

**Item 6:****Consider and Take Appropriate Action on Request to  
Approve New Educator Preparation Program****DISCUSSION AND ACTION****SUMMARY:**

**Dallas Christian College (Dallas, TX)** seeks approval to offer an undergraduate traditional educator preparation program.

Certifications requested: Core Subjects EC-6, Generalist EC-6; Music EC-12; Social Studies 7-12; English Language Arts and Reading 7-12.

Anticipated start date: Fall 2015

Anticipated number of educators for the first year: 5-10 students

Cost of the program per participant: \$13,000

Program governance and collaboration: Dallas Christian College has maintained an advisory committee for their approved alternative certification program. This committee will now address the needs of the traditional undergraduate program as well. The committee is comprised of a blend of professionals including two public school educators, one community representative, one representative from the business community, and four faculty members who represent specific content areas. The advisory committee will formally convene at least twice per year.

Admission: As an undergraduate student at Dallas Christian College, applicants seeking admission will be required to meet minimum 19 Texas Administrative Code (TAC) Chapter 227 admission requirements plus submit a written teaching philosophy and three recommendations.

Curriculum: The teacher preparation curriculum will be a scaffolding scope and sequence of courses. The scope and sequence is designed to promote growth, allowing the candidate to mature through a gradual release of responsibility in conjunction with more field opportunities.

Program delivery: A minimum of 300 clock hours in a face-to-face format supported by an online platform. Currently there are several courses offered online and two courses using FLEXCampus™ technology to connect with remote professors. The availability of using FLEXCampus™ has allowed for students to interact with faculty who are highly qualified in their respective fields.

Field experience: During pre-clinical teaching/clinical teaching, supervisors will perform six observations, two in pre-clinical and four including a midterm evaluation, and a final evaluation during clinical teaching. The midterm and final evaluations will be a collaborative meeting among the supervisor, the candidate, and the mentor – all completing the evaluation instrument.

Program evaluation: For curricular and program evaluation, there will be multiple data collection methods used for both qualitative and quantitative assessment. Candidate surveys will serve as a component for helping to determine program strengths and weaknesses with various courses.

Programmatic assessments will be used to determine candidate readiness related to the specific program outcomes, which will be housed in Dallas Christian College's Strategic Planning Online (SPOL) system. Stakeholder surveys in conjunction with supervisor and mentor evaluations will provide data regarding candidate preparedness during pre-clinical teaching and clinical teaching. Based on the data, the program faculty will, at the end of each academic year, meet to discuss trends in the data and to determine the curricular, instructional, and assessment components that may be changed/added/deleted from the courses.

**STATUTORY AUTHORITY:** Texas Education Code §21.044 and §21.049 authorizes the Board to propose rules establishing additional educator preparation programs.

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

**PREVIOUS BOARD ACTION:** None.

**BACKGROUND INFORMATION AND SIGNIFICANT ISSUES:** None.

**FISCAL IMPACT:** None.

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

**PROCEDURAL AND REPORTING IMPLICATIONS:** None.

**LOCALLY MAINTAINED PAPERWORK REQUIREMENTS:** None.

**PUBLIC COMMENTS:** None.

**ALTERNATIVES:** SBEC may choose to not approve Dallas Christian College's request for a traditional undergraduate teacher certification program.

**OTHER COMMENTS AND RELATED ISSUES:** None.

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

Approve Dallas Christian College Traditional Undergraduate Program (Dallas, Texas) as a new educator preparation program.

**Staff Members Responsible:** Tim Miller, Director  
Educator Preparation

Sandra Jo Nix, Manager  
Educator Preparation

**Attachment: I.** Executive Summary for Dallas Christian College

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**Attachment I: Executive Summary****Introduction**

Dallas Christian College's Teacher Education Program is housed in the Administration Building located on Dallas Christian College's campus at 2700 Christian Pkwy., Dallas, TX 75234. The program is seeking accreditation in four areas: EC-6 Generalist, EC-6 Core Subjects, EC-12 Music, 7-12 Social Studies, and 7-12 English Language Arts and Reading. The Dallas/Ft. Worth metro area is one of the largest metropolitan areas in Texas serving thousands of students from various ethnic backgrounds. Although there is a large, diverse representation among the many students served by the state's public education system, there remains a shortage of ethnic diversity among the teacher population. Dallas Christian College would be preparing a diverse teacher candidacy to enter the profession while providing a more comprehensive representation of minority teachers in today's classrooms. In order to close the ethnic gap between teachers and students and help meet the needs of a growing state demographic, educator preparation programs that have the opportunity to qualitatively help train and prepare a diverse candidacy must exist.

**Component 1: Governance of Educator Preparation Programs:**

As an integral part of the program, the advisory committee is comprised of a blend of professionals including two public educators, one community representative, one representative from the business community, and four faculty members who represent specific content areas. Any academic process, curricular addition, fiscal need, administrative policy or otherwise that may affect the quality of the teacher education program will be a part of the governing responsibility of the advisory committee. The advisory committee will meet at least twice per academic year.

**Component 2: Admission Criteria:**

As an undergraduate student at Dallas Christian College {TAC 227.10 (1)}, applicants seeking admission will be required to complete/submit/maintain all of the following: a current transcript indicating the applicant has a 2.75 overall GPA and a 3.00 content GPA {TAC 227.15 (3A)}, a minimum of 12 credit hours in their content area (ELA or Social Studies) {TAC 227.10 (3C)}, a grade of B or better in ENGL 1310, ENGL 1320, and SPCH 2310 {TAC 227.10(5)}, the Texas Higher Education Assessment® with a minimum score of 230 in reading, 230 in mathematics, and 220 in writing {TAC 227.10(4)}, a Teacher Education Program application {TAC 227.10(6)}, a written teaching philosophy, and three completed candidate recommendations.

**Component 3: Educator Preparation Curriculum:** The teacher preparation curriculum will be a scaffolding scope and sequence of courses beginning in the candidate's junior year. All courses consider fundamental components of good pedagogy such as assessment, classroom management, lesson preparation, teaching to diverse learners, and professionalism. As the candidates (EC-6, 7-12, and EC-12) advance through their program, methodology and field placements are associated with specific content and grade levels. Pre-clinical teaching for candidates will accompany their methodology courses where candidates can apply the culmination of strategies and transitional techniques learned throughout the program and specifically from the methods courses. Course design embeds program outcomes that are specifically aligned to the Texas Teacher Standards and educator certification standards. As candidates progress, they will assume more professional responsibility, culminating with clinical teaching. The scope and sequence is designed to promote growth, allowing the candidate to mature through a gradual release of responsibility in conjunction with more field opportunities. A

key element within the program is to develop a curriculum that is engaging, relevant, and practical for candidates as they enter the teaching profession.

**Component 4: Preparation Program Coursework, Delivery & Ongoing Support:**

Most courses will be taught in a traditional, face-to-face setting supported by an online platform. Currently there are several courses offered online and two courses using FLEXCampus™ technology to connect with remote professors. The availability of using FLEXCampus™ has allowed students to interact with faculty who are highly qualified in their respective fields.

For EC-6, there are 39 required total credit hours = 585 clock-hours. For 7-12, there are 33 required total credit hours = 495 clock-hours. For EC-12, there are 33 required total credit hours = 495 clock-hours. There will be a total of 220 clock hours of field-based observation hours embedded in content specific courses. For EDUC 4309 (Discipline and Classroom Management) there will be a 30-hour observation requirement. For EDUC 3310 (Special Populations) and EDUC 4362 (Teaching Diverse Learners), there will be a 30-hour observation requirement. Prior to the semester in which candidates will enter clinical teaching, each candidate will be placed in a pre-clinical teaching environment, which requires the completion of a minimum of 160 field hours. In their pre-clinical teaching capacity, candidates will be assigned to the mentor teacher, grade level, and school location with whom and at which they will clinical teach. Candidates will complete a minimum of 600 clock hours or 17 weeks while clinical teaching. During pre-clinical teaching/clinical teaching, supervisors will perform six observations. The midterm and final evaluations will be a collaborative meeting between the supervisor, the candidate, and the mentor.

**Component 5: Assessment & Evaluation of Candidates & Program:**

Candidate readiness will be a qualitative and quantitative process. As a candidate progresses through their content curriculum, both their academic advisor and education advisor will closely monitor their success with courses that would contribute to TExES test preparation. Additionally, two separate mock testing opportunities will be administered. Candidates within the same cohort and in the same content area will be assigned a cooperative preparation group that will meet a minimum number of times prior to their scheduled TExES test.

For curricular and program evaluation, there will be multiple data collection methods used for both qualitative and quantitative assessment. Candidate surveys will serve as a component for determining program strengths and weaknesses with coursework. Programmatic assessments will be used to determine candidates' readiness related to the specific program outcomes, which will be housed in Dallas Christian College's Strategic Planning Online (SPOL) system. Stakeholder surveys, in conjunction with supervisor and mentor evaluations, will provide data regarding candidate preparedness during pre-clinical teaching and clinical teaching. Additionally, TExES content and PPR test data will determine curricular emphasis. Each data set will be considered individually and as a component of the overall framework of the program. Based on the data, the program faculty, at the end of each academic year, will meet to discuss trends in the data and to determine the curricular, instructional, and assessment components that may be changed/added/deleted. Additionally, determining where program outcomes best fit and variables that that will strengthen candidate preparedness will be considerations from data interpretation.

**Component 6: Professional Conduct:**

All personnel and teacher candidates within DCC's Department of Teacher Education will sign their acknowledgement of the Code of Ethics for Texas teachers. In addition, the Code of Ethics is included in EDUC 4363 Professional Expectations and Ethics.