

Southern Connecticut State Univ
Traditional Program

2014 | Title II
Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Southern Connecticut State Univ
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Connecticut

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

Contact Name: Mr. Ken Bungert
Phone: 203-392-6295
Email: bungertk1@southernct.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?
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
Early Childhood (N-3) / UG	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
Total number of teacher preparation programs: 37	

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 2012-13

3.22

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 2012-13

3.37

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 2012-13

3.85

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

3.82

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	527
Unduplicated number of males enrolled in 2012-13:	332
Unduplicated number of females enrolled in 2012-13:	132

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	24
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	13
Native Hawaiian or Other Pacific Islander:	0
White:	345
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

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	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	5
Number of students in supervised clinical experience during this academic year	232

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 2012-13. 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	80
Teacher Education - Early Childhood Education	28
Teacher Education - Elementary Education	133
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	42
Teacher Education - Business	
Teacher Education - English/Language Arts	30
Teacher Education - Foreign Language	
Teacher Education - Health	5
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	20
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	38
Teacher Education - Reading	

Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	13
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	33
Teacher Education - Physics	1
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
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 2012-13. 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	41
Teacher Education - Special Education	25
Teacher Education - Early Childhood Education	13
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	33
Teacher Education - Business	3
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	
Teacher Education - Health	5
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	15
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	40
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	5
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	29
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	3

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	42
Psychology	50
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	5
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	3
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	2
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	3
Geological and Earth Sciences/Geosciences	1
Physics	1
Business/Business Administration/Accounting	5
Computer and Information Sciences	
Other	

Specify:

Section I.f Program Completers

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

2012-13: 444

2011-12: 270

2010-11: 139

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. (§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 mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

3

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

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.

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. One such candidate is now in our certification program and is scheduled to student teach in spring 2015.

3. We encourage candidates 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 collaboration between the state community colleges and the state universities, has the potential to provide a pool of candidates who begin their studies at a community college and enter a state university prepared to pursue secondary mathematics certification. One such candidate has entered our program, and is scheduled to student teach in spring 2015.

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

1. The Pathways to Teaching Program promises to make transfer to SCSU easier for candidates. We remain in contact with the coordinators at the community colleges to assist in advisement and facilitate the transfer of the mathematics candidates. To date, only two such candidates have been admitted to our program; one subsequently withdrew. Others have applied, but have never followed through. We need to follow up on these applicants.

2. We will continue to recruit candidates from elementary education with a Bachelor of Arts in mathematics into pursuing cross-endorsement in secondary mathematics certification. Two candidates have expressed interest in following this route; we expect they should get their certification by the 2015-2016 academic year. We need to encourage more candidates to follow this route.

3. Our goal for 2012-2013 was overly optimistic (three candidates above the 2011-2012 level, for a total of twenty-one admissions), based on higher numbers of admissions in 2011-2012. In 2012-2013, we admitted two graduate candidates and five undergraduate candidates. We fell well short of our goal of twenty-one admissions, not only because of a dearth of candidates, but because some candidates delayed seeking admission to the School of Education. One way we are trying to remedy this is by alerting prospective candidates at least one semester in advance that they are eligible for admission and must begin preparing materials for their admissions files. In addition, the Certification Coordinator for the Department of Mathematics meets with every prospective candidate during the advising period to encourage candidates to apply as soon as they are eligible

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

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

2

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

Will your program prepare teachers in mathematics in 2014-15?

Yes

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

Provide any additional comments, exceptions and explanations below:

Our estimate is based on our current enrollment; nine undergraduate candidates will be eligible to apply for admission to the School of ED in 2014-2015. One graduate student will be eligible to apply. Thus, we anticipate a total of ten candidates, which is two above the 2013-2014 level.

We continue to have discussions with the School of Education to design a STEM concentration for Liberal Studies candidates. There is 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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

10

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Increased communications with partnering college science departments. Hosting seminar on becoming a science teacher.

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

Dwindling university enrollment overall is making it a challenge to recruit. Limited university advertising and promotion of our excellent, fully accredited program means that prospective candidates may not know about our programs and their excellence. We are making efforts to enhance and work with university publications staff to develop ways to expose the science education programs to the communities and various recruiting activities.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

We fell just short of our goal of enrolling 10 candidates in AY 2013-14.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

- We understand that Connecticut's demographics are shifting. Across the state, there are fewer high school graduates each year and this trend is expected to continue into the foreseeable future. Fewer young people entering college will affect our enrollment unless we do a better job of advertising, recruiting and retaining student.
- Our Masters Degree in Science Education is a major component of our overall draw for Science Teacher Preparation and includes Masters level science content and advanced pedagogy courses. This is a major strength of SCSU's Science Teacher certification. We need to be able to communicate the uniqueness of our programs and advertise them more widely to better compete for science teacher candidates.

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))

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 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

2

Did your program meet the goal for prospective teachers set in special education in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

1. We participated at Undergraduate Admissions Open House (fall), the University

Fair (fall), and the Graduate School Open House (twice per year). These events are heavily advertised outside the university, and serve as recruitment opportunities.

2. We participated in Dean's Day to encourage incoming Freshmen to consider special education as a prospective major.

3. We co-presented programs with the elementary education faculty during new student orientation to ensure that all students interested in becoming teachers are aware of the collaborative program and the opportunity to gain dual certification.

4. Certification courses are undergraduate courses; however, we offer sections of these courses in the evening so students who are employed full-time, and/or starting a new career, can pursue certification.

5. We offer an off-site cross endorsement program to accommodate students who are seeking a second endorsement/cross endorsement in special education and are living in the eastern part of the state.

6. 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 special education certification.

7. We offer most of our certification courses in the summer, which permits students to complete their programs and enter the field more quickly

8. We offer students on the graduate level the opportunity to plan their initial certification or cross endorsement program as a combined planned program with a Master's Degree in special education. This allows students to apply 6 credits from their certification program toward their Master's program of study

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

We will continue to participate in joint presentations with elementary education faculty during new student orientation/advising to promote awareness of and answer questions about the collaborative undergraduate program.

We will continue to provide information about the initial endorsement and cross endorsement programs at Graduate Open House.

We will advertise and offer cross endorsement program/master degree program at off-site location.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing 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

Provide any additional comments, exceptions and explanations below:

Although we did not meet the stated goal of 2 additional students, we missed the goal by 1 student. Looking back over the past few years our total enrollment in certification programs has remained fairly consistent, hovering around 54 students. In 2012-2013 our enrollment was 54, one student less than in 2011-2012. We expect to have a total enrollment of 56 students in the 2013-2014 academic year.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

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

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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Current certified teachers enroll in the MS/TESOL program to earn a cross endorsement in ESL or Bil Ed. Students are recruited through SCSU's MS/TESOL program and through our federally funded Training for All Teachers program. Some teachers received scholarships through the TAT 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 2013-14

Is your program preparing 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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

The 2014 admissions cycle marks the final cohort coming out of the TAT program. Until we receive another Federal OELA grant, to offer more teacher scholarships, the number of our K-12 certified teachers coming into the MS/TESOL program may drop from the targeted 10 per year to 5 per year.

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	1			
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	33	173	27	82
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	174	10	100
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	170	11	100
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2012-13	5			

ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2011-12	10	151	10	100
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2010-11	11	146	11	100
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2011-12	10	162	10	100
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	11	163	11	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
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
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			

ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) Other enrolled students	2			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2012-13	17	179	17	100
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	20	173	20	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	3			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	2			

ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) Other enrolled students	4			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2012-13	56	159	55	98
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2011-12	82	160	82	100
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2010-11	41	160	41	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	3			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	56	177	54	96
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	84	179	84	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	42	180	42	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	23	164	5	22
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	52	170	26	50
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	23	181	18	78
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	52	181	46	88
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	23	161	7	30

ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	53	166	27	51
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	23	161	9	39
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	53	166	29	55
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	10	180	8	80
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	17	180	14	82
ETS0044 -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
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	177	8	73
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
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	11	163	11	100

ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	49	255	43	88
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2012-13	145	256	137	94
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2011-12	108	257	106	98
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2010-11	47	261	46	98
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0550 -HEALTH EDUCATION 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, 2012-13	17	158	17	100

ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	12	153	12	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Langua Other enrolled students	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	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			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2010-11	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			
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2010-11	12	161	12	100

ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	29	175	20	69
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	159	12	100
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	311	177	296	95
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	209	177	208	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	164	178	164	100

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	76	177	76	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	311	177	299	96
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	204	177	203	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	161	178	161	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	75	178	75	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	307	176	298	97
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	206	176	205	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	160	176	160	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	72	176	72	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	14	177	12	86
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	50	178	47	94
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	30	175	26	87
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	39	175	39	100

ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	35	175	35	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	17	168	13	76
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	26	170	22	85
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	24	169	21	88
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	13	167	12	92
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	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	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	4			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2011-12	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2010-11	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	379	313	83
All program completers, 2011-12	252	243	96
All program completers, 2010-11	134	127	95

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

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

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

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. 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
- 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.

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 2012-13

