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Stephen F Austin State University
Alternative, IHE-based Program

2015 Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Stephen F Austin State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2013-14
State: Texas

Address: PO Box 6103

Nacogdoches, TX, 75962

Contact Name: Ms. Julie Stadler
Phone: 936-468-1607
Email: stadlerjd@sfasu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oil/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, IHE-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oil/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Sciences and Technology	No
Art EC-12	No
Business Education 6-12	No
Chemistry 8-12	No
Dance 8-12	No
Deaf and Hard of Hearing	No
English Language Arts and Reading 4-8	No
English Language Arts and Reading 8-12	No
Family and Consumer Sciences	No
Generalist 4-8	No
Generalist EC-6	No
Health EC-12	No

Hospitality, Nutrition and Food Sciences 8-12	No
Human Development and Family Studies 8-12	No
Journalism	No
Languages Other than English - French EC-12	No
Languages Other than English - Spanish EC-12	No
Life Science 8-12	No
Mathematics 4-8	No
Mathematics 8-12	No
Music EC-12	No
Physical Education EC-12	No
Physical Science 8-12	No
Science 4-8	No
Social Studies 4-8	No
Social Studies 8-12	No
Special Education EC-12	No
Speech 7-12	No
Technology Applications 8-12	No
Theatre EC-12	No
Total number of teacher preparation programs: 31	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
<http://coe.sfasu.edu/students/post-baccalaureate-initial-certification>

Please provide any additional comments about or exceptions to the admissions information provided above:

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Application	Yes	No

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.33

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2013-14

3.43

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (S205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No <i>yes</i>	No
Minimum GPA in professional education coursework	No	No <i>yes</i>
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Application	Yes	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.028

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.75

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

students 32 *total other/ABC*

Unduplicated number of males enrolled in 2013-14:	12
Unduplicated number of females enrolled in 2013-14:	20

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	24
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	30
Average number of clock hours required for student teaching	520
Average number of clock hours required for mentoring/induction support	5
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	17
Number of students in supervised clinical experience during this academic year	52

Please provide any additional information about or descriptions of the supervised clinical experiences:

Number of adjunct faculty supervising clinical experience = 17.

Fall 2013 = 28 first semester Interns and 13 Student Teachers. Spring 2014 = 4 first semester Interns and 7 Student Teachers.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (\$205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	3
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	8
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	12
Teacher Education - Multiple Levels	15
Teacher Education - Agriculture	1
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	

Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Journalism	1

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (5205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	4
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	5
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	1
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	
Visual and Performing Arts	3
History	2
Foreign Languages	
Family and Consumer Sciences/Human Sciences	4
English Language/Literature	2
Philosophy and Religious Studies	
Agriculture	1
Communication or Journalism	2
Engineering	
Biology	
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	5
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 32

2012-13: 50

2011-12: 36

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

10

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

0

Provide any additional comments, exceptions and explanations below:

No goal is set.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

0

Provide any additional comments, exceptions and explanations below:

No goal is set.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

10

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

0

Provide any additional comments, exceptions and explanations below:

No goal is set.

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

0

Provide any additional comments, exceptions and explanations below:

No goal is set.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (5205(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

5

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Web site advertising. TExES resource recommendations to prospective students. Mentoring to prospective students.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

A meeting was held with Special Education Faculty and TEA to determine the exact TExES that needed to be passed prior to program entry. It was determined that for initial teacher certification, the #191 EC-6 Generalist or 4-8 Generalist needed to be passed prior to program entry. Students can be prepared for the #161 All-level Special Education TExES through graduate coursework. SED coursework will not be taken until the #161 TExES is passed.

Provide any additional comments, exceptions and explanations below:

The Generalist TExES requirement prior to program entry will deter some students from entering the program.

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

The Generalist TExES requirement prior to program entry will deter some students from entering the program.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

The goal is 5 initial teacher certification students at the M.Ed. level. Our online/face-to-face undergraduate teaching degree, leading to special education certification, prepares future teachers to fill a vital need in the education community. This BSIS in Special Education (K-12) teaches the content knowledge and effective teaching skills to become a special education instructor for students with mild to moderate disabilities. This degree is cross-categorical model for initial certification. Our program outcome is for our teaching candidates to become highly qualified educators prepared to make a difference with those who need it most.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

0

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

No goals are set for PBIC students.

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

0

Provide any additional comments, exceptions and explanations below:

No goals are set for PBIC students.

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

0

Provide any additional comments, exceptions and explanations below:

No goals are set for PBIC students.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

1. P-16 Advisory Council with the membership consisting of the superintendents/assistant superintendents, principals, assistant principals, and a teacher representative from 14 partnership districts. University representation includes the Dean, Associate Dean of Student Affairs, department chairs, and Program Coordinators.

The purpose of the P-16 Advisory council is to assess and make recommendations the field experiences of undergraduate teacher certification candidates.

The advisory council meets once a month.

2. Professional Educator's Council – The Council reviews proposals for changes in teaching field programs and in professional education programs to assure appropriate curricula. Also, it establishes criteria for program admission and retention and for recommendation for educator certification or licensing.

The council gives due consideration to relevant state and federal law, to university policies and procedures, to recommendations from appropriate advisory committees, to guidelines of the Texas Higher Education Coordinating Board, to rules of the SBEC, and to the program standards of the NCATE. Accreditation by SBEC and NCATE assures program quality.

The Council is chaired by the dean of the COE and is composed of faculty members appointed by the Vice President for Academic Affairs from nominees submitted by the Dean of Education after consultation with the deans of other colleges offering the various teaching fields. Other members of the Council include the Associate Dean of Education, who serves as Council Secretary.

3. Assessments – The assessment system includes candidate performance measures in the areas of knowledge, skills, dispositions, and PK-12 student learning and reflects the vision, mission, and goals of the university and the college of education as well as the state standards for teacher certification. The college assessment system has four benchmarks for the collection of data: Admission to Program, Field Experience/Clinical Practice, Program Exit, and Post Graduate Follow-Up Assessment. At each benchmark, there are multiple assessments collected from both internal and external sources.

- Benchmark I-Admission to Program, knowledge is measured through GPA reports, scores on standardized tests for admission, and grades in foundation courses. Dispositions are measured through candidate self-assessment and a written philosophy paper. The unit has set acceptable standards for admission to the program and all candidates must meet the minimum standards for admission to the program.

- Benchmark II-Field Experience/Clinical Practice-The College of Education at SFASU values field experiences for all candidates. All candidates experience one or more field experiences in their preparation programs. Assessment at this point includes assessments designed to measure the quality of candidate performance in the field. Formative assessment of knowledge, skills, dispositions, and PK-12 effect on student performance are measured through GPA requirements, candidate work samples, and departmental diagnostic or proficiency exams.

- Benchmark III-Program Exit-Candidates must meet the minimum standards for the program. The multiple measures include GPA, Texas State Certification Exams, final evaluation of candidate performance in field experiences, candidate effect on PK-12 learning, program completion survey, and a final evaluation of candidate dispositions. Candidates are evaluated by SFASU faculty, Texas Certification Exams, mentors from institutions in the field, and self-evaluation.

- Benchmark IV-Post Grad Follow-up-The final data collection point, includes employer surveys and graduate surveys. These documents are designed to gather data related to the candidate's knowledge, skills, dispositions as well as their effect on student learning once they enter the profession.

4. Accreditations: All certification programs are affiliated and accredited by the appropriate accrediting body (i.e., EC-6 = NCATE; EC-12 Health = AAHE). In addition, the college of education is accredited by the Texas Education Agency and NCATE. Each accreditation agency has standards that must be met which includes the assurances listed above.

The Educator Preparation Program Advisory Committee, a TEA mandated committee, consists of stakeholders in the Educator Preparation Program, including Region Service Center representatives, leadership from P-12 schools such as superintendents, assistant superintendents, and principals, directors of human resource departments, business and community members, and university representatives, including leadership and faculty from the EPP.

The purpose of the Advisory Committee is to assist in the design, delivery, evaluation, and major policy decisions of the EPP, provide sufficient support for the EPP to meet all TEA standards, accountability for the quality of the program and the candidates that the program recommends for certification.

The Educator Preparation Program Advisory Council meets twice yearly.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) Other enrolled students	3			

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Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX176 -BUSINESS EDUCATION 6 -12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX240 -CHEMISTRY 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	12	252	12	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	11	254	11	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2011-12	5			
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) Other enrolled students	1			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) Other enrolled students	1			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2012-13	4			
<i>M 157 8-12 2011-12</i>	2			

Educational Testing Service (ETS) All program completers, 2011-12				
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) Other enrolled students	1			
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2011-12	4			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) Other enrolled students	1			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
<i>u</i> 8-12 2011-12	3			

Educational Testing Service (ETS) All program completers, 2011-12				
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	7			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	29	269	29	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	41	267	41	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	27	267	27	100
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2012-13	4			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	5			
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX232 -SOCIAL STUDIES 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2012-13	4			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	4			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	3			
Thrust EC-12 2012-13	1			

Educational Testing Service (ETS) All program completers, 2012-13				
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	32	32	100
All program completers, 2012-13	47	47	100
All program completers, 2011-12	35	34	97

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- Integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Stephen F. Austin State University is committed to the preparation of teachers who can use "instructional technology to enhance learning and personal/professional productivity." To ensure the systematic integration of technology knowledge, we require all students to demonstrate the use of technology in the classroom and assessment management.

All students are taught to use technology as a production tool for developing teaching materials, as a teaching tool for assisting in the learning process, and as an information tool for research and learning.

Courses for Alternative certification are 100% on-line. Therefore, multiple forms of instructional technology are used by faculty, and students have many opportunities to effectively use technology to support their teaching and student learning.

Examples include, but are not limited to presenting lessons through web-cam, and using technology to assess student progress.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

At Stephen F. Austin State University, every program leading to certification has defined competencies that candidates are expected to demonstrate in order to educate all students effectively, including students with disabilities.

All degree plans include SPE 329: Survey of Exceptionalities – an introductory course covering the conditions and psychological characteristics of exceptional children. Additional coursework and clinical experiences have been designed to help candidates develop knowledge, skills, and dispositions related to teaching students from diverse backgrounds which include students with disabilities and those who are limited English proficient. Specific program competencies are aligned with appropriate professional standards with major learning and assessment activities for assuring student performance.

In 2009, the college of education received a grant that included revising all elementary and secondary education courses to include ESL strategies for teaching students who are limited English proficient. All students will be given the ESL practice exam. Upon receiving certification, all graduates will be eligible to register and pass the ESL TExES exam.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Alternative Certification program for Special Education Program at SFASU includes a variety of courses and experiences that prepare candidates to teach students with disabilities effectively and to participate as a member of individualized education program teams. Content related to all of the IDEA disability categories as well as characteristics of students and instructional strategies is provided in the Special Education for the Classroom Teacher course (SPE 503). Assessment principles and specific techniques used in special education are studied and practiced in Educational Appraisal of Exceptional Children (SPE 532). Several "methods" classes provide candidates with knowledge and skill related to academic instruction and teaching functional skills to students with disabilities (SPE 562, 567, 515, 564). In one of these courses, SPE 564, candidates develop an Individual Educational Plan for a student described in a case study. Candidates are also being trained to use a web-based software management system, CASE-e, that is commonly used in public school settings. This exposes them to special education forms and IEP paperwork. Candidates complete a practicum course (SPE 570) that enables them to implement what they have learned in a field experience at a public school and to complete a Data Based Instruction Project with one or more special education students. The final field experience, Student Teaching in Special Education or Internship in Special Education, provides the opportunity for our candidates to apply what they have learned in special education classrooms. In this capstone experience, candidates have the opportunity to participate in individualized education program teams and to teach students with disabilities.

In 2009, the college of education received a grant that included revising all elementary and secondary education courses to include ESL strategies for teaching students who are limited English proficient. The degree plan for Special Education students includes both elementary and secondary education courses (9 credit hours). Prior to student teaching or Internship, special education students will be given the ESL TExES practice exam. Upon certification, graduates will be eligible to register and pass the ESL TExES exam.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

AY 2013-14