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Southern Connecticut State Univ  
Traditional Program

2015 | Title II  
Reports

## Complete Report Card

AY 2013-14

### Institution Information

**Name of Institution:** Southern Connecticut State Univ  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Connecticut

**Address:** 501 Crescent Street  
Davis Hall 103  
New Haven , CT, 06515

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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/oi/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/oi/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education / G	No
Art Education / UG	No
Biology / G	No
Biology / UG	No
Chemistry / G	No
Chemistry / UG	No
Comprehensive Special ED / G	No
Comprehensive Special ED / UG	No
Early Childhood (B-K) / G	No
Early Childhood (B-K) / UG	No
Early Childhood (N-3) / G	No

Earth Science / G	No
Earth Science / UG	No
Elementary Ed/Bilingual / UG	No
Elementary Ed/Spec. Ed / UG	No
Elementary Education / G	No
Elementary Education / UG	No
English / G	No
English / UG	No
French /	No
French / UG	No
General Science / G	No
General Science / UG	No
Health Education / G	No
History & Social Studies / G	No
History & Social Studies / UG	No
Italian / G	No
Italian / UG	No
Mathematics / G	No
Mathematics / UG	No
Physical Education / G	No
Physical Education / UG	No
Physics / G	No
Physics / UG	No
Spanish / G	No
Spanish / UG	No
<b>Total number of teacher preparation programs: 37</b>	

## Section I.b Admissions

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

Sophomore year Also post-grad

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.southernct.edu/academics/schools/education/admission-requirements.html>

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

Standard GPA requirement is a minimum of 2.7. However, graduate or post baccalaureate candidates can receive a GPA waiver from the Dean if their Undergraduate GPA is 2.5 - 2.69. A School of Education GPA Waiver Committee will convene if the undergraduate GPA is below 2.5 and the program coordinator would like the student to be considered. The waiver committee then recommendation goes to the dean for final approval.

If a waiver is granted, the student must meet the conditional requirements of the waiver (e.g., B or better in remaining courses, passing of Praxis II prior to student teaching).

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(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	No
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	No

Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Portfolio	Yes	No

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

2.7

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

3.2

What is the minimum GPA required for completing the program?

2.7

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

3.4

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)(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	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

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

2.7

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

3.2

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

3.4

## 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.

Total number of students enrolled in 2013-14:	502
Unduplicated number of males enrolled in 2013-14:	126
Unduplicated number of females enrolled in 2013-14:	335

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	28
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	6
Black or African American:	28
Native Hawaiian or Other Pacific Islander:	0
White:	388
Two or more races:	19

## 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	200
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	18
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	28
Number of students in supervised clinical experience during this academic year	238

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

## 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	53
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	42
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	17
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	7
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	13
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	19
Teacher Education - Physics	1
Teacher Education - Spanish	3
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	1
Education - Other Specify: Italian	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. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	37
Teacher Education - Special Education	26
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	12
Teacher Education - Business	
Teacher Education - English/Language Arts	
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	10
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	9
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	4
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	11
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	2
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	35
Psychology	7
Social Sciences	
Anthropology	1
Economics	
Geography and Cartography	1
Political Science and Government	3
Sociology	3
Visual and Performing Arts	
History	8
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	28
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	1
Engineering	1
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	4
Computer and Information Sciences	
Other Specify: Italian, Criminal Justice, Public Health	3

### Section I.f Program Completers

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

2013-14: 177

2012-13: 444

2011-12: 270

## 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. (**S205(a)(1)(A)(ii)**, **S206(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

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

2

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

No

Description of strategies used to achieve goal, if applicable:

1. We participate at Undergraduate Admissions Open House (Fall each year), the University Fair (Fall each year) and the Graduate School Open House (once or twice per year, depending upon the Graduate school). These events are heavily advertised outside the university and serve as recruitment opportunities. Math faculty always participated in these events. Math Ed majors participated in these events last year.
2. The National Science Foundation (NSF) has awarded a \$600,000 grant for the creation of a Pathways to Academic Excellence (PACe) program, in which 26 outstanding high school and community college students wishing to pursue math, computer science, biology, chemistry, physics or earth science will receive full 4-year scholarships to Southern. The program was started in 2011 with the recruitment of high school students, and by the third year, will reach out to community college students. From these students faculty will also recruit any who may be interested in the teacher certification program.
3. We encourage students in elementary education who have Bachelors of Arts degrees in mathematics to pursue cross-endorsements in secondary mathematics. In addition, we also help cross-endorse current teachers who hold endorsements in other areas, such as science, for instance. There is potential for increasing the number of secondary mathematics teachers by tapping this pool.
4. The Pathways to Teaching program, a recent collaboration between the state community colleges and the state universities, has the potential to provide a pool of students who begin their studies at a community college and enter a state university prepared to pursue secondary mathematics certification.

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

1. The number of program completers for 2013-2014 was 7 (4 undergraduates and 3 graduates). The total number of candidates in the program reached 18. Despite recruiting efforts, the number of mathematics majors overall has declined, including the number of majors interested in secondary education.
2. We will continue to encourage candidates in elementary education with a Bachelor of Arts in mathematics to pursue cross-endorsement in secondary mathematics certification.
3. The Pathways to Teaching Program promises to make transfer to SCSU easier for students. We remain in contact with the coordinators at the community colleges to assist in advisement and facilitate the transfer of the mathematics candidates. A first secondary mathematics candidate was admitted under the Pathways to Teaching Program and will graduate in Spring 2015. We are hopeful this program will produce more candidates.

Provide any additional comments, exceptions and explanations below:

In 2013-2014, we admitted two graduate students and six undergraduate students. We just fell short of our goal of adding two candidates above the previous year's seven. We also had some candidates switch out of the certification track, decreasing our expected total.

### 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?

2

Provide any additional comments, exceptions and explanations below:

1. The number of program completers for 2014-2015 is expected to be 4 undergraduates. The number is less than the expected number by 3. One candidate switched tracks after showing non-readiness to teach mathematics. Two grad candidates are following DSAP and they will graduate in Fall 2015.

The total number of candidates in the program is currently 16. We admitted one graduate candidate and five undergraduate candidates (a total of 6 new candidates, which is the same number of those who graduated in 2013-2014). We fell short of our goal of adding two candidates to the program above the previous year, since we had four candidates switch out of the certification track, decreasing our expected total.

### Academic year 2015-16

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

Yes

2

**Provide any additional comments, exceptions and explanations below:**

- Our estimate is based on our current enrollment. Five undergraduate candidates will be eligible to apply for admission to the School of Education in 2015- 2016. This, we anticipate a total of 18 candidates, which is 2 above the 2014-2015 level.
- The number of program completers is expected to be 8 (4 grad and 4 undergrad) which exceeds the current year by 4.
- We continue to have discussions with the Education department regarding the STEM concentration for Liberal Studies candidates. There is a potential for some of these candidates to become secondary education majors, or to seek cross-endorsement in secondary mathematics after graduation.

**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/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:**

We have been recruiting science education students through different means and did not reach our targeted goal of 10. Instead, we met a baseline of 6.

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

We have been actively recruiting students through outreach and mailings.

**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?

10

**Provide any additional comments, exceptions and explanations below:**

We are trying to reach a goal of 10 certification students per year to maintain our core certification program. We are actively recruiting both undergraduate and graduate students through outreach and attendance at local science conferences. We, as a department, are strategizing the most efficient means for recruiting, as our university does not offer such services.

**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:**

Again, we will maintain this number as a baseline for our science education 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. (§205(a)(1)(A)(ii), §206(a))



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?

1

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:**

Due to normal fluctuation in program as well as increased efforts in student recruitment

**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:**

We exceeded our goal of 55 by 8 students due to normal fluctuation in enrollment and increased efforts in student enrollment.

**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?

1

**Provide any additional comments, exceptions and explanations below:**

**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?

1

**Provide any additional comments, exceptions and explanations below:**

## 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?

10

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:**

SCSU offers the MS/TESOL degree; the program admitted 21 new certified teaching candidates into the MS degree program that year

**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:**

increase mainstream teachers' abilities to work with EL 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?

10

Provide any additional comments, exceptions and explanations below:

We admitted 16 new certified K-12 teachers who started our MS/TESOL program for 2014-2015 academic year in the fall, of 2014. Of these 16, 9 were financially sponsored through our Training for All Teachers Program.

#### 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?

10

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:

Southern Connecticut State University is in compliance with the assurances that are listed above. Southern approaches meeting the needs of our candidates through various strategies. To best prepare candidates to respond to inclusion practices in Connecticut, as well as meet the State Department of Education regulations and NCATE requirements, all educator preparation programs have the necessary coursework to ensure candidates gain the knowledge necessary to assist students with different needs. This coursework starts at the beginning of their program and continues throughout their program. To complement the knowledge gained in courses, students complete clinical/field experiences. These experiences start at the beginning of their program and culminate with student teaching. All candidates are placed in diverse settings so they will have gained experiences that will assist them upon graduation and employment.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	4			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	34	174	31	91

ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0133 -ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	11	174	11	100
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	10	151	10	100
ETS0131 -ART MAKING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0131 -ART MAKING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	11	162	11	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	165	9	90
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	3			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			

ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	4			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	17	179	17	100
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	5			
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2012-13	54	159	53	98
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2011-12	82	160	82	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	54	178	52	96
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	84	179	84	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	27	167	13	48
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	44	175	29	66
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	58	176	45	78
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	27	181	25	93
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	44	181	40	91
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2012-13	58	182	57	98
ETS5035 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	27	165	9	33
ETS5035 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	44	171	29	66
ETS5035 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2012-13	59	174	50	85
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	27	159	9	33
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	44	168	30	68

ETS004 - ENLARGED MULTI-SUBJECT SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	99	174	34	99
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	9			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	17	180	16	94
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	19	181	18	95
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	186	13	93
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) Other enrolled students	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	14	164	13	93
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	56	248	42	75
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2013-14	86	254	79	92
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2012-13	147	256	141	96
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2011-12	108	257	107	99
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	2			
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			

ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14					
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	17	158	17	100	
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	12	153	12	100	
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1				
ACT1007 -OPI GERMAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	1				
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Langua Other enrolled students	2				
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	1				
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2011-12	1				
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	5				
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1				
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	4				
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2011-12	1				
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	1				
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2011-12	1				
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	6				
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	6				
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	4				
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	14	178	11	79	
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	30	177	24	80	
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	8				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6				

ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) Other enrolled students	1			
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	330	177	317	96
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	105	177	105	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	210	177	209	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	164	178	164	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	323	177	316	98
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	105	177	105	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	205	177	204	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	161	178	161	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	321	176	317	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	106	176	105	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	207	176	206	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	160	176	160	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	10	175	9	90
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	39	177	38	97
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	55	179	55	100

ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	40	175	40	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	42	176	42	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	40	175	40	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	37	176	37	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	22	165	15	68
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	17	171	17	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	26	170	23	88
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	24	169	21	88
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT2009 -WPT ITALIAN American Council on the Teaching of Foreign Langua Other enrolled students	3			
ACT2009 -WPT ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT2009 -WPT ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2011-12	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	5			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	5			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2011-12	3			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	158	130	82
All program completers, 2012-13	380	340	89
All program completers, 2011-12	252	244	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



Yes

## 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.

All programs prepare our candidates to integrate technology effectively into curricula and instruction. This is infused in curriculum throughout the candidates program. Some programs utilize SMART BOARDS, Mimeo Boards, and instruct candidates to review software that is available by discipline to enhance instruction. Many programs also instruct candidates how to use flipped classrooms to effectively integrate technology. Some professors have incorporated BYOD (Bring Your Own Device) to teach candidates how to utilize smart phones as an instructional tool. In addition, all candidates enroll in IDS 471 English Language Learners in the Classroom. In this course, candidates are taught how to incorporate many web-based resources in the instruction of ELL students.

Most programs instruct candidates to utilize technology to effectively collect, manage and analyze student data. This is infused into programs through a variety of ways. In some programs, mini tab statistical analysis is used, in others excel spreadsheets and graphing are utilized to demonstrate the results of pre and post testing. We have implemented tk20 software to capture candidate work samples. This enabled the Unit to ensure all candidates are demonstrating this requirement of K-12 student learning and that proper analysis is taking place.

In addition to tk20, candidates also utilize various types of software that is available to them at their field experience placements and in their student teaching placements such as iPass and PowerSchool.

Universal Design for learning is infused throughout many of the programs. This concept promotes the idea of designing all lessons/learning experiences right from the beginning to be accessible to the broadest range of learners. Candidates are taught to provide multiple means of representation (to present all information in a variety of formats/media), to provide multiple means of expression (all students to demonstrate knowledge in a variety of ways, not just through writing), and to provide multiple means of engagement (design learning opportunities to engage learners such as working with partners or small groups as well as letting students select the type of material from which they want to learn specific information). Again, this is taught to our candidates from the beginning of their program and infused throughout the coursework of the program.

Candidates in several programs also learn to consider a broader definition of 21st century literacy and are required to design instruction that integrates multiple forms of media and alternate forms of expression (in addition to traditional print text)

## 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.

All certification candidates take one of the following courses SED 225 - Introduction to Exceptionalities, SED 481 - Teaching Exceptional Students in the Elementary Classroom or SED 482 - Teaching Exceptional Students in the Secondary Classroom. Each of these courses focuses on addressing the legal, educational, and instructional needs of all students with exceptionalities. Our candidates are prepared to design instructional activities to meet identified needs, and modify instruction so students can participate successfully in the least restrictive environment. All candidates also take IDS 471 - English Language Learner to ensure they are able to meet the needs of students who have limited English proficiency.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**  
Yes

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.**

Beginning with the candidate's very first special education course, SED 225 - Introduction to Exceptionalities, courses focus on addressing the legal, educational, and instructional needs of all students with exceptionalities. Our candidates are prepared to assess student needs, design instructional activities to meet identified needs, and modify instruction so students can participate successfully in the least restrictive environment. In order to best prepare candidates to effectively participate as a member of the students' IEP teams, candidates take SED 445 - Collaboration in the Schools. This course prepares candidates to work collaboratively with teachers, support specialists, paraprofessionals, and parents. Our students are also required to take SED 325 which focuses on developing goals and objectives for participating in IEP meetings. In addition candidates take IDS 471 - English Language Learner to ensure they are able to meet the needs of students who have limited English proficiency. To complement the coursework, several of the courses candidates enroll in have clinical field experiences. All of the following courses have clinical field experience components: SED 435 Language Arts for Exceptional Individuals and lesson planning, SED 365 Basic Principles of Academic Assessment and Remediation for Exceptional Individuals, and SED 449 School Based Experience in Special Education. In addition, there are 5 additional Special Education courses that in addition to preparing candidates to gain the content knowledge necessary to address the needs of students with special needs also include clinical field experience to augment the courses.

## 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

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