Title II
Higher Education Act

SUBMIT REPORTS

Southern Connecticut State Univ

Traditional Program

2011-12

Print Report Card

Institution Information

Name of Institution: Southern Connecticut State Univ

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Connecticut

Address: 501 Crescent Street

Davis Hall 103

New Haven , CT, 06515

Contact Name: Mr. Ken Bungert

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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/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	No
Biology	No
Chemistry	No
Comprehensive Special ED	No
Early Childhood (B-K)	No
Early Childhood (N-3)	No
Earth Science	No
Elementary Ed/Bilingual	No
Elementary Ed/Spec. Ed	No
Elementary Education	No
English	No
French	No
General Science	No
Health Education	No
History & Social Studies	No
Italian	No
Mathematics	No
Physical Education	No
Physics	No
Spanish	No
Total number of teacher preparation programs: 20	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year   Also post-grad for SED comprehensive

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/education/professionalprogramrequirements/

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

Standard GPA requirement is a minimum of 2.7. However,graduate or post bachalaureate 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.

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 2011-12

3.21

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 2011-12

3.35

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		

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 2011-12

3.85

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.82

Section I.c Program 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.

Total number of students enrolled in 2011-12:	1050
Unduplicated number of males enrolled in 2011-12:	280
Unduplicated number of females enrolled in 2011-12:	770

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	60
Race	
American Indian or Alaska Native:	2
Asian:	5
Black or African American:	54
Native Hawaiian or Other Pacific Islander:	0
White:	769
Two or more races:	14

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

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)	318
Number of students in supervised clinical experience during this academic year	271

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 2011-12. 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	34
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	101
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	19
Teacher Education - Business	
Teacher Education - English/Language Arts	21
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	12
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	

Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	12
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	27
Teacher Education - Physics	1
Teacher Education - Spanish	5
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Italian (1)	1

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	62
Teacher Education - Special Education	33
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	18

Teacher Education - Business	
Teacher Education - English/Language Arts	36
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	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	15
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	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	28
Psychology	72
Social Sciences	
Anthropology	2

Economics	
Geography and Cartography	1
Political Science and Government	3
Sociology	3
Visual and Performing Arts	
History	31
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	2
Agriculture	
Communication or Journalism	7
Engineering	
Biology	11
Mathematics and Statistics	14
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	2
Computer and Information Sciences	1
Other Specify: Italian (1), Public Health (2), Social Work (2)	5

Section I.f Program Completers

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

2011-12: 270

2010-11: 139

2009-10: 194

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

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 (twice per year). These events are heavily advertised outside the university, and serve as recruitment opportunities. Mathematics faculty are part of the team.

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 completers for 2011-2012 was a bit higher than in past years, so it may be difficult to improve on this, even by 5%. We project that we may have 11 or 12 completers for 2012-2013 so we may not achieve our goal of 5% increase.

Provide any additional comments, exceptions and explanations below:

Despite recruiting efforts, the number of mathematics majors overall has declined, including the number of majors interested in secondary education.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

1. We participate at Undergraduate Admissions Open House (fall each year), the University

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

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.

Academic year 2013-14

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

10

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

1. We participate at Undergraduate Admissions Open House and the Graduate School Open House (twice per year).

2. We work closely with undergraduate academic advisers in the sciences to help identify potential candidates.

3. The Pathways to Teaching Program which was in initiated in the spring of 2005 was designed to create a pipeline for community college students interested in teaching to pursue science education. We are now beginning to see transfer occur. We met twice in spring 2011 to discuss issues and potential roadblocks with partnership members. We have more meetings planned in fall 2011 to help facilitate the transfer of the science candidates.

4. Faculty in the department are active in the Connecticut Science Supervisors Association. Announcements are made regularly to help identify potential K-12 students and teachers interested.

5. 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 started in 2010 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.

Outcome: We experienced a small decline in overall applications but maintained certification student enrollment for the 2011- 2012 academic year. However, we were able to process and admit 11 new candidates for certification (1 post-Baccalaureate, 8 Masters+Certification, 2 Ugrad+Cert). However, we do have at least 15 potential candidates who are in the process of compiling complete documentation (essays, letters of recommendation, application forms, etc.). Often it is a challenge for some (especially post-baccalaureate working people) to pull together all their material in a short period of time. We are working on most robust follow-up and communications strategies to encourage and assist them in completing the application and admissions process.

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

1. Continue representing department at undergraduate and graduate Open Houses and Informational Meetings

- This is an ongoing commitment.

2. To design and produce posters to be hung in science departments to recruit potential students.

- This was accomplished in the Spring of 2012 and again in Spring 2013.

3. Continue working the community college faculty to identify and help facilitate student transfer to SCSU. Develop recruitment material including posters and brochures to be distributed at local community colleges.

- This effort continues.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Outcome: We continued to experience a decline in overall applications of certification student enrollment for the 2012-2013 academic year. However, we were able to process and admit 11 new candidates for certification (2 post-Baccalaureate, 6 Masters+Certification, 2 Ugrad+Cert). However, we do have at least 15 potential candidates who are in the process of compiling complete documentation (essays, letters of recommendation, application forms, etc.). Often it is a challenge for some (especially post-baccalaureate working people) to pull together all their material in a short period of time. We are working on most robust follow-up and communications strategies to encourage and assist them in completing the application and admissions process.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

2

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

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

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

?Implemented.

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

?Implemented.

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.

?Implemented.

4. Certification courses are undergraduate courses; however, we offered sections of these courses in the evening so students who are employed full-time can pursue certification.

?Implemented.

5. We offered 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.

?Implemented.

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.

?Implemented.

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

?Implemented.

8. Seek Board of Regents approval to offer initial certification program at off-site location

?Implemented.

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

See above, as indicated, "implemented."

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing 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

Provide any additional comments, exceptions and explanations below:

We participated in joint presentations with elementary education faculty during new student orientation/advising to

promote awareness of and answer questions about the collaborative undergraduate program.

?Implemented.

We provided information about the cross endorsement program at Graduate Open House.

?Implemented.

We advertised and offered cross endorsement program/master degree program at off-site location.

?Implemented.

We offered an initial certification program at off-site location.

?Implemented.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

We will aggressively pursue transfer students as potential students via attendance at

"Trans-formation" program in fall and spring semester.

Section II. Annual Goals - LEP

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Our federally funded Training for All Teachers (TAT) Program will recruit and admit 10 more in-service teachers who will pursue the MS/TESOL program, and ultimately earn a cross endorsement either in ESL or Bilingual Education. The TAT program will continue to monitor the progress of the targeted scholarship recipients to ensure that they complete the coursework and obtain the ESL or Bilingual Ed cross endorsement.

Under the umbrella of TAT, the targeted in-service teachers not only receive scholarship money, they also receive ongoing support in the form of monthly Community of Practice meetings, to ensure that they feel a sense of community and have the support needed to complete the academic program. Per the grant proposal, we are partnering with two CT cities that are in need of district wide improvement: Hamden, and New Haven.

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

We are in initial conversations with the Special Ed faculty to explore the possibility of SCSU developing an undergraduate initial certification program for both Bilingual Ed and Special Ed combined.

We have worked with the MS/Science Ed faculty which now requires a 3 credit graduate course on Content-based Instructions for ELLs for their enrolled teachers.

We will provide information about the cross endorsement programs at Graduate Open House.

We are looking to revise our program brochure and plan to put our program on Facebook, both as recruitment tools with an eye towards 2014, when the TAT program's funds and goals will not sponsor another cohort of in-service teachers

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing 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

Provide any additional comments, exceptions and explanations below:

Our federally funded Training for All Teachers (TAT) Program will recruit and admit 10 more in-service teachers who will pursue the MS/TESOL program, and ultimately earn a cross endorsement either in ESL or Bilingual Education. The TAT program will continue to monitor the progress of the targeted scholarship recipients to ensure that they complete the coursework and obtain the ESL or Bilingual Ed cross endorsement.

Under the umbrella of TAT, the targeted in-service teachers not only receive scholarship money, they also receive ongoing support in the form of monthly Community of Practice meetings, to ensure that they feel a sense of community and have the support needed to complete the academic program. Per the grant proposal, we are partnering with two CT cities that are in need of district wide improvement: Hamden, and New Haven.

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Our federally funded NPD grant (which sponsors our Training for All Teachers Program) is targeted to fund 8-10 more MS/TESOL scholarships for practicing teachers in Hamden and New Haven. We hope to admit these teachers into the program by spring of 2014.

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 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	22	163	7	32
ETS0135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	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
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	19	171	19	100
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS)	5			

Other enrolled students				
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
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2009-10	19	146	19	100
ETS0131 -ART MAKING Educational Testing Service (ETS) Other enrolled students	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
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	19	164	19	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
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			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	11	165	11	100
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) Other enrolled students	2			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II	1			

Educational Testing Service (ETS) All program completers, 2010-11				
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, 2011-12	2			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	177	10	100
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, 2010-11	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) Other enrolled students	21	178	20	95
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
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2009-10	65	174	65	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, 2011-12	2			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	10	183	10	100
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) Other enrolled students	71	159	67	94

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
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2009-10	63	159	63	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	73	177	68	93
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
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	63	180	63	100
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	11	179	8	73
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
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	10	179	8	80
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	30	182	30	100
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS)	7			

Other enrolled students				
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	10	163	10	100
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	30	163	30	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	149	253	122	82
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
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2009-10	75	257	75	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) Other enrolled students	2			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	4			
ETS0550 -HEALTH EDUCATION	5			

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	19	153	18	95
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			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7			
ACT1007 -OPI GERMAN American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	1			
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	2			
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2011-12	1			
ACT1010 -OPI ITALIAN American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2009-10	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	5			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2011-12	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2010-11	1			

ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2009-10	5			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2011-12	1			
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) Other enrolled students	5			
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
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2009-10	29	166	29	100
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	9			
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) Other enrolled students	5			
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
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	29	162	29	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			

ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	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			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	532	177	497	93
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
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	166	178	166	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	524	177	498	95
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
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	164	179	164	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	522	176	505	97
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS)	160	176	160	100

All program completers, 2011-12				
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	72	176	72	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	160	176	160	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	35	175	34	97
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	39	166	26	67
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
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	12	173	12	100
ACT2006 -WPT GERMAN American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	1			
ACT2009 -WPT ITALIAN American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	2			
ACT2009 -WPT ITALIAN American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2011-12	1			
ACT2009 -WPT ITALIAN American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2009-10	1			

ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	6			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2011-12	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2010-11	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2009-10	5			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	252	243	96
All program completers, 2010-11	134	127	95
All program completers, 2009-10	250	250	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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. 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. In addition, 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.

All programs instruct candidates to utilize technology to effectively collect, manage and analyze student data. This is infused into all 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 implimented the tk20 software this academic year 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 is infused throughout all 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. Candidates also 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

Southern Connecticut State Univ

Traditional Program

2011-12

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