

Item 13:

COVER PAGE

Type of Agenda Board Item:

- Discussion Only:** TEA staff will present board items with an update, potential future items, and/or seek SBEC direction on potential future board action items. TEA staff will draft future action items from the board's discussion and direction.
- Board Action:** SBEC members will take action on the agenda item and the effective date will be immediately upon board approval.

Summary:

This item is for the approval of a new traditional undergraduate educator preparation program (EPP). SBEC has adopted rules for the approval of new EPPs in Texas. To be recommended for approval, the applicant prepares an extensive and complete application addressing the components of program governance, admissions, curriculum, program delivery and on-going support, evaluation, professional conduct and complaints process that is codified in SBEC rule. An Executive Summary also explains the program's plan to address each required component. The program up for SBEC approval goes well beyond the minimum requirements as outlined in the agenda item.

Statutory Authority:

All of the relevant statutes, if applicable, pertaining to this item are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To approve the new traditional undergraduate educator preparation program as presented.

Relevant SBEC Core Principles:

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe stakeholder input is essential, and we are accountable to all Texas stakeholders.*
- *We believe educators must be held to high standards of ethical conduct.*
- *We believe we must continually improve our policies and processes in response to changing needs.*

Item 13:

**Consider and Take Appropriate Action on Request to
Approve a New Educator Preparation Program at Criswell
College (Dallas, TX)**

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to approve a request by Criswell College located in Dallas, Texas, to offer a traditional undergraduate educator preparation program. Texas Education Agency (TEA) staff reviewed the application and found that it complies with provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, and Chapter 228, Requirements for Educator Preparation Programs. The program is proposing to certify candidates in the following areas: Core Subjects EC-6 and English as a Second Language (ESL). The anticipated start date for the first cohort is fall 2016. The anticipated number of applicants to be admitted for the first year is 15. The cost of the program per participant is \$45,000 for a Bachelor of Science Degree.

STATUTORY AUTHORITY: The statutory authority for new program approval is Texas Education Code §21.0443, and §21.044.

EFFECTIVE DATE: Upon approval of the State Board for Educator Certification

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC approves all new educator preparation programs. The applicant prepares an extensive and complete application addressing the SBEC required components for program approval of program governance, admission criteria, curriculum, program delivery and on-going support, student and program evaluation, professional conduct, and the complaints process. An Executive Summary explains the program's plan to address each required component.

The proposal was reviewed by several TEA staff members who held extensive discussions with the applying entity to ensure compliance with SBEC rules. TEA Educator Preparation Manager, Sandra Jo Nix, conducted an on-site visit on May 23, 2016, and found Criswell College complied with the provision of 19 TAC, Chapter 227, Provisions for Educator Preparation Candidates, and Chapter 228, Requirements for Educator Preparation Programs, that govern the approval of educator preparation programs.

In addition to the required minimum components for program approval, Criswell College will be offering preparation that goes beyond the minimum as outlined below:

SBEC Minimum Requirements	Criswell College
Admission 2.5 GPA overall or last 60 hours	Admission 2.75 GPA overall or last 60 hours
Coursework of 300 clock hours	Coursework of 800 clock hours
12 weeks of clinical teaching	13 weeks of clinical teaching.
SBEC rule does not require how instruction is to be delivered	Face-to-face instruction delivery
30 clock hours of field-based experiences	54 clock hours of field-based experiences

PUBLIC AND STUDENT BENEFIT: The addition of this new education preparation program will increase the number of qualified certified educators in Texas.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Approve Criswell College (Dallas, Texas) as a new Traditional Undergraduate Certification Educator Preparation Program.

Staff Members Responsible: Tim Miller, Director
Educator Preparation

Sandra Jo Nix, Manager
Educator Preparation

- Attachments:**
- I. Statutory Citations Relating to the Approval of a New Educator Preparation Program
 - II. Executive Summary for Criswell College

Attachment I

Statutory Citations Relating to the Approval of New Educator Preparation Program

Texas Education Code, §21.0443, Educator Preparation (excerpt):

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
 - (1) educator preparation programs; and
 - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.

Texas Education Code, §21.044, Educator Preparation (excerpt):

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

Attachment II**Executive Summary for Criswell College (Dallas, Texas), New Educator Certification Program****Introduction**

Criswell College, 4010 Gaston Avenue, Dallas, TX, 75246, requests approval to offer a traditional undergraduate teacher preparation program. The intended service area is the North Texas area. The program is seeking to prepare teachers for the Core Subjects EC-6 and ESL areas. The college is accredited by the Southern Association of Colleges and Schools to grant associate, baccalaureate, and master's degrees. Criswell College is striving to meet the need for an educator preparation program in the urban core of Dallas, Texas. The campus is located just east of the downtown area and is ranked in the top 10% of affordable private 4-year colleges in America. It will be able to offer its students a degree at a cost significantly below that of other private colleges and universities in Dallas County. The program hopes to cultivate a working relationship with the Dallas ISD and surrounding private Christian schools. The proposed program anticipates graduating and certifying 15 candidates per year. Anticipated start date: Fall 2016. The approximate cost is \$45,000 for a Bachelor of Science degree.

Component 1: Governance of Educator Preparation Programs

Advisory committee members include four faculty/staff from higher education (3 private, 1 public); two elementary teachers (public); one elementary administrator (private); one Region X administrator; and one Dallas area businessman. Members will be trained using the TEA advisory committee material and the institutional advisory committee handbook. Members are asked to contribute their expertise by assisting in designing course content and delivery, evaluating both curriculum and program effectiveness, and advising on major program policy decisions. Face-to-face meetings are scheduled for the fourth week in February and August each year.

Component 2: Admission Criteria

Applicants must have a cumulative GPA of 2.75 at the time of his/her official interview, passed all three sections of the Texas Higher Education Assessment, amassed a minimum of 60 credit hours of college coursework, officially applied for admission to the program, obtained a passing score on the interview as stated on the scoring rubric, received a formal offer of admission from the program, and acknowledged, in writing, his/her acceptance of the offer of admission. If a student is an out-of-country applicant, whose first language is not English, he/she must demonstrate competence in the English language by submission of a minimum score on the computer-based Test of English as a Foreign Language (TOEFL) with a speaking score of 26. 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).

Component 3: Educator Preparation Curriculum

Each course syllabus in the program includes both the PPR and Core Subjects EC-6 standards that are being addressed within that course. Assignments in each course are designed to instruct students in standards-based practices. All reading, ethics, mental health awareness, and dyslexia requirements are met by using scientifically based textbooks, skills application projects, and traditional assessments. Each course evaluates the students with a variety of project-based assessments and uses performance-based rubrics.

Component 4: Delivery & Ongoing Support

Students at Criswell College participate in a traditional, face-to-face program and complete a Bachelor of Science degree. The degree requires 129 semester credit hours and can be completed in four years. Sixty of the required semester credit hours (800 clock hours) are in professional teaching courses. Fifty-four clock hours of field experiences are completed prior to the 13 week (65 day) clinical teaching. Field supervisors and cooperating teachers are trained using a Clinical Teaching Handbook and a training presentation that is available on the program's webpage. Field supervisors conduct formal observations at weeks three, six, and nine to evaluate a candidate's progress and coach him/her towards more effective teaching. Field supervisors are available to meet with cooperating teachers and administrators to assist them in mentoring their assigned candidate(s).

Component 5: Candidate and Program Evaluation

A candidate must maintain a 2.75 GPA and continue to pass coursework toward completion of the Bachelor of Science degree. He/she begins the test approval process during the spring semester prior to student teaching. A candidate must complete a T-CERT practice test with an 80% or better and submit the certificate of completion. Scores are verified and T-CERT certificates are filed in the candidate's education folder. The candidate then makes a testing appointment. He/she is given up to five hours to complete the official practice test from ETS. The test is scored. If the candidate scores 80% or better, he/she is approved by the director for the official test administered by ETS. The program will track the testing progress of the candidate, and if he/she is not successful, remediation will be provided prior to being allowed to test again.

Effectiveness of the curriculum and program is determined through an annual cycle of planning and assessment. Key components are articulation of departmental outcomes that are aligned with the mission and goals of the college, internal and external assessments of departmental progress toward each outcome and use of results to plan improvements within departments. Program assessment is conducted by directors, the Faculty Assessments Committee, and is assisted and coordinated by the Office of Institutional Effectiveness and Research. Additionally, the program collects candidate pass rates on the PPR and the Core Subjects EC-6 tests. At each August meeting of the Advisory Committee, data from the Office of Institutional Effectiveness and Research and the EPP is distributed, explained, and discussed.

Component 6: Professional Conduct

All Criswell College Educator Preparation Program faculty and students are given copies of the Texas Educator's Code of Ethics annually and sign an affirmation that they have read, understood and will abide by the Code.

Component 7: Complaints Process

The complaints process is posted in the Criswell College Student Services Office and in the Educator Preparation Program Office. Criswell College has processes to address both informal and formal complaints. The educator preparation program follows the published complaint process policy for the institution. However, if a student does not believe that he/she has reached a satisfactory resolution to his/her complaint, he/she may file a formal complaint with the Texas Education Agency.