINDINGS:

According to the self-report submitted by the Dallas Christian College ACCESS alternative teacher certification program staff, to be admitted to the alternative teacher certification program, the candidate must meet the following criteria:

- Completed a four year degree from an accredited institution of higher learning verified by an official transcript [TAC §227.10(a)(2)];
- A passing score on a Pre-Admission Content Test [TAC §227.10(c)];
- GPA of 2.75 which is higher than the 2.5 minimum in TAC [TAC §227.10(a)(3)(A)];
- A minimum of twelve (12) semester credit hours in a content field [TAC 227.10(C)];
- Basic skills proficiency [TAC §227.10(4)];
- Adequate oral communication skills;
- Application submission [TAC §227.10(a)(6)];
- Participate in an interview or screening instrument to determine the educator preparation candidate's appropriateness for the certification sought; [TAC §227.10(a)(6)];
- Complete a written assessment [TAC §227.10(b)];
- Complete a successful background check [TAC §227.10(b)];

- Provide two reference letters of recommendation (one personal and one professional) [TAC §227.10(b)]; and
- Meet any other academic criteria for admission that are published and applied consistently to all educator preparation candidates [TAC §227.10(7)].

Out-of-country applicants whose first language is not English must demonstrate competence in the English language by submission of an official minimum score on the written or computer-based Test of English as a Foreign Language (TOEFL). In addition, the applicant must have his/her transcripts from an out-of-country non-English speaking university evaluated by an approved evaluation service [TAC §227.10(7)]. It was reported in the self-report that the program requires the Test of English as a Foreign Language (TOEFL) and a Bachelor's or Graduate Degree from an accredited U.S. institution. It was also noted that no out-of-country applicants have been admitted into the program who required verification of the ability to speak and understand the English language at a level where they could readily participate in conversations and respond appropriately [TAC §227.10(5) & TAC §230.413(b)(5)].

In a review of ten candidates' records, it was found that all ten records reviewed contained an original transcript that provided verifiable evidence that a bachelor's degree from an institution of higher education recognized by a regional accrediting agency per TAC § 227.10(a)(2) was attained.

In a review of the ten candidates' files for a passing score on the pre-admission content test (PACT), it was verified that the PACT route to certification test approval was granted after admission into the program as follows: six out of ten files reviewed show that PACT was granted after admission, two files had no verification that any content testing had occurred, and two files had the appropriate time frame for PACT testing. As a result, the program did not meet the requirements of TAC §227.10(C).

The program has not admitted any candidates who were seeking the career and technology certificate. A review of candidates' records provided verifiable evidence to support that the experience and preparation requirements as stated in TAC §230 and §233 [TAC §227.10(d)] was not currently applicable for the program.

It was noted that all ten candidates were admitted with a grade point average of greater than 2.5 [TAC §227.10(A)]. The GPA scores recorded ranged from 2.74-3.96. The number of candidates admitted with a GPA lower than the requirement did not exceed 10% of the cohort of candidates allowed by TAC §227.10(a)(3)(b). As a result, evidence was not required that admission of the candidate(s) was approved by the program director and was granted because of extraordinary circumstances.

It was noted in all ten applicant files that transcripts and a worksheet evaluating whether or not candidates had a minimum of 12 semester credit hours in the subject-specific content area for which certification was sought met the requirements of TAC §227.10(C).

Mastery of basic skills per TAC §227.10(4) were met with the official transcript showing degree conferred. This was verified in a review of the ten applicant files.

Applicants are required to submit a writing sample with the application and participate in a one-on-one interview with program staff. They are also required to take a Watson-Glaser exam. The writing sample, interview and the Watson-Glaser in the ten applicants' files reviewed met the requirements of TAC §227.10(6).

All applicants are required to submit two letters of reference as follows: one personal reference and one professional reference. All ten applicants' files contained evidence of two letters of reference. This met the requirements of TAC §227.10(7).

The self-report submitted by Dallas Christian College ACCESS alternative teacher certification program stated that information on their admission requirements was available through the Dallas Christian College website, the college catalogue, and brochures.

A review of the admission requirements on the website stated that pre-admission content testing was a requirement for admission. Also 30 clock-hours of field-based experiences were a requirement for admission. The program was granting test approval for the content tests prior to admission into the program and requiring that the 30 clock-hours of field-based experience be completed prior to admission. Due to these issues, the program does not meet the requirements of TAC §227.10(7).

Based on the evidence presented, Dallas Christian College ACCESS alternative teacher certification program is not in compliance with TAC §227.10 - Admission Criteria.

COMPONENT III: CURRICULUM - Texas Administrative Code (TAC) §228.30 – Educator Preparation Curriculum

FINDINGS:

Dallas Christian College ACCESS alternative teacher certification program is approved to offer teacher certification in twenty-one (21) certification fields. For the purpose of this compliance audit, the Generalist EC-6 certificate was selected for in-depth review.

It was reported in the self-report that the qualifications necessary to be selected as a course instructor require the following: an advanced degree, Texas teacher certificate in the corresponding content and grade level, and more than five years of experience teaching content at a specific grade level in a public or private school. Instructors' credentials were presented for review and criteria for selection verified. It was verified that five of the six instructors had a Master's Degree or higher and appropriate Texas Teacher/Administrator Certification. One instructor had a PhD and out-of-state credentials. All instructors had the appropriate background or experience to provide instruction in this certification area.

In reviewing the Dallas Christian College ACCESS initial alternative teacher certification Generalist EC-6 curriculum, it was found that the educator standards were not the curricular basis for instruction as required by TAC §228.30(a). The alignment charts submitted by the program were the basis for reviewing the syllabi provided by the program at the time of the on-site audit. The syllabi did not reflect the educator standards. In formal conversations with the program staff, it was verified that the educator standards were not reflected in the syllabi provided by the program. It was noted that the syllabi provided by the program dated back to 2008 and did not reflect current standards.

It was also noted that Generalist EC-6 curriculum did not provide evidence that it addressed the relevant Texas Essential Knowledge and Skills (TEKS) as required by TAC §228.30(a). The alignment charts submitted by the program were used to review the syllabi provided by the program. In formally discussing where the TEKS were addressed, it was determined that the program did not meet the requirements of TAC §228.30(a) as prescribed.

A review of the seventeen (17) subject matter topics prescribed by TAC §228.30(b) yielded the following results:

- Evidence that the specified requirements for reading instruction for the Generalist EC-6 certificate per TAC §228.30(b)(1) was provided in the alignment charts and in the instructor lesson plans provided by the program. The lesson plans reflected that at least one lecture was provided in each of the five essential components of reading (phonemic awareness; phonics; fluency; vocabulary; and comprehension). This met the minimum requirements of TAC §228.30(b)(1);
- Evidence that the specified requirements for child development per TAC §228.30(b)(3) was found in the alignment charts and was verified in the course/module outline provided by the program. This met the minimum requirements of TAC §228.30(b)(3);
- Evidence that the specified requirements for motivation per TAC §228.30(b)(4) was found in the alignment charts and verified in the syllabi provided by the program. This met the requirements of TAC §228.30(b)(4);
- Evidence that the specified requirements for learning theories per TAC 228.30(b)(5) was found in the alignment charts and verified as being present in the syllabi that reflected the topic. This met the requirements of TAC §228.30(b)(5);
- Evidence that TEKS organization, structure, and skills per TAC §228.30(b)(6) was found in the alignment charts provided by the program. This met the minimum requirements of TAC §228.30(b)(6);
- While the alignment charts and syllabi stated that TEKS in the content area were being addressed per TAC §228.30(b)(7), it could not be verified in formal conversations with the program staff that they were actually addressed. As a result, the program did not meet the requirements of TAC §228.30(b)(7);
- It was noted that the state assessment of students per TAC §228.20(b)(8) was found in the alignment charts and the 2012 course/module outline for current candidates. However, it was noted that candidates received outdated information that was published in 2008 and did not address the specifics of the current state assessment of students. As a result, the program did not meet the requirements of TAC §228.30(b)(8);
- Evidence that curriculum development per TAC §228.30(b)(9) was found in the alignment charts and verified in the syllabi provided by the program. This met the requirements of TAC §228.30(b)(9);
- Evidence that classroom assessment for instruction per TAC §228.30(b)(10) was found in the alignment charts submitted by the program. However, evidence could not substantiate the alignment charts due to outdated material and references to using released tests as a part of classroom assessment for instruction (i.e. TAKS). The program did not meet the requirements of TAC §228.30(b)(10);
- While the alignment charts stated that diagnosing learning needs per TAC 228.30(b)(10) was addressed, there was no verifiable evidence noted in the syllabi that the topic was addressed at all. The program did not meet the requirements of TAC §228.30(b)(10);

- Evidence that classroom management per TAC 228.30(b)(11) was addressed in the alignment charts and verified in the syllabi. This met the requirements of TAC §228.30(b)(11);
- There was no verifiable evidence that developing a positive learning environment per TAC 228.30(b)(11) was addressed in the syllabi provided by the program and, therefore, did not meet the requirements of TAC §228.30(b)(11);
- While the alignment charts stated that special populations were addressed per TAC §228.30(b)(12), the program did not provide enough information to ensure that candidates understand the referral process for any exceptional population nor were there any specific methods identified to enhance the learning of these special populations. As a result, the program did not meet the requirements of TAC §228.30(b)(12);
- Parent conferences were addressed per TAC 228.30(b)(13) in both the alignment charts and syllabi provided by the program. This met the requirements of TAC §228.30(b)(13);
- While the alignment charts stated that communication skills were addressed per TAC §228.30(b)(13), there was no evidence in the syllabi to substantiate that the topic was specifically addressed within the program's coursework. As a result, the program did not meet the requirements of TAC §228.30(b)(13);
- While the alignment charts stated that instructional technology was addressed per TAC 228.30(b)(14), there was no evidence in the syllabi to substantiate that the topic was specifically addressed within the program's coursework. As a result, the program did not meet the requirements of TAC §228.30(b)(14);
- Pedagogy and instructional strategies were addressed per TAC 228.30(b)(15) as noted in the alignment charts and verified in the syllabi provided by the program. This met the requirements of TAC §228.30(b)(15);
- While the alignment charts stated that differentiated instruction per TAC §228.30(b)(16) was covered, there was no verifiable evidence that the topic reflected in the syllabi provided by the program. This did not meet the requirements of TAC §228.30(b)(16); and
- While the alignment charts stated that certification test preparation per TAC §228.30(b)(17) was offered, the program staff could not produce any verifiable documentation of six hours of test preparation for candidates. The program did not meet the requirements of TAC §228.30(b)(17) and TAC §228.35(a)(3)(C).

The specific concerns of TEA centered upon that fact that it could not be verified that candidates were receiving instruction in all of the 17 topics as prescribed within the scope of the Dallas Christian College ACCESS alternative teacher certification program.

Based on evidence presented, Dallas Christian College ACCESS alternative teacher certification program is not in compliance with TAC §228.30 – Educator Preparation Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) §228.35 – Preparation Program Coursework and/or Training

FINDINGS:

Currently, the Dallas Christian College ACCESS alternative teacher certification program is delivered in a face-to-face format. The self-report stated that the total program consists of 315 clock-hours for elementary, secondary, and all-level certification. The evidence was found in the self-report submitted by the program. However in a review of the program course/module schedule, it was found that there were seven class modules that each meets for four days/week at 32 clock-hours per course. Only 224 clock-hours could be verified for the Dallas Christian College ACCESS alternative teacher certification program. The total clock-hours do not meet the minimum requirements set forth in TAC §228.35(a)(3).

The program did not provide verifiable evidence that six clock-hours of test preparation that is not embedded in any other curriculum elements per TAC §228.35(a)(3) is offered to all candidates. The documentation provided by the program within the document review stated that readiness to test is based on completion of coursework, PPR test prep, instructor feedback, and oral reflection. However, no evidence in the candidates' files substantiated that claim. As a result, the program did not meet the requirements of test preparation per TAC §228.35(a)(3).

Thirty clock-hours of field-based experience could not be verified as occurring after candidates were admitted into the program and prior to clinical teaching or internship because the 30 clock-hours of field-based experiences were listed as an admission requirement. Since the 30 clock-hours of field-based observations occurred prior to admission, the program did not meet the requirements of TAC §228.35(d). Because the 30 clock-hours of field-based experiences were not completed as prescribed in TAC §228.35(d), it also could not be verified that the field-based observations occurred in a variety of educational settings with diverse student populations including observation, modeling, and demonstration of effective practices to improve student learning.

Fifteen clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method per TAC §228.35(d)(1). The self-report submitted by Dallas Christian College ACCESS alternative teacher certification program reflected that this option was not utilized.

Per TAC §228.35(a)(7), the program implemented may allow candidates to substitute prior ongoing experience and/or professional training for part of the educator preparation requirements such as the 30 hours of field-based experiences. However, previous experience cannot replace internship, student teaching, or clinical teaching. Dallas Christian College ACCESS alternative teacher certification program did not allow for such an accommodation.

Eighty clock-hours of coursework prior to clinical teaching or internship were verified as having occurred because all seven of the courses/modules (224 clock-hours) occur prior to the clinical teaching or internship assignment. The verifiable evidence provided by the program was a program course/module schedule which met the requirements as required by TAC §228.35(a)(3)(B).

Fifty clock-hours of training provided by a school district and/or campus was not utilized toward the total number of program hours. This was reported in the self-report program hours chart submitted by the program and verified through a review of candidate files [TAC §228.35(a)(5)].

Clinical teaching [TAC §228.35(d)(2)(B)] was conducted for a minimum of twelve weeks. The evidence that verified that clinical teaching was offered and utilized included the program requirements in the candidate handbook provided by the program and the clinical teaching placement information in the seven clinical teaching candidates' records reviewed.

Per TAC §228.35(d)(2)(C), an internship of 180 school days or an academic year is required for teaching candidates. The assignments must match the certification field for which the individual is accepted into the program and trained. In addition, according to TAC §228.35(d)(2)(C), the intern should be issued the appropriate probationary certificate and be classified as "teacher" of record on the campus PEIMS data. There were a total of three candidates' files that contained evidence that each candidate was in a 180 day internship assignment. However, at the time of the on-site audit, it was discovered that two candidates were lacking a probationary certificate and only one candidate had the appropriate probationary certificate issued. The program did not meet the requirements of TAC §228.35(d)(2)(C).

Evidence was presented in the form of candidates' records with clinical teaching or internship placements noted which verified that clinical teaching or internship took place in an actual school setting rather than a distance learning lab or virtual school setting. The placements met the requirements as prescribed by TAC §228.35(d)(2)(C)(ii).

It was reported in the self-report that neither clinical teaching nor internship in a Head Start Program was allowed. The evidence presented verified that this option was not utilized.

According to TAC §228.35(e), Dallas Christian College ACCESS alternative teacher certification program is responsible for providing mentors or cooperating teachers training that is scientifically-based or verify that training has been provided by a school district or education service center. Evidence verified that the mentor/cooperating teacher received training within the first two weeks individually in a meeting with the field supervisor at the campus where the candidate was assigned. Each document was signed by the candidate, mentor/cooperating teacher/ field supervisor. This training met the requirements of TAC §228.35(e).

TAC §228.35(f) states that supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. There were a total of four field supervisors assigned to the candidates within the program. The program did not provide verifiable evidence that the field supervisors had been trained. The program did not meet the requirements of TAC §228.35(f).

Initial contact by the field supervisor was verified as made within the first three weeks of the assignment as required by TAC §228.35(f). The evidence provided by the program was a field supervisor contact log and a signed contact/observation form by the teaching candidate and the field supervisor. Contact was made in person within the first two weeks of assignment.

According to §228.35(f)(3), during internship, the program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester. The evidence provided by the program included observation forms, signed by the candidate and field supervisor, with the date of each observation noted.

The three observations [TAC §228.35(f)(4)] conducted during clinical teaching or internship must be at least 45 minutes in duration [TAC §228.35(f)]. TAC §228.35(f) also states that the

first observation must be conducted within the first six weeks of internship or clinical teaching. The observation forms signed by the teaching candidate and field supervisor, as well as the field supervisor contact logs, provided evidence that the program met the requirements of TAC §228.35(f) for both clinical teaching and internship.

Furthermore, TAC §228.35(f) requires that the field supervisor documents instructional practices observed and provides written feedback through an interactive conference with the candidates. The dated observation forms and the field supervisor log with the date noted served as verifiable evidence that the field supervisor provided written feedback through an interactive conference with the candidate. This met the requirements of TAC §228.35(f).

It is also the responsibility of Dallas Christian College ACCESS alternative teacher certification program to provide a copy of the written feedback to the candidate's campus administrator as required by TAC §228.35(f). There was no evidence presented by the program that the campus principal received a copy of the written feedback. The program did not meet the requirements of TAC §228.35(f).

Evidence of additional informal observations and coaching were requested of the program staff. No verifiable evidence of additional observations or coaching could be provided by the program and, as a result, the program did not meet the requirements as specified in TAC §228.35(f).

As specified in TAC §228.35(c), a candidate who was hired after June 15th of the academic year is considered a "late hire." The candidate is still responsible for completing 30 clock-hours of field-based experiences as well as 80 clock hours of initial training within 90 school days of the assignment. The program did not, at the time of the on-site audit, have any late hires.

Based on evidence presented, Dallas Christian College ACCESS alternative teacher certification program is not in compliance with Texas Administrative Code Section §228.35 – PROGRAM DELIVERY AND ON-GOING SUPPORT.

COMPONENT V: PROGRAM EVALUATION – Texas Administrative Code (TAC) §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement

FINDINGS:

Dallas Christian College ACCESS alternative teacher certification program has a candidate assessment and benchmarking process as prescribed by TAC §228.40(a). Evidence provided by the program included a document detailing the benchmark activity, timeline, and person responsible and a candidate module record showing the candidates' progression through the program by verifying benchmarks. The documents met the requirements of TAC §228.40(a).

While the program did provide documentation detailing the assessment activity, timeline, and person responsible and provided verifiable evidence that the advisory committee is developing a process as documented in the advisory committee's minutes, the syllabi presented for review were outdated and provided limited documentation regarding the details of the assessments used. There was a basic checkmark to indicate completion of each course module that candidates completed, but there were no grades assigned. The documentation provided did not meet the requirements of structured assessments of the candidate's progress throughout the educator preparation program per TAC §228.40(a).

Readiness for testing [TAC §228.40(b)] could not be determined. According to TAC §228.40(b), the program shall not grant test approval for the pedagogy and professional responsibilities test until the candidate has met all the requirements for admission to the program and has been fully accepted into the educator preparation program. None of the candidates' records reviewed indicated that the candidate had met the criteria for testing. The program did not meet the requirements of TAC §228.40(b). Also since the program was granting content test approval prior to admission into the program, the program did not meet the requirements of TAC §228.40(b).

Evaluation of the program's design and delivery of the curriculum should be continuous per TAC §228.40(c). Information such as performance data, scientifically-based research practices, and the results of internal and external assessments should be included in the evaluation process. The evidence provided b that this requirement was met included a document detailing the evaluation activity, timeline, and person responsible as well as the documentation verifying that the information was shared at the last advisory committee meeting. The program is in the process of implementing an evaluation of the design and delivery of the curriculum through the use of sub-committees of the advisory committee and meets the requirements of TAC §228.40(c).

According to TAC §228.40(d), the program will retain 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 program completion. The program has kept records for the past five years in electronic and paper format. The records are securely stored in a vault on the first floor of the administration building in a file cabinet designated for the Dallas Christian College ACCESS alternative teacher certification program. The retention of records meets the requirements of TAC §228.40(d).

Based on evidence presented, Dallas Christian College ACCESS alternative teacher certification program is not compliance with Texas Administrative Code §228.40 – ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT.

COMPONENT VI: Professional Conduct (TAC) §228.50

TAC §228.50(a) states that during the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics). The program provided office procedures as evidence that the individuals preparing the candidates demonstrate adherence to Chapter 247 of this title. The candidate handbook and the signed statement by each candidate that they had read and understood the Educator's Code of Ethics served as verifiable evidence of adherence to TAC §228.50(a) and TAC §228.30(b)(2).

Based on evidence presented, Dallas Christian College ACCESS alternative teacher certification program is in compliance with Texas Administrative Code §228.50 – Professional Conduct.

Current Accreditation Status

Dallas Christian College ACCESS alternative teacher certification program is currently rated "Accredited with an action plan" based on the September 1, 2010-August 31, 2011 accountability ratings. The program staff is aware of the current accreditation status, but has not yet submitted an action plan.

Standard I: Results of Certification Exams

Pass Rate Performance:	2009-2010 70% Standard I	2010-2011 75% Standard I	2011-2012 80% Standard I
Overall:	100%	94%	93%
Demographics			
Area			
African American	NA	NA	0%

The chart below is a different view of the testing record of candidates within the Dallas Christian College ACCESS alternative teacher certification program. These data were shared with the staff present at the opening session presentation. In addition to providing data on the number and percent of candidates who passed each of the two exams listed below (PPR and the Generalist EC-6 TExES), it provided insight into the fact that the post-bac alternative initial teacher certification program was approving candidates for content testing without offering content area training within the program's curriculum modules.

**Testing Record of Candidates
% Passing – A different view**

Completion Year 2011	PPR (All)	Generalist EC-6 (Curriculum Area Audited)
# of people testing	5	5
# of tests taken	5	9
# of multiple testers	(0)	(3)
% tests passed	100%	56%

PROGRAM RECOMMENDATIONS

Program Compliance Recommendations are based on the findings of the Texas Education Agency compliance audit visit. If the program is out of compliance with any component, please consult the Texas Administrative Code (TAC) and correct the issue IMMEDIATELY. General recommendations are suggestions for program improvement only. Failure to comply with TAC rules governing educator preparation programs may result in action by the State Board for Educator Certification (SBEC) per TAC §229 beginning in 2010.

PROGRAM COMPLIANCE RECOMMENDATIONS: In order to meet requirements of all Texas Administrative Code rule governing educator preparation programs, the following recommendations are made:

TAC §227.10 Admission Criteria

- Set up a sequential pattern so that Pre-Admission Content Test is taken prior to admission into the program per TAC §227.10(C). This should be corrected immediately; and
- Move the requirement of 30 clock-hours of field-based experiences from being a requirement for admission to being a program requirement. This should be corrected immediately.

TAC §228.30 Educator Preparation Curriculum

- Require that the educator standards are the basis for the curriculum offered by Dallas Christian College ACCESS alternative teacher certification program for each content area including art, music and theater per TAC §228.30(a). This should be corrected immediately; and
- Ensure that all 17 curriculum topics are covered in the 300 clock-hours of coursework per TAC §228.30(b).

TAC §228.35 Program Delivery and On-going Support

- Create a system to ensure that the 300 clock-hours of coursework and training are completed within the Dallas Christian College ACCESS alternative teacher certification program per TAC §228.35(a)(3) and require candidates to complete their program within the specified requirements of TAC §228.35(a)(3);
- Require that the 30 clock-hours of field-based experiences occur after admission and prior to clinical teaching or internship per TAC §228.35(a)(3)(B);
- Require, with documentation, six clock-hours of explicit test preparation that is not embedded in other curriculum elements per TAC §228.35(a)(3) has been offered to all candidates;

- Provide the campus administrator a copy of the candidate's observation per TAC §228.35(f) and document the delivery of the observation to the campus administrator;
- Provide field supervisor training per TAC §228.35(f) and create a system to ensure that documentation of the training is kept for future audits;
- Establish a record keeping system that maintains documentation of informal observations and coaching by the field supervisor as appropriate per TAC 228.35(f); and
- Require that each candidate in a 180 day internship assignment holds a probationary certificate prior to the start date of the internship assignment per TAC §228.35(d)(2)(C);

TAC §228.40 Assessment and Evaluation of Candidates for Certification and Program Improvement

- Provide all candidates in the program with assessments that are objective indicators of the content knowledge that reflect specific success or lack thereof for each course module taught per TAC §228.40(a); and
- Do not grant test approval for the pedagogy and professional responsibilities assessment until the candidate has met all of the requirements for admission to the program and has been fully accepted into the program per TAC §228.40(b).

GENERAL PROGRAM RECOMMENDATIONS:

General Recommendations:

- 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;
- Participate in Annual Deans/Directors Meetings to ensure that the program director is knowledgeable about current Texas Administrative Code and future changes to Texas Administrative Code (Webinar Series);
- Continue to participate in webinars provided by the Division of Educator Certification & Standards to ensure that the program staff is knowledgeable about current requirements and changes in Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the Dallas Christian College ACCESS alternative teacher certification program for the purpose of asking questions about current requirements in TAC for Governance; Admissions; Curriculum; Program Delivery & On-Going Support; and Program Evaluation (TAC § 227-229).
- Align the verbiage of the Dallas Christian College ACCESS alternative teacher certification program Educator Preparation Program to that of current Texas Administrative Code. For example: Applicant / Candidate / Field Supervisor / Internship / Clinical Teacher

Component I: General Recommendations:

- Continue to implement the process of holding two advisory committee meetings per year and maintain the invitations, agendas, minutes, and sign-in sheets as evidence that the meetings have occurred; and
- Consider utilizing an advisory committee meeting template to ensure that required TAC items are covered at each of the two meetings per year (an academic year is from September 1-August 31 of a specified year);

Component II: General Recommendations:

- Consider utilizing a rubric to ensure objectivity in evaluating the interview questions for all applicants to the program and maintain the rubric along with the questions in each applicant's file; and
- Consider a cut score on the Critical Thinking Test used by the program for all applicants to ensure objectivity in admission into the program.

Component III: General Recommendations:

- Consider creating a uniform template for all course module syllabi that contains the following: Educator Standards, TEKS, goals and objectives for each course, assessments, and additional requirements for each course offered that leads to certification in the Dallas Christian College ACCESS alternative teacher certification program; and
- Add rigor and depth to the curriculum to ensure alignment to the 17 topics per TAC §228.30(b) by creating assessments per course that objectively define success or failure of the acquired knowledge of the 17 topics taught; and
- Ensure that reading instruction is provided for all certification areas.

Component IV: General Recommendations:

- Consider utilizing the test preparation to determine the readiness of each candidate to take the appropriate TExES exam or create another indicator.