



2020 – 2021 Continuing Approval Review Report Lubbock Christian University

PURPOSE

Texas Education Agency (TEA) Program Specialist, Emily Carrizalez, conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at Lubbock Christian University (LCU) on April 14, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Dr. David Boyer was identified as the program Legal Authority, and Wanda Dyess was identified as the Backup Legal Authority and the primary EPP contact for the review process. LCU was approved as an EPP on April 18, 1972. At the time of the review, the EPP was rated Accredited for 2018-2019 and was rated Not Rated: Declared State of Disaster for 2019-2020. The risk level was Stage 3 (low). The EPP reported 92 finishers for the 2018-2019 reporting year and 83 finishers for 2019-2020.

At the time of the review, LCU was approved to certify candidates in the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician. The EPP is approved to offer the undergraduate (UG) and post-baccalaureate (PB) routes to certification.

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.

EPP staff participating in the review at various stages were David Boyer, Wanda Dyess, and Annette Mahan.

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 February 19, 2021. Additional EPP documents, including records for 27 candidates, were submitted on March 5, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was 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. “Next Steps” were 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 within the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, training provided to members regarding their roles and responsibilities, and meeting frequency met requirements as prescribed. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to LCU’s programs. The legal authority’s participation in aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- LCU has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- LCU submitted the Status Report for the EPP Review on February 19, 2021, as required. [19 TAC §228.10(b)(1)]
- LCU 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

Guidance to Address Compliance Items

- None

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

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- LCU has informed applicants of the required information about the EPP. Admission requirements were found in the EPP Catalog that is posted on the website. EPP completion requirements were found with the degree plans, which are available on the EPP website. The required information was found on the EPP website. The performance of the EPP over the past five years was found on the website. [19 TAC §227.1(c)(1-3)]



- LCU has informed applicants and candidates about the required information regarding criminal history. The information was found on the EPP application for Teacher and non-teacher programs. [19 TAC §227.1(d)]
- A total of 27 files were reviewed for admission requirements. They included five (5) undergraduate Teacher files, two (2) post-baccalaureate (PB) Teacher files, and 20 non-teacher files. All candidate records included evidence of degree requirements. All five (5) undergraduates were enrolled at the time of admission. Two (2) PB Teacher candidates held the minimum of a bachelor's degree at the time of admission. Nineteen out of 20 non-teacher candidates held the required degree at the time of admission. Evidence of a conferred bachelor's degree was not available for one (1) out of five (5) School Counselor candidates. Fourteen out of 15 Principal, School Counselor, and Educational Diagnostician candidates held the minimum of a bachelor's degree at the time of admission. The five (5) Superintendent candidates held a master's 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 Teacher candidate GPA range was 2.87-3.87. The program requirement for Teacher admission is 2.75. The non-teacher GPA range was 2.93-4.00. The program requirement for non-teacher admission is 3.0. The last 60 hours or the graduate GPA was used for admission consideration as allowed. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants must demonstrate content knowledge before admission by having 12 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) before admission. All 7 Teacher candidates met the requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Non-teacher records reviewed contained evidence that met the minimum certification and degree requirements before admission. Official transcripts, certificates, and service records served as evidence of compliance for each of the non-teacher candidates. All 20 records reviewed had a valid teaching certificate. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]
- Applicants must demonstrate basic skills before admission. The five (5) undergraduate Teacher applicants met the requirement with the Texas Higher Education Assessment (THEA). The two (2) PB Teacher candidates met the requirement with official transcripts noting a degree conferred. Nineteen out of 20 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 before admission. All five (5) UG Teacher candidates, two (2) PB Teacher candidates, all five (5) Principal candidates, all five (5) Superintendent candidates, and all five (5) Educational Diagnostician candidates met English language proficiency requirements through completed undergraduate coursework or a conferred bachelor's degree from the United States. Four (4) out of five (5) School Counselor candidates met this requirement through a conferred bachelor's degree. One (1) out of five (5) School Counselor candidates was admitted with transcripts from a university in another country, and the



candidate's record did not include TOEFL scores. TEA was unable to verify the candidate met the English language proficiency requirements. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]

- An applicant for admission must be screened to determine appropriateness for the certification sought. Six out of 7 Teacher candidates were screened through an interview. Documentation of their interview included a rubric, interview questions, and an admission cut score. Insufficient screening documents were available for one (1) out of 7 Teacher candidates. Screening documentation was not provided for all five (5) Principal candidates, all five (5) Educational Diagnostician candidates, and three (3) out of five (5) School Counselor candidates. Evidence of a screening interview was available for two (2) out of five (5) School Counselor candidates. Interview Screening documents were provided for all five (5) Superintendent candidates, but a second screen was not evident for all five (5) Superintendent candidates. The program did not meet the requirement as prescribed for the Principal, Superintendent, School Counselor, and Educational Diagnostician classes. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All 27 records reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- All applicants are required to be formally admitted. Of the 7 Teacher candidates, 6 records included a written offer of admission but lacked a written acceptance. One (1) of the 7 Teacher records lacked the written offer and written acceptance. All five (5) Principal records included a written offer of admission but lacked a written acceptance. All five (5) Superintendent records included a written offer of admission but lacked a written acceptance. One (1) out of five (5) School Counselor candidates was formally admitted with a written offer and written acceptance. Four (4) out of five (5) candidate records included a written offer of admission but lacked a written acceptance. All five (5) Educational Diagnostician records included a written offer of admission and were missing a written acceptance. The program did not meet the requirement as prescribed. [19 TAC §227.17]
- The effective date of formal admission was found in the letters for all files reviewed. All candidates were admitted before beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence that candidate records contained evidence of compliance. 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

- 19 TAC §227.10(a)(8)
Action: Submit the screening instrument(s) used for admission for each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician. Include a written explanation of when and how the instrument will be administered, the cut score for each, and the implementation date.
- 19 TAC §227.17
Action: Submit the formal admission offer and acceptance for one (1) candidate from each of the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician; or submit a sample formal admission offer and acceptance that will be used for each of the classes listed above. Include a written



explanation of when and how the admissions process will be carried out and the implementation date.

Guidance to Address Compliance Items

- Consider implementing a screening instrument similar to that which is used in the Teacher class or using the Teacher class screen as a guide to create and implement screening instruments successfully in the non-teacher classes. Keep in mind, the Principal and Superintendent classes require at least two (2) screening instruments.
- LCU has successfully provided written offers of admission. Consider implementing a signature location at the bottom of the written offer or collecting written acceptances through an email.

Based on the evidence presented, LCU is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA relied on self-reported information within the Status Report and additional course materials submitted for review to determine compliance with EPP Curriculum.
- LCU 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. The Pre-K Observation assignment submitted and syllabi reviewed served as evidence of curriculum addressing the relevant TEKS. [19 TAC §228.30(a)]
- LCU uses assessments to measure candidate progress. The performance-based assessment and corresponding rubric and candidate benchmark documents served as evidence of program assessments to monitor candidate progress. [19 TAC §228.40(a)]
- Per the syllabi provided, including references used, the curriculum reviewed at LCU is research-based to ensure educator effectiveness. [19 TAC §228.30(b)]
- The required coursework is taught to all candidates in all certification categories and classes.
 - The Educators' Code of Ethics is taught in:
 - Teacher – EEL 4360 and EEL 4210
 - Principal – EDU 5316 and EDU 5320
 - Superintendent – EDU 6101
 - School Counselor – COUN 5340 and COUN 5364
 - Educational Diagnostician – EDU 5340 and EDU 5342
 - Mental health, substance abuse, and youth suicide are taught in:
 - Teacher – EEL 4340 and EDS 4262
 - Principal – EDU 6103
 - Superintendent – EDU 6103
 - School Counselor – COUN 5384 and COUN 5353
 - Educational Diagnostician – EDU 5348
 - The skills educators are required to possess, and the responsibilities they are required to accept are taught in:



- Teacher – EDS 2310 and ESL 3372
- Principal – EDU 5327 and EDU 5353
- Superintendent – EDU 6104
- School Counselor – COUN 5320 and COUN 5391
- Educational Diagnostician – EDU 5349 and EDU 5360
- The importance of building strong classroom management skills is taught in:
 - Teacher – EEL 4210 and EDU 5315
 - Principal – EDU 5353
 - Superintendent – EDU 6103
 - School Counselor – EDU 5343 and COUN 5343
 - Educational Diagnostician – EDU 5340 and EDU 5342
- The framework in this state for Teacher and Principal evaluations is taught in:
 - Teacher – EDS 4120 and EDS 4660
 - Principal – EDU 5327 and EDU 5353
 - Superintendent – EDU 6103
 - School Counselor – COUN 5352
 - Educational Diagnostician – EDU 5353
- Appropriate relationships, boundaries, and communications between educators and students are taught in:
 - Teacher – EDU 5399 and EDU 5344
 - Principal – EDU 5320
 - Superintendent – EDU 6104
 - School Counselor – COUN 5340 and COUN 5364
 - Educational Diagnostician – EDU 5349 and EDU 5360
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in:
 - Teacher – EDS 2320 and EDU 5347
 - Principal – EDU 5327 and EDU 5353
 - Superintendent – EDU 6103
 - School Counselor – COUN 5364 and COUN 5391
 - Educational Diagnostician – EDU 5340 and EDU 5343
- [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in EEL 3320. [19 TAC §228.30(d)(3)]
- English language proficiency standards are covered in EEL 4320, EEL 2307, REA 3340, and EDS 4350 for Teacher candidates. [19 TAC §228.30(d)]
- Reading instruction is taught in REA 3340, REA 4350, and REA 3330. [19 TAC §228.30(d)]
- Principal candidates receive instruction in the skills and competencies captured in the Texas administrator standards as identified in coursework in EDU 5320 and EDU 5316. [19 TAC §228.30(e)]

Compliance Issues to be Addressed

- None



Guidance to Address Compliance Items

- None

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

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

Findings

- LCU provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Course materials, syllabi, and performance-based assessments served as evidence. [19 TAC §228.35(a)(1-2)]
- Seven Teacher candidates and 20 non-teacher candidates were reviewed, and four (4) Teacher candidates and 13 non-teacher candidates reached the point of standard certification. Of the 17 standard-certified candidates, 16 completed the EPP before standard certification. One (1) out of the 17 candidates was erroneously issued a standard certificate that has since been pulled-back. Official transcripts served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(a)(3)]
- LCU has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. This information is available on the LCU registrar's webpage; LCU accepts relevant military experience based on the candidate's DD214. The program met the requirement as prescribed. [19 TAC §228.35(a)(5)(A-B)]
- LCU offers some coursework online in the various certification fields and classes. According to the SACS website, LCU has been approved to offer online coursework/distance education since 2001. The program met the requirement as prescribed. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial Teacher certification earn between 24 and 34 semester credit hours, which exceeds the 300 clock hours of required coursework and training. Four (4) out of seven candidates reached the point of standard certification, and per their official transcripts, all four (4) exceeded the 300-hour coursework requirement. [19 TAC §228.35(b)]
- Six out of 7 Teacher candidates reached the point of clinical teaching or internship at the time of the review. All 6 candidates completed at least 150 hours of coursework before their internship or clinical teaching experience. All 6 Teacher candidates also completed field-based experiences (FBEs) before clinical teaching or internship. FBE logs were provided for each candidate as evidence that each completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Candidates in the non-teacher class of certification are required to earn 200 clock hours of coursework and training. All five (5) Principal candidates completed 33-36 semester credit hours per official transcripts. Four (4) out of five (5) Superintendent candidates completed 15 semester credit hours per official transcripts. One (1) out of five (5) Superintendent candidates' coursework was still in progress. Four (4) out of five (5) School Counselor candidates completed 33-36 semester credit hours per official transcripts. All five Educational Diagnostician candidates met the 200-hour coursework requirement per official transcripts. The program met the requirement as prescribed. [19 TAC §228.35(c)]



- Five (5) Teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and cooperating teachers must provide recommendations to the EPP regarding candidate success in clinical teaching. Insufficient recommendation documentation was provided for three (3) out of five (5) clinical teaching candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- All candidates in the Teacher class of certification have received coursework and training in each area of certificate sought. Official transcripts served as evidence of compliance for all Teacher records reviewed. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- One (1) out of 7 Teacher candidates reached the point of an internship. Per records, in ECOS, the intern candidate held an intern certificate in corresponding content areas during the internship. Per observation documents, the intern candidate demonstrated proficiency in the educator standards. The candidate was still completing the internship at the time of the review, so evidence of a recommendation was not available. [19 TAC §228.35(e)(2)(B)(iv), 19 TAC §228.35(e)(2)(B)(vii), 19 TAC §228.35(e)(2)(B)(vii)]
- Teacher candidate training included experiences with a full range of professional responsibilities, including the start of the school year. The candidate in the internship assignment began at the beginning of the year. One (1) clinical teacher began clinical teaching at the start of the year, and four (4) began clinical teaching in the Spring semester and experienced the start of the year in FBEs. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in TEA-approved locations per observation documentation provided. [19 TAC §228.35(e)(6)]
- Non-teacher candidates must complete a practicum that meets the 160 clock-hour requirement. Four (4) out of five (5) Principal candidates completed a 160-hour practicum per practicum logs. Insufficient evidence was provided for four (4) Superintendent and five (5) Educational Diagnostician candidates. TEA was unable to verify the 9 candidates had met the 160-hour practicum requirement. Three (3) out of five (5) School Counselor candidates completed a 160-hour practicum per their practicum logs. Insufficient evidence was provided for two (2) out of five (5) School Counselor candidates. The program did not meet the requirement as prescribed for the Superintendent, School Counselor, and Educational Diagnostician classes. [19 TAC §228.35(e)(8)]
- Candidate proficiency in the educator standards is required for each certificate during the practicum. Proficiency in the educator standards was not documented for all non-teacher candidates. Observation documents were available for non-teacher candidates, but they did not include documented proficiency in the educator standards. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)]
- A practicum experience must take place in an actual school setting. All five (5) Principal candidates completed their practicum in an actual school setting. All (4) Superintendent candidates, all five (5) Educational Diagnostician candidates, and three (3) out of five (5) School Counselor candidates completed their practicum in an actual school setting. Due



to insufficient evidence, TEA could not verify the practicum placement for two (2) out of five (5) School Counselor candidates. The program did not meet the requirement as prescribed for the School Counselor class. [19 TAC §228.35(e)(8)(A) and 19 TAC §228.35(e)(8)(B)]

- Field supervisors and campus site supervisors did not provide recommendations to the EPP regarding candidate success in the practicum. None of the non-teacher candidates who completed a practicum had documentation of a recommendation from their field supervisor and site supervisor for standard certification. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)(D)]
- Candidates placed in clinical teaching, internship, or practicum must be assigned to a cooperating teacher, mentor, or site supervisor as applicable. Five (5) out of 6 Teacher candidates were assigned a cooperating teacher, and one (1) out of 6 were assigned a mentor. All five (5) Principal candidates were assigned a site supervisor. Two (2) out of four (4) Superintendent candidates were assigned a site supervisor, and none of the School Counselor candidates and none of the Educational Diagnostician candidates were assigned a site supervisor. The program did not meet the requirement as prescribed for the Superintendent, School Counselor, or Educational Diagnostician classes. [19 TAC §228.35(f)]
- Three (3) out of 6 cooperating teachers/mentors met the qualification requirements. Insufficient evidence was provided for the site supervisors; TEA could not verify the qualification requirements for all site supervisors. The program did not meet the requirement as prescribed for the Teacher nor the non-teacher classes. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Training is required to be provided to cooperating teachers, mentors, and site supervisors within three (3) weeks of assignment to the candidate. Four (4) out of 6 Teacher records included signed training agreements for the mentors/cooperating teachers. Insufficient evidence was provided for two (2) out of 6 cooperating teachers, all five (5) Principal site supervisors, all four (4) Superintendent site supervisors, all five (5) School Counselor site supervisors, and all five (5) Educational Diagnostician site supervisors. The program did not meet the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- All candidates that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. Nineteen non-teacher candidates, five (5) clinical teacher candidates, and one (1) intern candidate made it to the point of field supervision and was observed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field supervisors are required to have credentials appropriate for the candidate supervised. Field supervisors for four (4) out of 6 Teacher candidates held the appropriate certificates. Still, insufficient evidence was provided, and TEA could not verify the years of experience and accomplishments as an educator for any of the field supervisors assigned to the Teacher candidates. Documentation of field supervisor qualifications was provided for one (1) out of five (5) non-teacher field supervisors. The program did not meet the requirement as prescribed. [19 TAC §228.2(16)]
- Five (5) out of 6 Teacher field supervisors were trained, and two (2) out of five (5) non-Teacher field supervisors were trained. Certificates of training served as evidence of compliance for the Teacher, Principal, and Superintendent classes. The School



Counselor and Educational Diagnostician classes did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]

- The first contact is required within the first three (3) weeks of the assignment for Teacher candidates or within the first quarter of the assignment for non-teacher candidates. Two (2) out of four (4) Superintendent candidates and one (1) out of five (5) School Counselor candidates received initial contact within the first quarter. Insufficient evidence of the first contact was provided for all 6 Teacher candidates, all five (5) Principal candidates, two (2) out of four (4) Superintendent candidates, four (4) out of five (5) School Counselor candidates, and all five (5) Educational Diagnostician candidates. [19 TAC §228.35(g), §228.35(h), §228.35(j)]
- Four (4) out of 6 Teacher candidate records included pre- and post-observation conference documentation. Three (3) out of five (5) Principal candidates, two (2) out of four (4) Superintendent candidates, and all five (5) School Counselor candidate's records included documentation of pre- and post-observation conferences. None of the Educational Diagnostician candidate records included evidence of pre- and post-observation conferences. The program did not meet the requirement as prescribed for the Teacher, Principal, Superintendent, and Educational Diagnostician classes. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- For each formal observation, the field supervisor must document the educational practices observed. Observation documents for the 6 Teacher candidates included evidence of educational practices observed. Observation documents for one (1) out of five (5) Principal candidates and one (1) out of five (5) Educational Diagnostician candidates included evidence of educational practices observed. Insufficient evidence was provided for four (4) out of five (5) Principal candidates, all four (4) Superintendent candidates, all five (5) School Counselor candidates, and four (4) out of five (5) Educational Diagnostician candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- The field supervisors must also provide written feedback as required. Per signed observation documents, a copy of written feedback was provided to the clinical teaching or mentor for all 6 Teacher candidates. Insufficient evidence of written feedback was provided for all five (5) Principal candidates, two (2) out of four (4) Superintendent candidates, all five (5) School Counselor candidates, and all five (5) Educational Diagnostician candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & §228.35(h)]
- There was insufficient evidence of informal observations and ongoing coaching for all 6 Teacher candidates, all five (5) Principal candidates, two (2) out of four (4) Superintendent candidates, three (3) out of five (5) School Counselor candidates, and two (2) out of five (5) Educational Diagnostician candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- The field supervisors must collaborate with the cooperating teachers, mentors, and site supervisors throughout the clinical teaching, internship, and practicum experiences. Documentation of collaboration was available for all 6 Teacher candidates. There was insufficient evidence of collaboration for all 19 non-teacher candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & §228.35(h)]



- Formal observations conducted by the field supervisors met the requirements for the duration, frequency, and format for all 6 Teacher candidates, all five (5) Principal candidates, and all five (5) School Counselor candidates. Three (3) out of five (5) Educational Diagnostician records show formal observations that did not meet the 135-minute minimum duration requirement. The observation records for all four (4) Superintendent candidates and three (3) out of five (5) Educational Diagnostician candidates did not meet the frequency requirement of formal observations. The program did not meet the requirement as prescribed for the Superintendent and Educational Diagnostician classes. 19 TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed

- 19 TAC §228.35(e)(2)(A)(iii) and 19 TAC §228.35(e)(2)(A)(iii)
Action: Submit the recommendation from a mentor/cooperating teacher/site supervisor and a field supervisor for one (1) candidate from each of the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician; or submit a sample recommendation for standard certification that will be used for each of the classes listed above. Include a written explanation of when and how the recommendation document and process will be collected and retained and the implementation date.
- 19 TAC §228.35(e)(8)
Action: Submit evidence of a completed 160-hour practicum for one (1) candidate in each of the following classes: Superintendent, School Counselor, and Educational Diagnostician. Or submit the practicum log that will be used to document the 160-hour practicum along with a written explanation of how the document will be collected and retained and the implementation date.
- 19 TAC §228.35(e)(8) & (j)(2)
Action: Submit the observation document, showing a rubric with proficiency levels for the educator standards, for one (1) student from each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician; or submit the observation documents, showing a rubric with proficiency levels for the educator standards for each of the classes listed above, along with a written explanation of how the documents will be used and the implementation date.
- 19 TAC §228.35(e)(8)(A)
Action: Submit practicum placement documentation for one (1) candidate in the School Counselor class; or submit documentation that is used to collect and retain a candidate's placement information along with a written description of how the documentation is used and the implementation date.
- 19 TAC §228.35(e)(8)(B)
Action: Submit practicum placement documentation and site supervisor qualification documentation for one (1) candidate in the School Counselor class; or submit documentation used to collect and retain a candidate's placement information and a written description of how the documentation is used and the implementation date.
- 19 TAC §228.35(f)
Action: Submit practicum placement documentation and site supervisor qualification documentation for one (1) candidate in each of the following classes: Superintendent,



School Counselor, and Educational Diagnostician; or submit documentation that is used to collect and retain a candidate's site supervisor information along with a written description of how the documentation is collected and retained and the implementation date.

- 19 TAC §228.35(f)
Action: Submit a written explanation and supporting documentation to collect and retain qualifications for cooperating teachers, mentors, and site supervisors. Also, include how and where these qualifications will be verified and retained and the implementation date. Submit for each of the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician.
- 19 TAC §228.35(f)
Action: Submit a written explanation of the process the EPP will use if a candidate is assigned a cooperating teacher, mentor, or site supervisor that does not meet the certification category or experience criteria as required in TAC. Include any supporting documents that may be used and the implementation date. Submit for each of the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician.
- 19 TAC §228.35(f)
Action: Submit a written explanation and all related documentation that will be used to train mentors, cooperating teachers, and site supervisors. Include how this documentation will be collected and retained, the process that will be used, the training materials that will be used, and the implementation date. Submit for each of the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician.
- 19 TAC §228.2(12), §228.2(24), §228.2(31)
Action: Submit a written explanation and all related documentation that will be used to train mentors, cooperating teachers, and site supervisors within the three (3) weeks required in TAC. Include how this documentation will be collected and retained, the process that will be used to ensure they are trained within three (3) weeks, the training materials that will be used, and the implementation date. Submit for each of the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician.
- 19 TAC §228.2(16)
Action: Submit a written explanation and all related documents verifying field supervisor qualifications for the candidates in the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician. Include what qualification documents will be collected, how and when they will be collected, and where they will be retained. Include an implementation date.
- 19 TAC §228.35(g),(h), & (j)(2)(C)
Action: Submit evidence a field supervisor received TEA-approved observation training and EPP field supervisor training for one (1) candidate from each of the following classes: School Counselor and Educational Diagnostician; or submit the EPP field supervisor training and explain how the EPP ensures all field supervisors are appropriately trained, how training records are collected and retained, and specific implementation date.



- 19 TAC §228.35(g), §228.35(h), §228.35(j)
Action: Submit evidence initial contact was made within three (3) weeks of assignment for one (1) candidate from the Teacher class and within the first quarter for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician; or, submit a written explanation and supporting documents on how initial contact is made, documented, collected, and then retained for all the classes listed above. Provide an implementation date.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)
Action: Submit a written explanation of how the EPP documents, collects and retains evidence of pre- and post-conferences for each observation for candidates in each of the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician. Include the processes in place, supporting documents used like the observation document, and the implementation date.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)
Action: Submit a written explanation of how educational practices observed are documented during non-teacher observations. Include the implementation date and a copy of the observation document for each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician
- 19 TAC §228.35(g) & §228.35(h)
Action: Submit evidence that a copy of written feedback was provided to the candidate's site supervisor for one (1) candidate in each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician; or, submit a written explanation and supporting documents on how written feedback for each formal observation will be provided to the candidate's site supervisors for each of the classes listed above. Include how the documentation will be collected and retained and the implementation date.
- 19 TAC §228.35(g) & §228.35(h)
Action: Submit evidence that the field supervisor collaborates with the site supervisor throughout a practicum for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician; Or submit a written explanation and supporting documents on how field supervisor and site supervisor collaboration is documented, collected, and retained. Include an implementation date and a clear explanation.
- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)
Action: Submit evidence of ongoing coaching and/or informal observations for one (1) candidate from each of the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician; Or submit a written explanation and supporting documentation of how the EPP will implement ongoing coaching and informal observations to candidates in all the above classes. Include how evidence will be collected and retained and the implementation date.
- 19 TAC §228.35(h) & §228.35(j)(2)(C)
Action: Submit a written explanation of the EPP processes to ensure candidates receive a total of 135 minutes of formal observation during their practicum for the Educational Diagnostician class. Be sure to include a copy of the observation documents used, the training provided to field supervisors on this topic, and the implementation date.



- 19 TAC §228.35(h)(2) & §228.35(j)(2)(C)(ii)
Action: Provide a written explanation of how the EPP documents, collects, and retains evidence of pre- and post-conferences for each observation for candidates in the Educational Diagnostician class. Include the processes in place, supporting documents used, like the observation document, and the implementation date.
- 19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii)
Action: Submit a written explanation of the EPP processes to ensure candidates receive formal observation during each third of their practicum for each of the following classes: School Counselor and Educational Diagnostician. Be sure to include a copy of the observation documents used, the training provided to field supervisors on this topic, and the implementation date.

Guidance to Address Compliance Items

- Create a formal recommendation document that allows field supervisors and the mentor, cooperating teacher, or site supervisor the opportunity to recommend or not recommend a candidate for standard certification. Another option is to add this to the final observation document.
- Create and implement a practicum log that tracks the completed hours for each candidate's practicum experience. Be sure to include the candidate's placement information, standards addressed, and site supervisor information.
- Update non-teacher observation documents to include a rubric of educator standards and varying levels of proficiency.
- Review EPP processes for verifying a candidate's placement and how this information is retained. Consider including candidate placement information on their observation documents or practicum logs.
- Review the EPP process for verifying a mentor, cooperating teacher, or site supervisor's qualifications. Consider how the documentation for qualifications is collected and retain documentation in each candidate's records.
- Create and implement a document used for mentors, cooperating teachers, or site supervisors who do not meet the certification category or experience criteria.
- Review current training procedures for mentors, cooperating teachers, and site supervisors. Consider how training practices can be adjusted to ensure training records are retained, and all are trained within three (3) weeks of being assigned a candidate.
- Review current documentation retained for field supervisor qualifications. Retain field supervisor evidence with a mentor, cooperating teacher, and site supervisor documentation in each candidate's record.
- Consider adding space to document initial contact to the observation document for each class.
- Review current pre- and post-observation conference procedures to determine how best to document pre- and post-observation conferences. Consider adding this documentation to the observation document for each class.
- Provide training for all field supervisors on best practices for documenting educational practices observed during formal observations. Be sure a place to include this documentation is available on the observation documents for each class.



- Review current practices for providing written feedback to a candidate’s mentor, cooperating teacher, or site supervisor and consider the best course of action for collecting and retaining this evidence. Consider using a signature or read receipt of an email sent.
- Consider implementing a field supervisor log to document all communication a field supervisor has with their assigned candidate and any stakeholders involved in the candidate's internship, clinical teaching, or practicum.
- Provide updated training to field supervisors on observation requirements and the updated documents used to meet compliance.

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

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

Findings

- LCU has established benchmarks to measure candidate progress. Twenty-six out of 27 records reviewed contained a benchmark document noting where the candidate was in the program. For each file reviewed, and for each Component from admission to standard certification, the benchmark document and degree progress were provided as evidence of compliance for 7 Teacher records and 19 non-teacher records. One (1) of five (5) Educational Diagnostician candidates did not have a benchmark document. The program met the requirements as prescribed. [19 TAC §228.40(a)]
- LCU has structured assessments to measure candidate progress. The EPP provided a Core Subjects EC-6 performance assessment and the corresponding rubric to serve as evidence. [19 TAC §228.40(a)]
- LCU has processes in place to ensure that candidates are prepared to be successful in their certification exams. Evidence that the EPP had advised candidates to test was found in 25 out of 27 candidate records reviewed. Test readiness documentation was not available for one (1) out of 7 Teacher candidates and one (1) out of five (5) School Counselor candidates. LCU also does not grant test approval to any candidate until they are formally admitted. The program met the requirement as prescribed. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- LCU uses information from a variety of sources to evaluate program design and delivery. The advisory committee presentation, Elementary Program Assessment data from 2018-2019, and 2017 SALT minutes served as evidence the EPP demonstrates continuous improvement by evaluating the design and delivery of the EPP. The program met the requirement as prescribed. [19 TAC §228.40(e)]
- The EPP must retain records as required for a period of five (5) years from admission to completion or withdrawal from the program for any reason. Teacher candidate records contained admission, observation, and benchmark documentation but lacked evidence of mentor, cooperating teacher, and field supervisor training. Non-teacher candidate records contained admission and benchmark documentation and lacked site supervisor



and field supervisor qualifications and observation documents. The program did not meet the requirement as prescribed. [19 TAC §228.40(f)]

Compliance Issues to be Addressed

- 19 TAC §228.40(f)
Action: Submit a written explanation of the EPPs process and procedures for collecting and retaining candidate records for the following classes: Teacher, Principal, Superintendent, School Counselor, and Educational Diagnostician. The explanation should address the retention of mentor/cooperating teacher/ site supervisor qualifications and training documents, candidate observations completed by field supervisors, and field supervisor qualifications and training records. Be sure to include how and where records will be collected and retained and the implementation date.

Guidance to Address Compliance Items

- Consider creating an EPP manual that includes processes, policies, and an itemized list of records required for retention.

Based on the evidence presented, LCU 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).

- Per signed Code of Ethics documents, two (2) out of 27 candidates attest that they will adhere to the Texas Educator's Code of Ethics. Two (2) out of 7 Teacher candidates signed a statement agreeing to understand and abide by the Code of Ethics. None of the non-teacher candidate records included a signed Code of Ethics statement. The program did not meet the requirement as prescribed. [19 TAC §228.50]
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Signed Code of Ethics statements served as evidence of compliance.

Compliance Issues to be Addressed

- 19 TAC §228.50
Action: Submit a written explanation and supporting documentation showing how the EPP will ensure all Teacher and non-teacher candidates understand and adhere to the educator Code of Ethics. Also, include how the documentation will be collected and retained and the specific implementation date.

Guidance to Address Compliance Items

- There are multiple points in the EPP process to build in a signed Code of Ethics statement; consider implementing during the application process or when the Texas Educator's Code of Ethics is covered in the Teacher and non-teacher curriculum.



Based on the evidence presented, LCU is not 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 also posted on the website. The program has a complaint policy posted on-site. The program provides the complaint policy in writing upon request. The EPP complaint policy is also available in the application for each class, along with a link to the TEA complaints page. LCU meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None

Guidance to Address Compliance Items

- None

Based on the evidence presented, LCU 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. Four (4) out of 7 Teacher candidates reached certification, and all four (4) held a conferred bachelor's degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- One (1) Teacher candidate was issued an intern certificate and met the coursework and field-based experience requirements before issuance. The four (4) Teacher candidates who reached the standard certification point met all coursework requirements before recommendation. The benchmark documents noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Three (3) out of five (5) Principal candidates reached the point of standard certification. All three (3) candidates had official transcripts and met degree requirements before standard certification. Three (3) out of five (5) Superintendent candidates reached the point of standard certification. All three (3) candidates had official transcripts and met degree requirements before standard certification. Three (3) out of five (5) Educational Diagnostician candidates were issued a standard certificate. Two (2) out of the three (3) candidates met the degree required for standard certification. One (1) out of the three (3) candidates was erroneously issued a standard certificate. LCU has submitted a letter of request to pull-back the erroneous standard Educational Diagnostician standard certificate that was issued. This certificate has since been successfully pull-back. Four



(4) out of five (5) School Counselor candidates were issued a standard certificate at the time of the review. All four (4) had official transcripts and met degree requirements before receiving a standard certificate. The program did not meet the requirements as prescribed for the Educational Diagnostician class. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]

- Principal candidates must hold a valid teaching certificate and service record reflecting a minimum of two (2) years of experience as a classroom teacher when recommended for standard certification. All five (5) Principal candidate records included a valid teaching certificate and service records showing at least two (2) years of experience as a classroom teacher. [19 TAC §241.20; 19 TAC §241.60]
- Educational Diagnostician candidates must hold a valid teaching certificate and service record with a minimum of three (3) years of experience as a classroom teacher when recommended for standard certification. All five (5) Educational Diagnostician candidate records included a valid teaching certificate and service records showing at least three (3) years of experience as a classroom teacher. [§239.84(4) and 19 §239.84(5)]
- Superintendent candidates must hold a valid principal certificate or the required managerial experience when recommended for standard certification. Three (3) out of five (5) Superintendent candidates reached standard certification, and all three (3) held valid Principal certificates when they were standard certified. [19 TAC §242.20]

Compliance Issues to be Addressed

- 19 TAC §239.84(3)
Action: Submit a letter on EPP letterhead requesting the pull-back of T. Cochran's Educational Diagnostician standard certificate. Include the reasoning for the pull-back. Submit evidence the candidate was informed in writing that their certificate would be pulled back. Include the reasoning and additional requirements the candidate has left to complete with the EPP to earn their standard certificate.

Guidance to Address Compliance Items

- Review certificate issuance processes to stop-gaps and safe-guards to verify a candidate's requirements before the EPP recommends their certificate. Consider additional verification steps that may be implemented to improve this process.

Based on the evidence presented, LCU is not in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

Findings

- LCU has submitted ASEP reports within the timeline required by TEA. The program's corrections had to be made, and they were complete within the timeline required by TEA for the 18-19 academic year. [19 TAC §229.3(f)(1) and Associated Graphic]
- All 7 Teacher records included accurate reporting of GPAs and enrollment on the Finisher Record List. Six out of 7 Teacher records included accurate reporting of semester content hours, admission records, and observations in ASEP.



- Five (5) out of five (5) Principal GPAs were reported to TEA accurately. Four (4) out of five (5) Principal admission records were reported to TEA within seven calendar days. All five (5) Principal candidates were reported on the Finisher Record List as TRAD and needed to be updated to reflect the PB route. Three (3) out of five (5) Principal observations from 2019-2020 were not reported to TEA. The program did not meet the requirement as prescribed. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]
- Five (5) out of five (5) Superintendent GPAS were reported to TEA accurately, and all five (5) candidate admission records were reported to TEA within 7 calendar days. Four (4) out of five (5) Superintendent candidates were reported on the Finisher Record List as TRAD and needed to be updated to reflect the ALT route. One (1) out of five (5) candidates were reported on the Finisher Record List as PB and needed to be updated to reflect the ALT route. LCU is currently not approved to offer the ALT route for the Superintendent class; to continue to recommend candidates for the Superintendent standard certificate without also receiving a master's degree will require the EPP to amend their program by adding the ALT route. Two (2) out of five (5) Superintendent observations from 2019-2020 were not reported to TEA. The program did not meet the requirement as prescribed. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]
- Four (4) out of five (5) School Counselor candidate GPAs were reported accurately to TEA, and all five (5) candidate admissions were reported to TEA within 7 calendar days. Four (4) out of five (5) candidates were reported on the Finisher Record List as TRAD and needed to be updated to reflect the PB route. Four (4) out of five (5) School Counselor observations occurred in 2019-2020 and 2020-2021, and only one (1) of the candidate's observations were reported to TEA. The EPP was reminded that only formal observations need to be reported in ASEP; pre- and post-conference do not need to be reported in ASEP. The program did not meet the requirement as prescribed. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]
- All five (5) Educational Diagnostician candidate GPAs were reported accurately, and all five (5) admissions were reported to TEA within 7 calendar days. Four (4) out of five (5) candidates were reported to the Finisher Record List as TRAD and needed to be updated to the PB route. One (1) of the five (5) candidates was reported as a finisher for two (2) consecutive reporting years. Three (3) out of five (5) observations occurred during or after 2019-2020, and all three (3) were reported in ASEP, but two (2) of the three (3) observations reported were reported inaccurately. The program did not meet the requirement as prescribed. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]

Compliance Issues to be Addressed

- 19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)
Action: Submit a written explanation of data reporting processes the EPP follows for reporting admission records, candidates on the Finisher Record List, and reporting candidate observations. Include any supporting documents the EPP uses and implementation date for these processes. Please submit an Application B to amend the EPP to offer the ALT Route for the Superintendent Certificate. Include Application B for



any class or certificate the EPP is already approved to offer as a UG or PB, so the EPP can offer the ACP route moving forward.

Guidance to Address Compliance Items

- Review current data reporting processes to determine where areas of improvement are and implement updated processes that will support accurate data reporting. Consider including data reporting processes in an EPP manual.

Based on the evidence presented, LCU is not 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.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- 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 Core EC-6 (test 291) to Core EC-6 with STR EC-6 (test 391) is in process. December 31, 2021 is the last date a candidate can test under the 291 certificate, and the last date to standard certify those candidates will be in December 2022. You will want to begin reminding candidates of these deadlines so that they are able to meet all requirements and can be standard certified using the 291 if applicable. As you formally admit new EC-6 candidates, you will want to begin admitting as 391 candidates.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information 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 the 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

The compliance items were created collaboratively with the Lubbock Christian University staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 11, 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date