



Southern Connecticut State University | [www.SouthernCT.edu](http://www.SouthernCT.edu)

*A campus of the Connecticut State University System*

501 CRESCENT ST., NEW HAVEN, CT 06515-1355

888-500-SCSU(7278) | 203-392-SCSU

# Council on Integrated Teacher Education

## All University Requirement Survey

# Overall Goal

- Align the content in at least 3 general education requirements for a liberal arts education with the pedagogical course content in the Elementary/Special Education teacher preparation program

# Unification of Teacher Education Programs

- **Activity 1** - Review all course syllabi in Elementary/Special Education program
- **Activity 2** - Develop rubric to align course content in general curriculum within framework of teaching diverse students
- **Activity 3** - CITE members review coursework in Secondary Education

# All University Requirements

- A common core of courses in liberal education is maintained as a foundation for all degree programs
- Individual has many options within disciplines to meet core course requirements
- Outlined on CPR form

CUMULATIVE PROGRAM RECORD  
Southern Connecticut State University

BACHELOR OF SCIENCE  
(with Certification)  
MINIMUM CREDITS: 121 Special Education.

(See back for clarifications and effective dates of changes.)

UNIVERSITY REQUIREMENTS	C O N M O X P W T			MAJOR Minimum 35 Cr	C O N M O X P W T			ELECTIVES 25 Cr	C O N M O X P W T		
1 AmPolFour (3)				23 SED 225 (4)							
2 Communic (4)				24 SED 235 (3)							
3 FineArts (3)				24 SED 325 (3)							
4 ForeignLang (3)				24 SED 335 (3)							
5 Health (3)				24 SED 355 (3)							
6 HistWrlldCiv(3)				24 SED 365 (3)							
7 'L' Courses				24 SED 375 (3)							
8 Literature (3)				24 SED 425 (3)							
9 Math (3-4)				24 SED 435 (3)							
10 NatSci A (3-4)				24 SED 445 (3)							
11 NatSci B (3-4)				32 SED 455 (1)							
12 Philosophy (3)				34 SED 449 (3)							
13 PhysEd (1)											
14 SocSci A (3)											
15 SocSci B (3)											
COGNATE				MINOR/CONCENT				PROFESSIONAL			
16 PSY (3)								62 EDU 300 (6)			
17 PSY 210 (3)								62 EDU 400 (6)			
TOTALS											

CURRENT OLD PROGRAM

Name: \_\_\_\_\_  
SS Number: \_\_\_\_\_ Phone: \_\_\_\_\_  
Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_ Graduating Year: \_\_\_\_\_

University Requirements may be waived by examination.  
Major: Consult the SCSU Undergraduate Catalog for detailed information regarding the major as well as requirements for a minor, specialization, or concentration.

Options for University Requirements

- HIS 110\*, 112\*, ~~105, 106~~; 251.
- ENG 101 and 1 of these: COM 100\*, 102\*, 103\*, 104\*, 105\*, 205; JEN 101.
- ART 104, 105; MUS 110\*, 112\*, 113\*, 115\*; THR 100, 211, 212, 313; EKS 140.
- PRE 101, 103, 108, 112, 2\_\_, 3\_\_, 4\_\_, GER 101, 108, 112, 121, 2\_\_, 3\_\_, 4\_\_, ITA 101, 2\_\_, 3\_\_, 4\_\_, JPN 101; LAT 101; RUS 101, 2\_\_, SPA 101, 108, 2\_\_, 3\_\_, 4\_\_.
- SHS 203.
- HIS 100, 101, 229, 231, 232, 236, 237, 238, 239, 240, 242, 243, 244, 245, 246, 247.
- Three 'L' sections in required or elective or major or minor or cognate courses; prereq: ENG 100.
- One of the following: ENG 211, 212, 213, 214, 215, 217; PRE 4\_\_, GER 4\_\_, ITA 4\_\_ except ITA 405; SPA 4\_\_ except SPA 405.
- MAT 103, ~~105~~ 107, 108, 124, 133\*, 150\*, 178.
- BIO 100, 101, 102, 103; ESC 100, 101, 105, 110, 120, 140, 200, 205, 310, 320; BIO 110 (and) BIO 111.
- CHE ~~100~~ 120; PHY 100, 101, 103, ~~110~~ 200, 210, 230.
- PHY 370.
- 2 of these: EKS 0\_\_, 332, 334, 336, 341, 342, 343, 344, 345, 346, 347; REC 105.
- ECO 100, 101; GEO 100, 102, 200, 201, 260; PSC 100, 110, 130.
- SOC 100, 211; AMF 101.
- One of: PSY 100\*, 102\*.
- PSY 210.
- SED 225.
- SED 235 and SED 325 and SED 335 and SED 355 and SED 365 and SED 375 and SED 425 and SED 435 and SED 445.
- SED 455.
- SED 449.
- EDU 300 and EDU 400.

\* Only one in a sequence offers credit for graduation.

# Problem

- Students may chose among many courses to fulfill AURs in Arts and Sciences
- Student advising is not consistent
- Students are choosing easy/convenient courses
- Students are transferring courses to fulfill requirements

# Overall Objective

- Identify courses where
  - teaching methods,
  - course content or
  - method of deliverymay be modified to better meet the needs of diverse learners

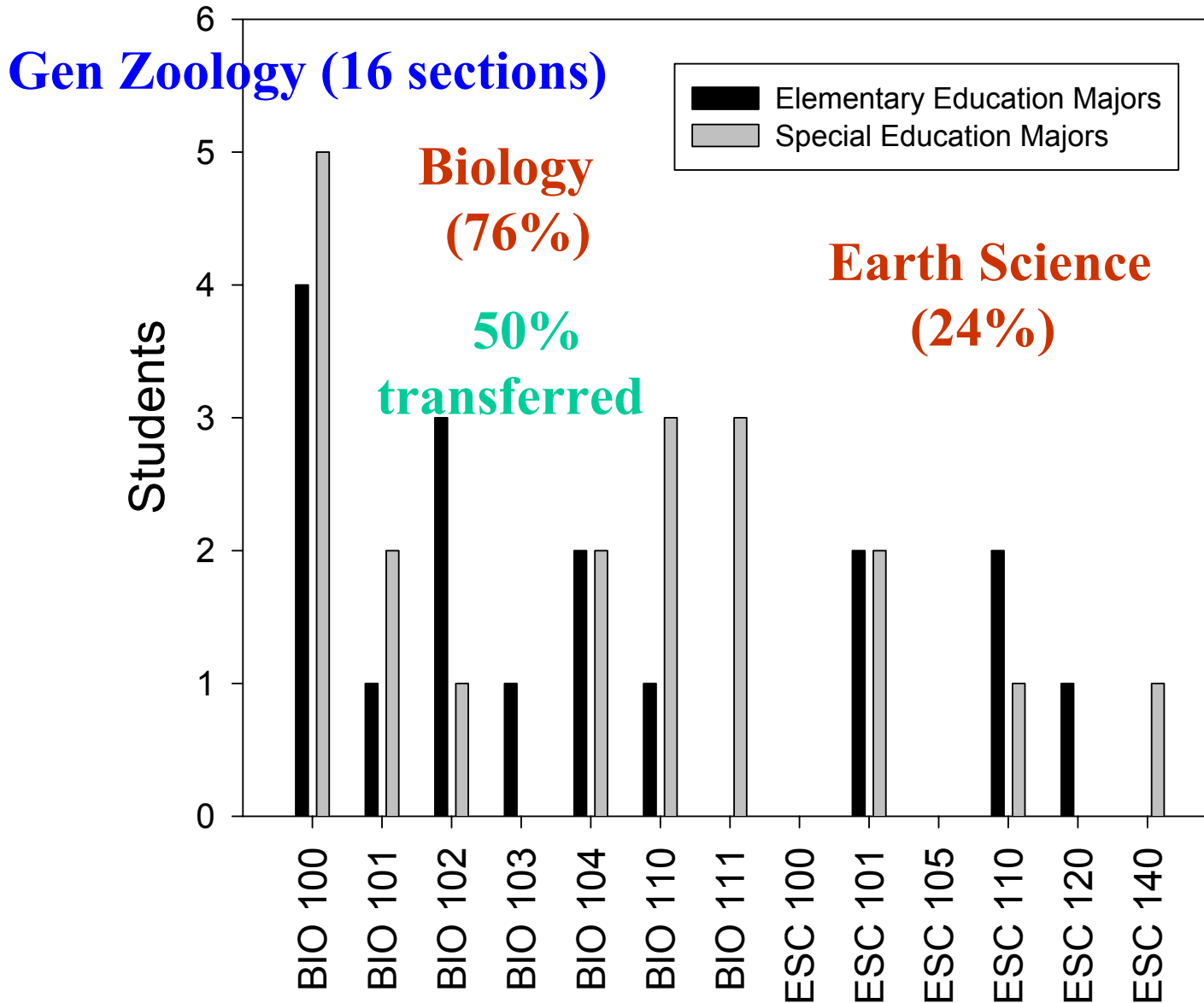
# Methods

- Transcripts were selected for Elementary Education and Special Education students in good standing
- Transcripts were further selected for students who completed most AURs
  - Special Education (n=20)
  - Elementary Education (n=17)

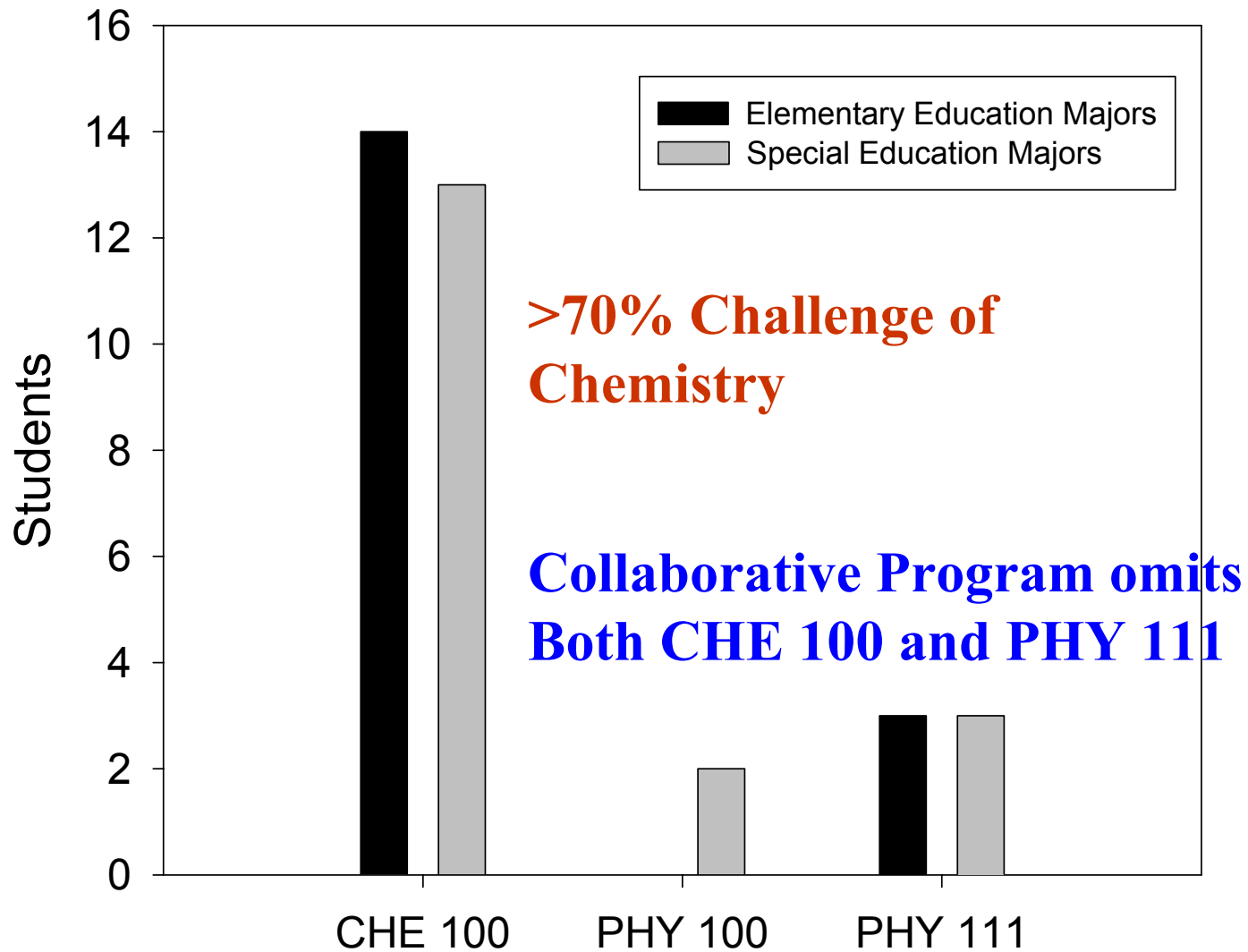
# Results

- Courses selected were tabulated for the students within each major
- Results are presented graphically

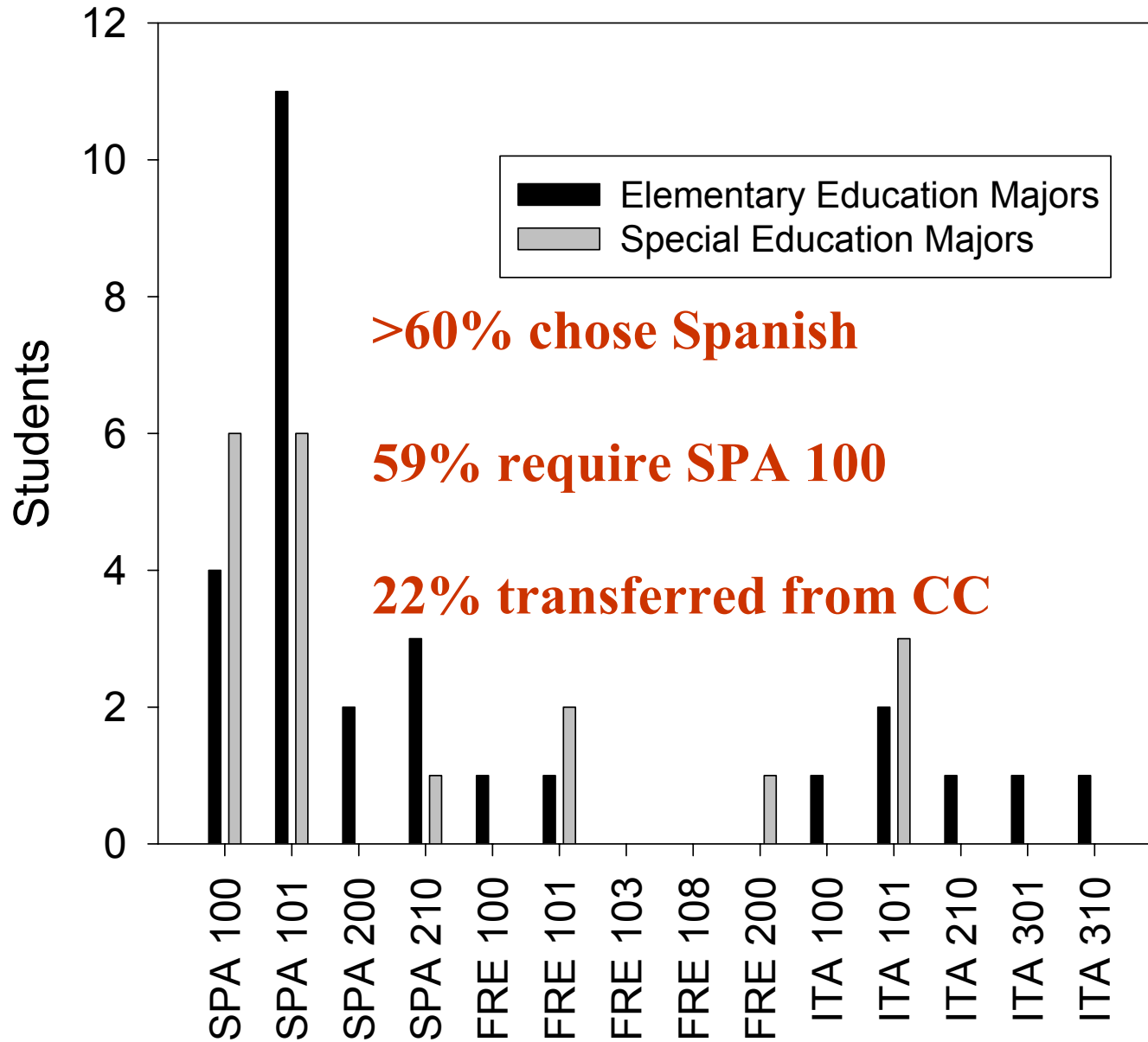
# Natural Science A Requirement



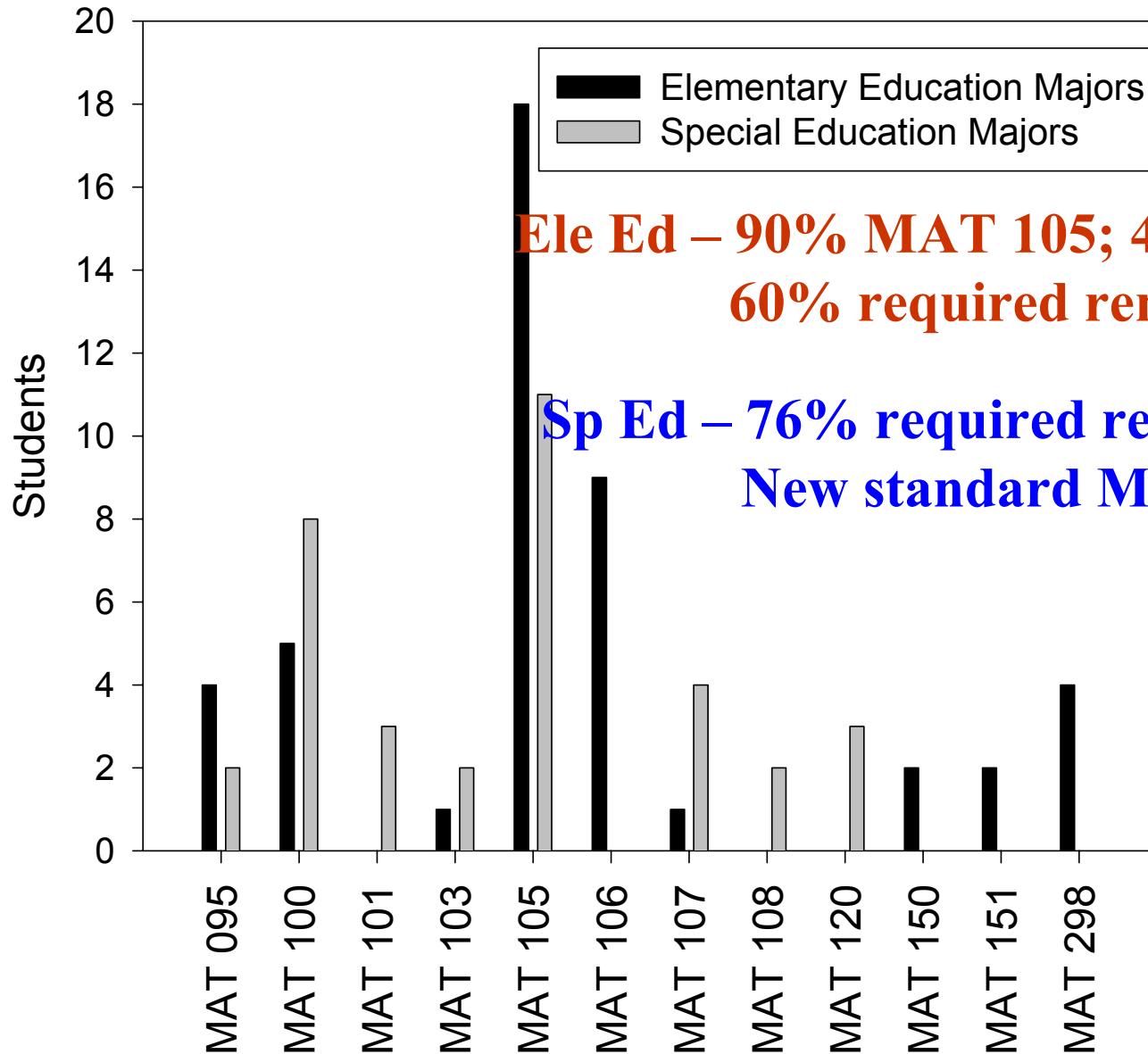
# Natural Science B Requirement



# Foreign Language Requirement



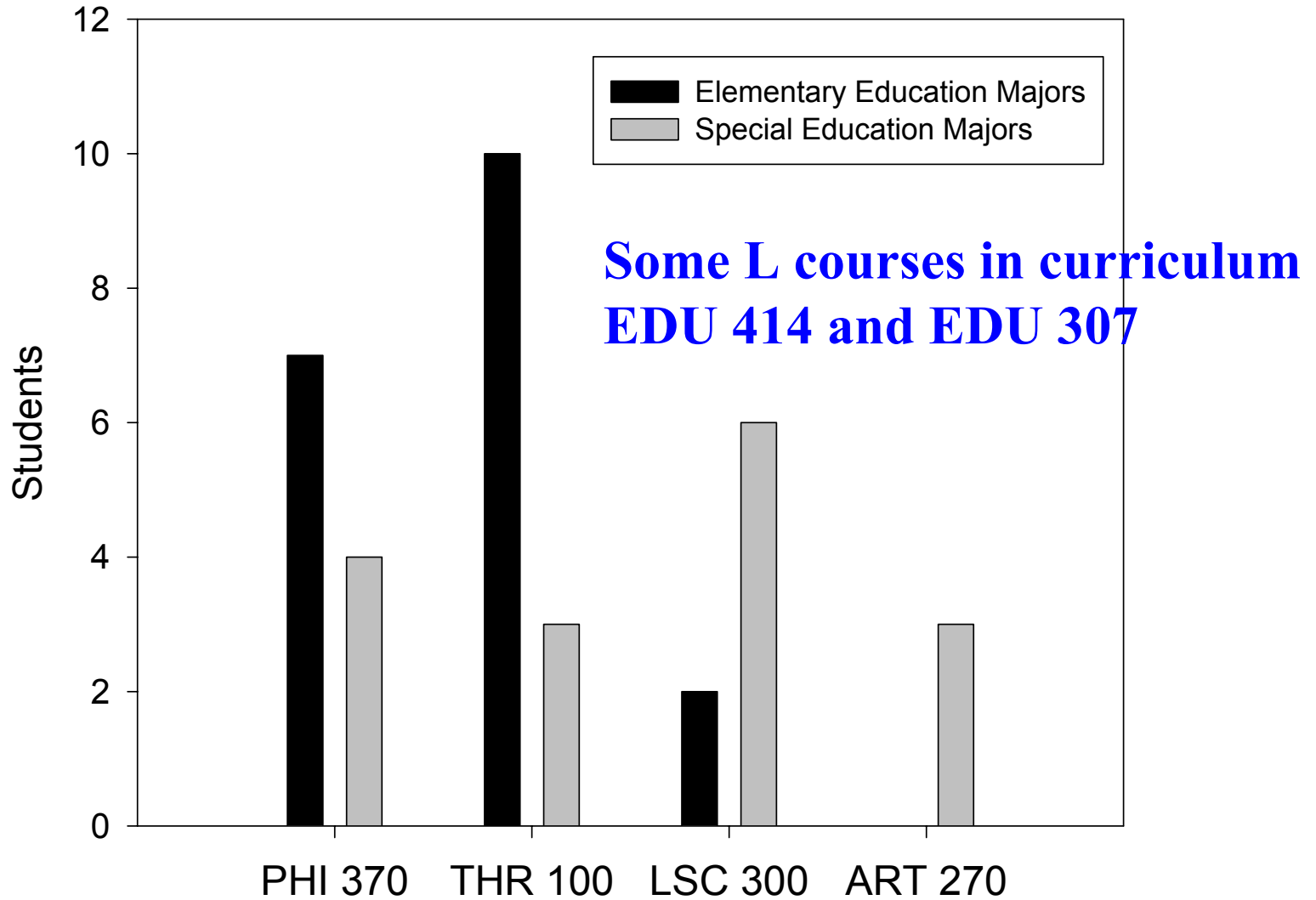
# Math Requirement



**Ele Ed – 90% MAT 105; 45% MAT 106  
60% required remedial MAT**

**Sp Ed – 76% required remedial MAT  
New standard MAT 105 & 106**

# L Course Requirement



# Summary

- Students only selecting 1 Natural Science A and B
- Natural Science B is a priority
- Many deficiencies are noted in Math
  - Students taking 2.4 courses to fulfill requirement
  - More Math required in collaborative program

# Questions for Discussion

- Are these results surprising?
  - Consistent with your experience?
- Did you have an AUR that was particularly helpful/useful?
  - Serve as a model

# Questions for Discussion

- From your own experience
  - Are there content areas lacking?
  - Could you have used more Math/Science/  
Language training?
- Suggestions for specific courses or course content for CITE?

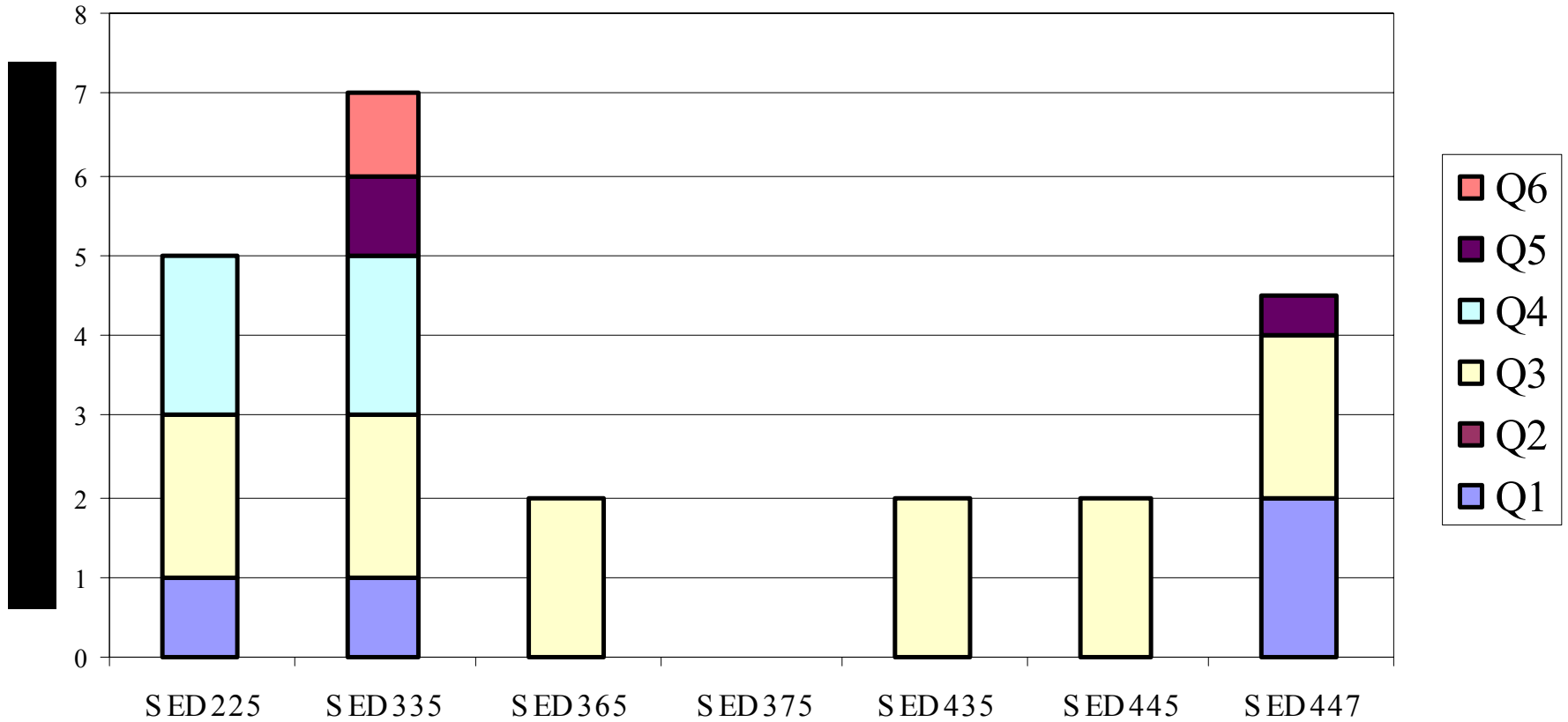
# Learner Diversity

- The wide range of learner characteristics, such as cognitive, emotional, physical, cultural, economic, racial, ethnic, and gender differences, that can place a learner at risk for failing to maximize potential in a traditional classroom environment

# Learner Diversity

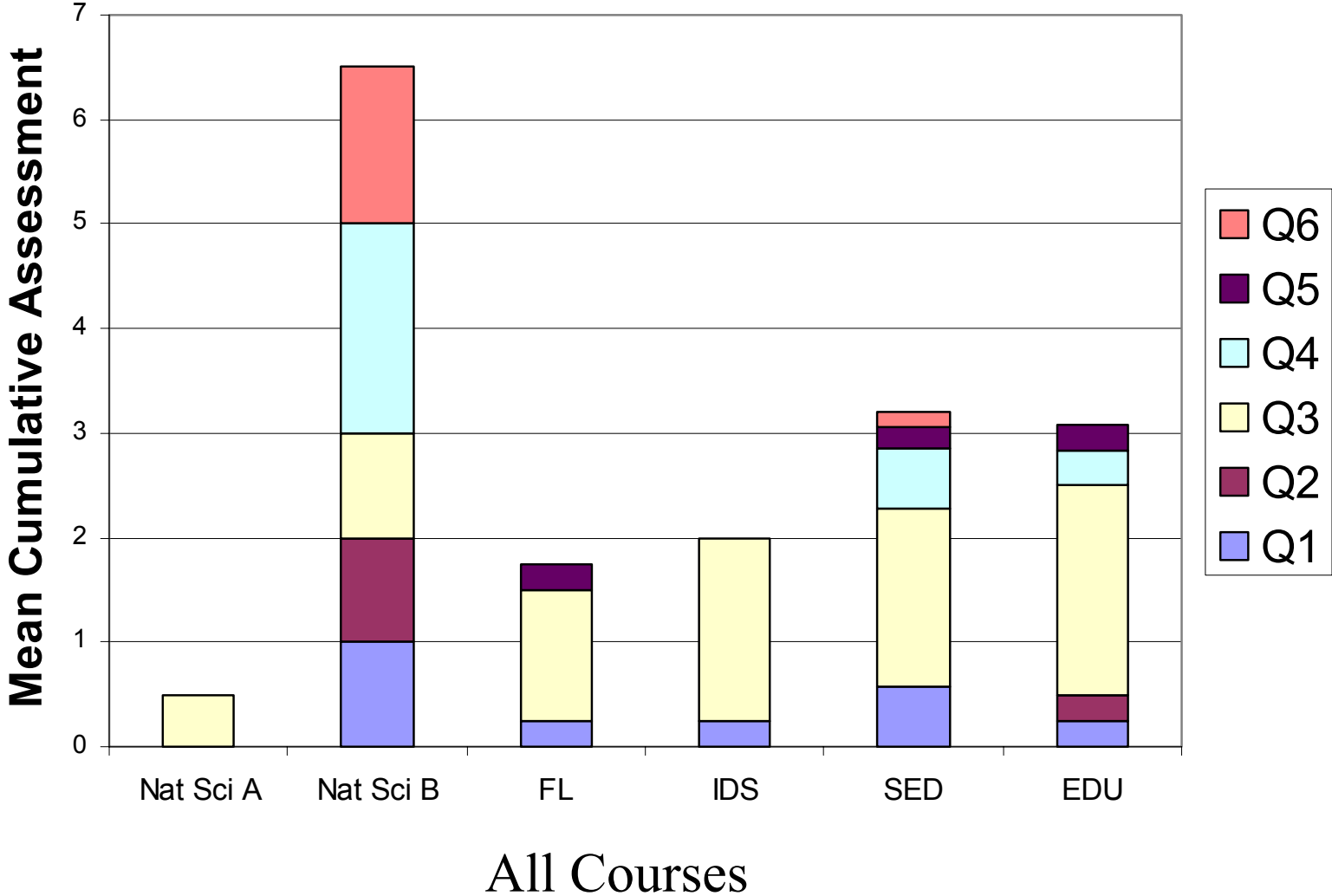
- What particular needs might these diverse learners have?
- How might the traditional classroom setting be modified to meet these needs?

# Learner Diversity Survey Results

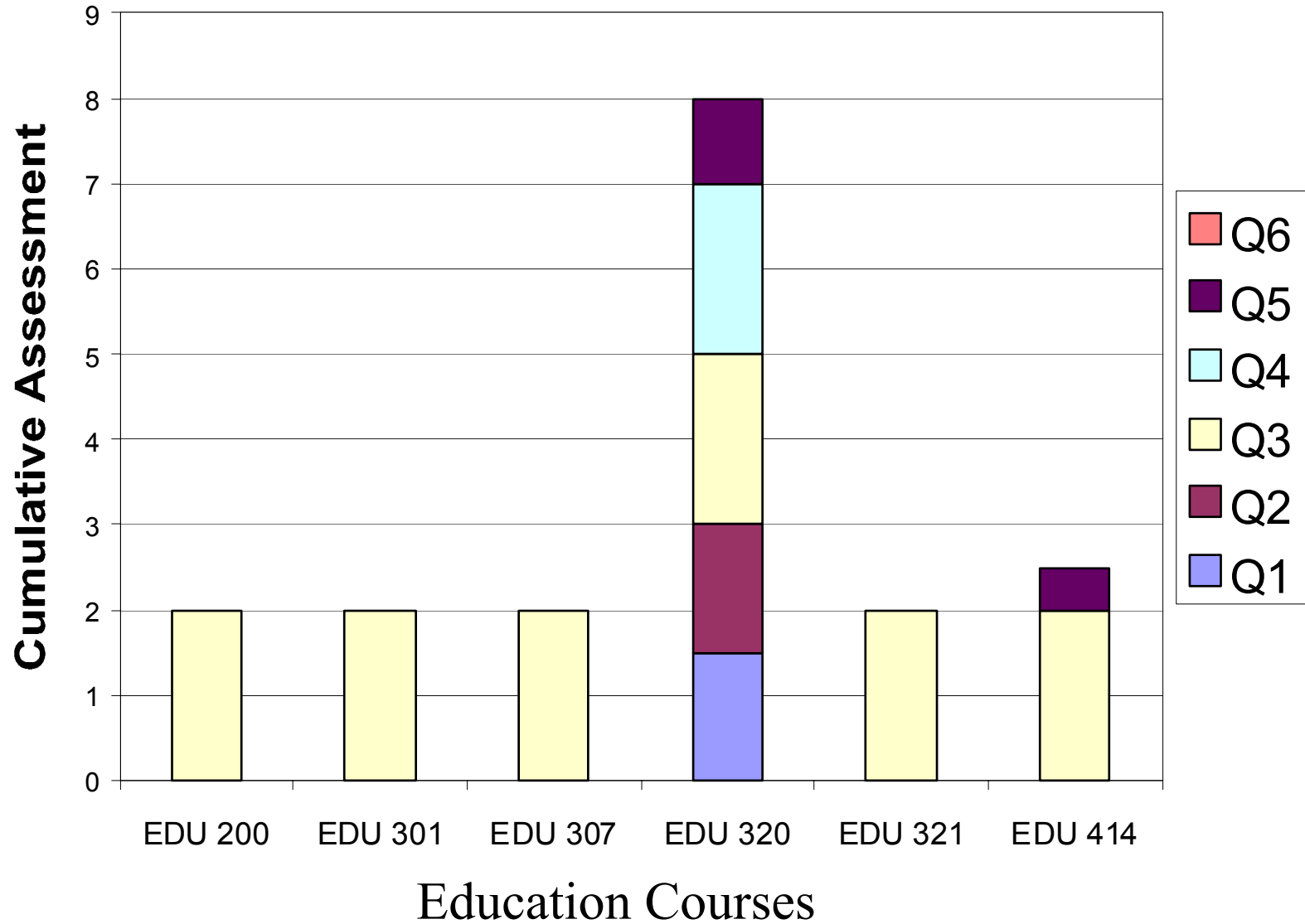


Special Education Courses

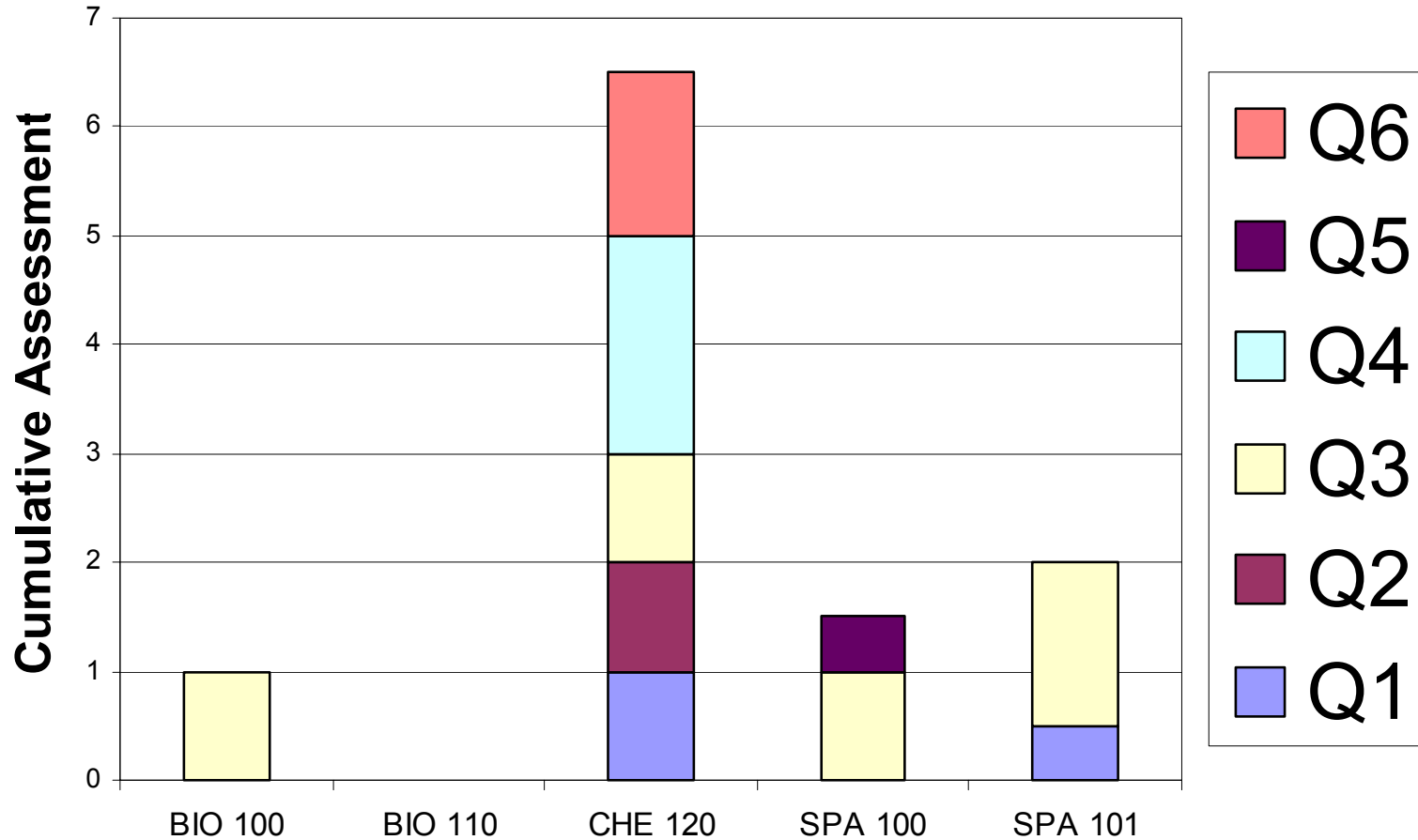
# Learner Diversity Survey Results



# Learner Diversity Survey Results



# Learner Diversity Survey Results



All University Requirements

# Learner Diversity Survey

- Syllabi were obtained for courses in Arts and Sciences (AURs) and School of Education (Special Education and Education)
- Rubric Scoring
  - 0 = no evidence of indicator
  - 1 = some reference to indicator
  - 2 = indicator clearly stated in syllabus

# Learner Diversity Rubric

- 1. The syllabus reflects the instructor's acceptance of diverse learners
- 2. The syllabus reflects accommodations that are made for learners with exceptional needs
- 3. The syllabus reflects the mode(s) through which information is presented.

# Learner Diversity Rubric

- 4. The syllabus reflects the instructor's desire and/or need to know about learners' unique needs in a timely manner.
- 5. The syllabus reflects that various resources are available to assist learners with diverse needs.
- 6. The syllabus reflects additional help for students who are having difficulty in the course