

STANDARD 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

The COE at SFASU supports the [mission](#) and [core values](#) of the university. The mission of SFASU is to provide candidates a foundation for success, a passion for learning and a commitment to responsible global citizenship in a community dedicated to teaching, research, creativity, and service.

We are committed to the following [core values](#) in the COE: (1) academic excellence through critical, reflective, and creative thinking; (2) life-long learning; (3) collaboration and shared decision-making; (4) openness to new ideas, to culturally diverse people, and to innovation and change; (5) integrity, responsibility, diligence, and ethical behavior; and (6) service that enriches the community. These [core values](#) guide all decisions made in the [Planning Committees for the COE](#).

The COE's [vision](#) is to be the college of choice for candidates striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels. Our [mission](#) is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The vision and mission statements work in harmony to inform our daily practices in the COE at SFASU.

Five departments work together to train our candidates to be leaders in the field of education. The five departments include: Elementary Education, Human Sciences, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership. [Dr. John Jacobson](#), Dean of the COE, oversees the progress of all the departments with a collaborative leadership style. The Dean leads by calling on department chairs to offer input at regularly scheduled meetings ([example of department chair meeting minutes](#)). Dr. Lisa Mize serves as Interim Associate Dean for Student Affairs.

The COE has the leadership, authority, budget, personnel, facilities, and resources to carry out the mission of preparing educational leaders for classrooms and schools while meeting professional, state, national and institutional standards. The following five elements in this standard will demonstrate the supportive leadership evident at SFASU.

Element 1: Unit Leadership and Authority

The COE at SFASU prepares P-12 educators for careers across the state of Texas and the country with the Dean's office providing the primary leadership. The Dean, Associate Dean, and five department chairs have the primary responsibility and authority for ensuring that the unit carries out its [mission](#) and purpose. Our five departments and chairs include:

- Elementary Education chaired by Dr. Janice Pattillo
- Human Sciences chaired by Dr. Lynda J. Martin

- Human Services chaired by Mr. Bill Bryan
- Kinesiology and Health Science chaired by Dr. Mel E. Finkenberg
- Secondary Education and Educational Leadership chaired by Dr. Betty Alford

Adequate resources are located and secured by the Dean, Associate Dean, and chairs of the departments for professional education.

Chairs of the departments are [evaluated](#) by policy on a three year basis; a rotating review cycle is indicated through a [Triennial Chair Review Schedule](#) given to all chairs. Departments are sent a memo explaining the process. A uniform [Department Chair Appraisal Document](#) is used by the Dean to conduct the evaluations for all chairs.

Several committees and councils, made up of COE faculty, help guide the direction of the unit by meeting and offering advice to the leadership team.

The [COE Dean's Advisory Council](#) / College Council meets monthly to discuss and make minor changes within the school of education. Subjects are discussed and advice is given to the Dean. Seats are filled by elections held in each department and are filled on alternating years for the purpose of bringing in new ideas while retaining the stability required for consistency in focus and mission.

The [Charter School Governance Council](#) meets quarterly to discuss issues related to the [charter school](#) partnership between NISD and SFASU. The school which is housed on the campus of SFASU is led by Ms. Lysa Hagan, the Academic Leader. Two goals help guide the many activities that occur on the campus: improving public education and enhancing educator preparation.

Dr. Sandra McCune, Dr. Glen McCuller, Dr. Becky Greer, Dr. Kim Archer, and Dr. Amanda Rudolph serve on the COE Curriculum Committee. This committee considers all curriculum needs and changes within the COE. Their role is to ensure the curriculum supports the goals of the college and that some degree of alignment is in place. This is accomplished through a peer reviewing process of all new courses or major revisions in courses. The committee meets and reviews all proposed changes.

The COE is in continuous contact with our educational partners in the P-12 arena. Our P-12 Council, formerly known as the Center for Educator Partnerships, is a committee designed to encourage communication between the COE and our districts in the region. The partnership works to encourage an ongoing dialogue concerning important issues facing new teachers and school districts for which answers can be collaboratively developed. In addition to this formal dialogue, the COE is also involved in one-on-one communications with local education agencies. [Project DEVELOP](#) (a COE U.S. Department of Education Grant; see page 7) provides opportunities to develop these relationships through the use of meetings with superintendents and other central office personnel from area partner school districts. The meetings are used, among other purposes, to ask what we in the COE can do better to prepare our candidates to meet their needs. In addition, our professors who work with the student teacher placement sites

also act as a conduit to bring information from our public school partners to the COE. This information informs our practices.

Dean Jacobson formed a recruitment and retention committee in January of 2005. The [Student Recruiting Council](#), made up of candidates and faculty, brainstorms and implements ideas which will promote the COE to prospective candidates in the community and across the region. Admission and recruiting procedures are consistent and clearly defined in COE brochures located in the NCATE Exhibit Room and on the [COE website](#) for both [undergraduate](#) candidates and [graduate](#) candidates. All [academic calendars](#), catalogs / [general bulletins](#) (undergraduate/graduate), and publications are accurate and current. [Electronic versions](#) and hard copies (See Hard Copy in Exhibit Room) are accurate and consistent in all areas of the COE. Each department has been given the latitude to create its own method for recruiting candidates. Enrollment has continued to increase in the COE; increasing by 11 percent from fall 2002 to spring 2005 with nearly 3,400 enrolled candidates during the fall 2006 semester.

The [TEC](#) (a university-wide interdisciplinary committee that determines unit policy) which is composed of the Dean of Education and other faculty members appointed by the Vice President of Academic Affairs, the Associate Dean of Education, and two representatives of the Texas Student Education Association. This Council reviews proposed changes in teaching field programs; with consideration “to guidelines of the Texas Higher Education Coordinating Board, to rules of the State Board for Educator Certification (SBEC), and to the program standards of the National Council for Accreditation of Teacher Education (NCATE)”.

Our committee conducted a [survey of the TEC](#) to ascertain their attitudes toward the COE concerning our leadership and authority at SFASU. When asked to what degree the participants felt the COE has the leadership and authority to plan, deliver, and operate coherent programs, the response was a 4.083 on a 1 to 5 scale where 1 is none and 5 is considerable. Participants were asked to what degree they felt the unit provides the leadership for effectively coordinating all programs designed to prepare education professionals to work in P-12 schools. The response 3.833 was on the same 1 to 5 scale. The participants in the survey indicated a positive level of support from the leadership of the COE.

The COE is considered a leader in the field of teacher education and in the preparation of other school personnel in the state of Texas as evidenced by the number of candidates we serve and the percentage of our candidates who pass the TEXES exams. The [national report card – Title II](#) indicates “Ninety-nine percent of SFASU candidates seeking initial teacher certification during 2004-2005 passed all state-required assessments in basic skills, professional knowledge/pedagogy, academic content area, and or teaching special populations”.

Our faculty and administrators take this responsibility seriously; therefore, we are continuously involved in improvement campaigns and projects like the Lighthouse Initiative which is a Texas Principal Preparation Network (TPPN) Project. As part of the Lighthouse Initiative for Texas, SFASU’s principal preparation faculty members developed a plan for program content and delivery that was reviewed by a national external evaluative team, which included Dr. Joseph Murphy, a leading author in the field of educational administration from Vanderbilt University. Excerpts from this report included:

Your willingness to recast traditional methods courses into action research is commendable. It changes the spine of the work from the “academic disciplines” to “practice,” exactly the shift the field needs....

We believe that you are on your way to developing a national benchmark model. You do a fine job of attending to issues of diversity in the curriculum, of involving students in the design and development of their own learning experiences, and of requiring students to examine their values and dispositions regarding schooling and school leadership....

The COE demonstrates its leadership in educator professional development, on campus and in the field, by offering annual conferences and specialized training for practicing educators. The Dean, along with the leadership team, provides professional growth opportunities as a service to Texas educators, and since our last NCATE accreditation visit, we have expanded these opportunities.

One such opportunity sponsored by the COE is the [Annual Law Conference](#). Candidates, faculty, and educators throughout the state participate. General sessions are used to update and advise educational practitioners about current educational events and those on the horizon. Break-out sessions are provided for specific topics of interest to educational leaders, teachers, and faculty of educator preparation programs. Leading educational lawyers practicing in Texas cover germane legal issues facing Texas educators and point to trends in the law as they relate to professional responsibilities and practice.

The COE also offers annual [training for Texas school board members](#). School board members can receive the required training at SFASU by attending the annual conference sponsored by the Texas Association of School Boards and the COE. Lasting relationships between the COE and local education agencies have been built, once again, demonstrating the leadership and authority of the unit.

The COE offers coaching training for mentors of future educational administrators through [Project DEVELOP](#) (see page 7). Project Develop is a cooperative effort between the COE at SFASU and 21 partner rural school districts to build leadership capacity, especially among underrepresented groups. Selected individuals receive \$300 per course to work toward their principal certification which is funded by a federal grant secured by the Department of Secondary Education and Educational Leadership. Karen Anderson trained our mentors and the faculty in coaching techniques in March of 2006 [Project Develop Newsletter](#). This training proved to be highly useful for all participants. During dialogue with COE faculty following the training, the mentors expressed how important they believed the coaching training was in their efforts to be effective mentors to our candidates.

The COE has been involved in a collaborative effort with East Texas middle schools to produce meaningful staff development for middle schools teachers and SFASU candidates. Some of the topics discussed in the professional development were learning effective teaming strategies, classroom management strategies, and handling students with special needs. The sessions which were held on August 10, 2006 were useful to the participants.

Since our last NCATE visit, the COE has developed and implemented a unit data management system to collect data that are used to evaluate candidate performance and program effectiveness. Utilizing this system, the COE is able to track candidate progress and understand areas where improvement in delivery is warranted.

Candidate advising for the COE is conducted through our advising center. The advising center, which is located on the first floor of the McKibben Building, serves all education candidates. The COE surveyed candidates in order to determine their opinions of the services offered by the COE Advising Center. Responding candidate data indicated a high level of satisfaction with the COE Advising Center (see [advising survey](#)). As an example, survey data showed COE candidates prefer to be advised [one-on-one](#) and most seem to be satisfied with the [current advising system](#). The candidates believe the information they are receiving from the advisors in the COE [Advising Center is accurate](#). As a result of this advising system feedback, the COE provides accurate information during the hours candidates have requested. This is accomplished through a manning of the center with faculty from the COE. In addition, all COE faculty are available to candidates for one-on-one advising during office hours and afterward, by phone and email, for candidates who live off-campus and take WebCT courses or who attend our off-campus sites.

Element 2: Unit Budget

The unit receives sufficient budgetary allocations proportional to other units on the campus. The 2006-07 budget is available for review in the Standard 6 file cabinet in the NCATE room in the McKibben building. A comparison of the unit's budget for the 2005-06 year and the 2006-07 year is available in the Standard 6 file cabinet.

The unit receives sufficient support to carry out its purpose of educating future leaders in the field of education. The [Unit Support Factor](#) indicates that the COE receives above average unit support from the university.

The COE also conducted a [comparison](#) of the amount of funding received for Faculty and Operations & Maintenance. Analysis of this study found the COE received less than the average (e.g. average was \$217 and the COE received \$183). The comparison considers only fall 2005 as the source of Semester Credit Hours, however this number is consistently used throughout the comparison among the colleges. Although we work with a less than average O&M, the COE continues to prepare successful candidates. Candidates from the COE experience a 99% [pass rate](#) on state exit exams.

The budget adequately supports on-campus and clinical work essential for preparation of professional educators. University cars are made available for professors traveling to work at sites for clinical work oversight. Otherwise professors may use their own automobiles and be compensated at the state rate per mile. Course fees support travel to clinical sites and off-campus sites for instruction.

Each department receives allocations for supplies and expenses. The department chairs are responsible for utilizing these resources. Department chairs meet with their faculty to decide how these funds will be spent.

In addition to the regular support from the university, our colleagues in the COE actively pursue outside assistance in the form of [grants](#). As of May 31, 2006, the COE had \$15,187,275 under contract in outside awards. The COE currently has another \$185,213 pending in award money.

Element 3: Personnel

The unit has sufficient numbers of administrators and office staff personnel to support the unit's purpose. A comparison of the colleges can be seen in the [Leadership Spreadsheet by College Chart](#). The chart indicates that our unit, to a proportional degree with other units, is supported adequately with administrators and their staff.

The unit has sufficient numbers of faculty and staff to support the unit's purpose. The COE received 118.9 [FTE's in 2005](#) which was an increase of 3.1 FTE's from the previous school year. During this same period, the number of semester credit hours per FTE remained relatively constant between fall 2004 and fall 2005 with a 4 percent increase in semester credit hours per FTE as indicated in the [Comparison FTE Chart](#).

The ratio of semester credit hours to FTE's in the COE was larger than the ratio for the other schools at SFASU in [2004-05](#) school year and in [fall 2005](#). This discrepancy is one area where our Dean is diligently working to make improvements for the COE. This information should be taken in light of the fact that the COE [pass rate](#) was 99 percent for candidates seeking initial teacher certification during 2004-05 school year (using the same school calendar year for comparison). The COE is performing well with the FTE's allocated from the university.

The institution's [work load policy](#) accommodates and encourages the faculty to become involved in a wide range of professional activities beyond teaching. The COE commits to a [reduction in teaching load](#) when opportunities exist for professors to become involved in service and research. The COE faculty is expected to receive positive feedback from the [end-of-course evaluations](#) indicating quality teaching ([End of Course Questions on Survey](#)). Dean Jacobson sends out a [letter](#) to all candidates reminding them to complete the end-of-course survey. The faculty is encouraged to be involved in service to the university, community, and region. All members of the faculty are also encouraged to be involved in professional organizations at the local, state, and national levels. In addition, faculty members are encouraged to become involved in scholarship. [Board policy](#) requires all faculty members to complete an annual report. The [2004-2005 COE Annual Report](#) indicates on page 22 the publications of our faculty and beginning on page 24 the report indicates faculty presentations for the year.

Each department has a tenure policy which is created by the department and must be approved by the Dean. The importance of teaching, research, and service are expressed in the [COE tenure policy](#). All of the policies at the COE and in the departments are governed by the University Tenure [Board Policy](#). The tenure policy is based on the notion that faculty will be committed to teaching, scholarship, and service. These three areas are also reflected in the faculty vitae.

Teaching quality is gauged by end-of-course evaluations. Candidates complete anonymous on-line evaluations which consider several elements of the course and the professor. End-of-course evaluations are used along with other forms of documentation for the annual evaluation process for faculty. Tenure and promotion is, in part, determined by the results of these evaluations.

Research is also an area that has been encouraged and rewarded by the COE. The [COE annual report](#) illustrates the degree to which research has been encouraged among the faculty members. SFASU awarded Dr. Chris Ninness the Faculty Achievement Award in 2005 for his research work. During the five years preceding his award, he had co-produced 14 publications. His department also has developed an on-line statistics package which has assisted many scholars from across the nation in their work. Tenure is also determined, in part, by the amount and quality of research conducted by faculty.

Service is also encouraged in the COE. Faculty members are encouraged to work with local education agencies, local state national and international organizations, the COE and the university to create avenues of service which directly impact our society in a positive manner. Service is the final component of the tenure and promotion process.

The use of part-time professors and graduate assistants is purposeful and is used to strengthen the programs in the COE. Our adjunct professors are well respected professionals who bring outstanding content knowledge and substantial experiences to the classroom. Adjunct professors are expected to follow the syllabi and other materials supplied by the departments. Adjunct professors are evaluated using the same end-of-course evaluation used to evaluate full-time faculty. Graduate assistants are expected to enroll in KIN 581 which is a course designed for teaching assistants. By using this approach, the COE has established a qualified pool of adjunct professors and graduate assistants who help to strengthen the delivery of our materials to our candidates.

Since the last NCATE visit, the COE has created and filled several new positions to increase our capacity to serve our candidates effectively. George Ann Leonard was hired as the Director of the COE's OAA. Robert Judy was hired to offer technical assistance to the COE. Jan Alexander has taken on the role of our Director of Assessment in Elementary Education. The new position of Coordinator of Technology and Data Management was filled by Ed Wittel. Gail Weatherly and Melanie McCuller work in the Office of Instructional Technology to assist in preparing and delivering our on-line courses.

Element 4: Facilities

The [ECH Lab School at Stephen F. Austin](#) offers a comprehensive educational program for those who are interested in a career working with young children (PK-4th grade). Through observations, hands-on experiences, internships, and student teaching, the Early Childhood Program has proven to be a valuable resource for our candidates in the Early Childhood Program, Elementary Education, and Human Sciences Departments. This facility which is overseen by [Lori Harkness](#), has become a major component of preparation of candidates preparing to work with young children. The COE has received \$300,000 from the state to renovate the playground at this facility.

The [Charter School](#) is an important facility which serves our candidates, the school district in Nacogdoches, and students from the area along with their parents. Lysa M. Hagan is the Academic Leader of the school which is housed on the campus of SFASU.

Candidates are also offered many choices of sites to fulfill their student teaching and internships. The [teaching placement sites](#) are located across the region. Candidates can locate these sites on the COE webpage. In addition, the COE offers eight sites for principal preparation classes and internships.

The college has an [Advising Center](#) located on the 1st floor of the McKibben building. Candidates are advised at this location, Monday through Friday, during normal business hours. Lisa Stone is the director of the center; which is staffed by COE faculty and has been a tremendous resource for our candidates.

Since the last NCATE visit, the COE has created a Doctoral Lab that is equipped with over 25 up-to-date computers, on-line capabilities, and projection equipment. It is equipped to be an IDEAL Learning Environment. In addition, the COE supports many classrooms equipped with the IDEAL Learning Environment features (e.g., projector, computer, on-line capabilities, video/audio, and an Elmo projection system). Using HEAF funds, four new IDEAL Learning Environment rooms were added on the fourth floor of the McKibben building this past year.

The COE has been approved to build a \$ 20.1 million dollar East Texas Early Childhood Research and Development Center. It will be used to bring together the three basic principles our institution is built upon; teaching, scholarship, and service. The project has already been recognized as an endeavor that will bring about state and national recognition on how to build partnerships with families and public institutions for the improvement of children's lives.

Element 5: Unit Resources Including Technology

The COE has aggressively and successfully secured resources to support high-quality and exemplary programs to ensure candidates meet standards set by the COE, NCATE, and the State of Texas. Funds have been secured and expended to update our facilities. The updates have assisted the COE in its delivery of courses and in its gathering and reporting of candidate assessment data.

The unit now has implemented a database system where candidate performance information is gathered and stored for reporting to departments to guide program improvement. \$10,000 in HEAF funds were expended for the data system. Ed Wittel was employed to build and implement this program. Candidate data on unit benchmark assessments are gathered and input into the system. These data have become a useful tool for improving instruction to meet COE candidates' needs.

The unit serves as an information technology resource in the COE. The following areas of study are available through WebCT; Family and Consumer Sciences Distance Education Alliance, the Elementary Education EC-4 Distance Education Degree Completion Program, the PBIC Program, Master Reading Teacher Certification Program, Professional Reading Specialist

Program, ESL and Bilingual Certification, and the Principal Preparation Program. These [online programs](#) serve our candidates across our region and state.

The same expectations exist for our online courses as they do for our face-to-face courses in the COE. End-of-course candidate evaluations are conducted for the online courses. The data gathered from these evaluations are used to improve the quality of the WebCT courses offered in our unit.

Our faculty and candidates have access to exemplary [library](#), curricular, and electronic resources that serve the unit and our broader constituency. Marty Turnage, our Distance Education Reference Librarian, assists our candidates and faculty in their [online research](#). The online library resources are utilized by all our candidates and by our local education agency employees researching information.