



VIEW TITLE II REPORTS

SUBMIT REPORTS

About Title II | Contacts

Login

Webinars

Technical Assistance

User Manuals

Stephen F Austin State University  
Traditional Program

2015 Title II  
Reports

## Complete Report Card

AY 2013-14

### Institution Information

**Name of Institution:** Stephen F Austin State University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Texas

**Address:** PO Box 13023

Nacogdoches, TX, 75961

**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/oii/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 traditional 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/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Sciences and Technology 6-12	No
Art EC-12	No
Business Education 6-12	No
Chemistry 7-12	No
Dance 8-12	No
Deaf and Hard of Hearing EC-12	No
English, Language Arts and Reading 4-8	No
English, Language Arts and Reading 7-12	No
Family and Consumer Sciences 6-12	No
Generalist 4-8	No
Generalist EC-6	No
Health EC-12	No

Hospitality, Nutrition and Food Sciences (Grades 8-12)	No
Hospitality, Nutrition and Food Sciences 8-12	No
Human Development and Family Studies	No
Human Development and Family Studies (Grades 8-12)	No
Journalism (Grades 7-12)	No
Journalism 8-12	No
Languages Other Than English - French (Grades EC-12)	No
Languages Other than English - French EC-12	No
Languages Other Than English - Spanish (Grades EC-12)	No
Languages Other than English - Spanish EC-12	No
Life Science 8-12	No
Mathematics 4-8	No
Mathematics 7-12	No
Music EC-12	No
Physical Education EC-12	No
Physical Science 6-12	No
Science 4-8	No
Social Studies 4-8	No
Social Studies 7-12	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: 36	

## Section I.b Admissions

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

Junior year

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://www.sfasu.edu/coeadvising/documents/Requirements\\_EducatorCertification\\_Fall2014.pdf](http://www.sfasu.edu/coeadvising/documents/Requirements_EducatorCertification_Fall2014.pdf)

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. (**\$205(a)(1)(C)(ii)**)

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	Yes	No
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 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	Yes	No
Other For entry: 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

2.75

What is the minimum GPA required for completing the program?

3.33

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. (§205(a)(1)(C)(ii))

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	Yes	No
Minimum GPA in professional education coursework	No	Yes
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

What is the minimum GPA required for completing the program?

3.028

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

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.

Total number of students enrolled in 2013-14:	625
Unduplicated number of males enrolled in 2013-14:	110
Unduplicated number of females enrolled in 2013-14:	515

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	74
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	5
Black or African American:	61
Native Hawaiian or Other Pacific Islander:	0
White:	475
Two or more races:	6

### 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	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	604
Number of students in supervised clinical experience during this academic year	449

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

Supervising clinical experience in Fall 2013 = 273 and Spring 2014 = 331.

### 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. (S205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	27
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	144
Teacher Education - Junior High/Intermediate/Middle School Education	57
Teacher Education - Secondary Education	26
Teacher Education - Multiple Levels	94
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	38
Teacher Education - Music	29

Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	6
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	7
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	3
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	2

### 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	27
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	144
Teacher Education - Junior High/Intermediate/Middle School Education	57
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	38
Teacher Education - Music	29
Teacher Education - Physical Education and Coaching	23
Teacher Education - Reading	
Teacher Education - Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	6

Teacher Education - German	
Teacher Education - History	
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 - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	7
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	2
Engineering	
Biology	4
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
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: 298

2012-13: 395

2011-12: 448

### 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/po/utsa.html>.

years.

Academic year 2013-14

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

Yes

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

25

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:

The T4 program will continue through 2017 with scholars selected each year for job shadowing a master teacher, NASA week long summer experience, and the Scholar program.

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?

25

Provide any additional comments, exceptions and explanations below:

The T4 program will continue through 2017 with scholars selected each year for job shadowing a master teacher, NASA week long summer experience, and the Scholar program.

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?

25

Provide any additional comments, exceptions and explanations below:

The T4 program will continue through 2017 with scholars selected each year for job shadowing a master teacher, NASA week long summer experience, and the Scholar program.

## 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/po/utsa.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?

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:

Scholar program.

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?

10

Provide any additional comments, exceptions and explanations below:

The T4 program will continue through 2017 with scholars selected each year for job shadowing a master teacher, NASA week long summer experience, and the Scholar program.

Academic year 2015-16

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?

10

Provide any additional comments, exceptions and explanations below:

The T4 program will continue through 2017 with scholars selected each year for job shadowing a master teacher, NASA week long summer experience, and the Scholar program.

## 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?

25

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:

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:

All current practices will be maintained and monitored for continued student success.

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?

25

Provide any additional comments, exceptions and explanations below:

All current practices will be maintained and monitored for continued student success.

Academic year 2015-16

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

Yes



25

Provide any additional comments, exceptions and explanations below:

All current practices will be maintained and monitored for continued student success.

## 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. (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 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?

60

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

No

Description of strategies used to achieve goal, if applicable:

"The grant recruited 68 pre-service teachers to pursue ESL certification. Of these 68 participants, 63 received funds to pay for their test registration, which means they attended the one-day review session on February 8, 2014. Only 57 participants registered and followed through with testing. Of these 57 participants, 30 passed the ESL exam and added the endorsement. Of these 57 participants, 18 had to complete other certification requirements unrelated to the grant which prohibited them from adding the ESL endorsement and will be followed into the next program period. The grant is written to identify the targeted 60 pre-service participants per year through the internship process prior to student teaching. The grant was able to identify the pre-service participants through the internship, so the testing opportunity was offered as voluntary to all student teachers."

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

Pre-service candidates cannot add ESL certification until after graduation. This increased timeline for completion of certification continues to be a challenge. It is possible that more students will add their certification making the completion numbers higher. We have set up a Facebook page to track students who join this page. Further, the grant office collected all participants' contact information to keep track of participants for the grant's reporting of one year and three years after certification; however the grant office will rely on return communication from the participants, which poses a challenge.

Provide any additional comments, exceptions and explanations below:

Because ESL and Bilingual certification in Texas is a supplemental certification, pre-service candidates must first gain initial certification in their content area before adding the ESL or Bilingual certification. In addition, this ESL/Bilingual certification in Texas and at our university does not require additional coursework, only a passing score on the ESL TExES 154 or Bilingual TExES 164/190 exams. Therefore, aligning with the COE to grant pre-service candidates' clearance to take the ESL TExES 154 exam or the Bilingual TExES 164 and BTLPT 190 exams was the first step in identifying pre-service participants to test.

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?

60

Provide any additional comments, exceptions and explanations below:

"Our target for 2014-2015 is 60 pre-service participants. As of this date we had 70 attend the one-day review session on February 7, 2015. We have provided funds to pay for 64 participants test registrations. Because ESL and Bilingual certification in Texas is a supplemental certification, pre-service candidates must first gain initial certification in their content area before adding the ESL or Bilingual certification."

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?

60

Provide any additional comments, exceptions and explanations below:

## 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

Prospective general education teachers are prepared to provide instruction to students from low-income families.

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 a

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scoled score	Number passing tests	Pass rate (%)
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX172 -AG SCIENCE AND TECHNOLOGY 6-12 Educational Testing Service (ETS) All program completers, 2011-12	8			
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	1			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2012-13	8			
TEX178 -ART EC-12 Educational Testing Service (ETS) All program completers, 2011-12	5			
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2011-12	1			

Educational Testing Service (ETS) All program completers, 2012-13				
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2012-13	5			
TEX179 -DANCE 8 - 12 Educational Testing Service (ETS) All program completers, 2011-12	4			
TEX181 -DEAF AND HARD OF HEARING Educational Testing Service (ETS) Other enrolled students	9			
TEX181 -DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2013-14	9			
TEX181 -DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2012-13	12	252	12	100
TEX181 -DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2011-12	8			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) Other enrolled students	2			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	7			
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	16	262	16	100
TEX117 -ENG LANGUAGE ARTS AND READING 4 - 8 Educational Testing Service (ETS) All program completers, 2011-12	13	262	13	100
TEX231 -ENG LANGUAGE ARTS AND READING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) Other enrolled students	2			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2012-13	8			
TEX131 -ENG LANGUAGE ARTS AND READING 8-12 Educational Testing Service (ETS) All program completers, 2011-12	9			
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2012-13	3			
OTH0200 -FAMILY - CONSUMER SCIENCE Other All program completers, 2011-12	6			
	6			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) Other enrolled students	5			
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	19	262	19	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	27	262	27	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2011-12	19	259	19	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	84	254	79	94
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	41	255	36	88
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	116	255	116	100
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	152	255	149	98
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2011-12	225	255	224	100
TEX157 -HEALTH EC - 12 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	7			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2012-13	5			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2011-12	4			
OTH0202 -HUMAN DEVELOPMENT AND FAMILY STUDIES Other All program completers, 2012-13	1			
OTH0202 -HUMAN DEVELOPMENT AND FAMILY STUDIES Other All program completers, 2011-12	1			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2012-13	3			
TEX156 -JOURNALISM 8-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	4			
	1			

Educational Testing Service (ETS) All program completers, 2012-13				
TEX138 -LIFE SCIENCE 8 -12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) Other enrolled students	1			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2012-13	2			
TEX613 -LOTE-SPANISH EC - 12 Educational Testing Service (ETS) All program completers, 2011-12	3			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) Other enrolled students	7			
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	27	262	27	100
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2012-13	36	262	36	100
TEX115 -MATHEMATICS 4 - 8 Educational Testing Service (ETS) All program completers, 2011-12	19	258	19	100
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All program completers, 2013-14	5			
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	5			
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	2			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	252	11	92
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) Other enrolled students	3			
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2013-14	28	256	28	100
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2012-13	34	254	34	100
TEX177 -MUSIC EC-12 Educational Testing Service (ETS) All program completers, 2011-12	44	258	44	100
TEX110 -PEDAGOGY - PROF RESP 4-8 Educational Testing Service (ETS) All program completers, 2012-13	2			
	29	261	29	100

Educational Testing Service (ETS) All program completers, 2011-12				
TEX130 -PEDAGOGY - PROF RESP 8-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	113	263	113	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	126	262	124	98
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	284	264	284	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	387	264	386	100
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2011-12	317	264	316	100
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2011-12	89	261	89	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	272	11	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	23	260	23	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	30	269	30	100
TEX158 -PHYSICAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	25	270	25	100
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) Other enrolled students	1			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2012-13	1			
TEX116 -SCIENCE 4-8 Educational Testing Service (ETS) All program completers, 2011-12	5			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2013-14	2			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2012-13	5			
TEX118 -SOCIAL STUDIES 4-8 Educational Testing Service (ETS) All program completers, 2011-12	6			
	1			

Educational Testing Service (ETS) All program completers, 2013-14				
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	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	3			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2012-13	7			
TEX132 -SOCIAL STUDIES 8-12 Educational Testing Service (ETS) All program completers, 2011-12	4			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	262	14	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) Other enrolled students	7			
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2013-14	17	264	17	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2012-13	21	263	21	100
TEX161 -SPECIAL EDUCATION EC-12 Educational Testing Service (ETS) All program completers, 2011-12	23	264	23	100
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX129 -SPEECH COMMUNICATIONS 7-12 TEXES Educational Testing Service (ETS) All program completers, 2013-14	3			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2012-13	5			
TEX180 -THEATRE EC-12 Educational Testing Service (ETS) All program completers, 2011-12	8			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	295	293	99
All program completers, 2012-13	392	388	99
All program completers, 2011-12	445	443	100

### 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

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. Students in the EC-6 and 4-8 programs are required to complete courses in educational technology. 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. They experience multiple forms of instructional technology modeled skillfully by faculty; and they are afforded many opportunities to effectively use technology to support their teaching and student learning. Examples include, but are not limited to presenting lessons that incorporate the use of technology, and assessing

## 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

Provide a description of the evidence your program uses to show that it prepares general 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.

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. SPE 329: Survey of Exceptionalities – an introductory course covering the conditions and psychological characteristics of exceptional children is included across programs. 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 t

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.



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 Survey of Exceptionalities course (SPE 329). Assessment principles and specific techniques used in special education are studied and practiced in Educational Appraisal of Exceptional Children (SPE 432). Several "methods" classes provide candidates with knowledge and skill related to academic instruction and teaching functional skills to students with disabilities (SPE 434, 438, 439, 464, 465). In one of these courses, SPE 434, 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 common

## 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

**ED.gov** This is a United States Department of Education computer system.

[About Title II](#) | [Technical Assistance](#) | [Privacy Policy](#) | [Contacts](#)