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Southern Connecticut State Univ
Traditional Program

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AY 2014-15

Institution Information

Name of Institution: Southern Connecticut State Univ
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Connecticut

Address: 501 Crescent Street
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New Haven , CT, 06515

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/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, if program coordinators believe an applicant is a good candidate, despite a GPA below 2.7, they can request the dean approve a GPA waiver. As part of the waiver request process the applicant must write a letter explaining the unusual circumstances that resulted in the low GPA and why future success is anticipated and provide two letters of recommendation and a recommendation from the program coordinator. Waivers are not usually considered unless it has been at least three years since the candidate last received a low grade and the candidate received grades of B or higher in all courses, if any, taken since graduating with bachelor's degree.

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
OtherPortfolio	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 2014-15

3.32

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 2014-15

3.3

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 2014-15

3

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.7

Please provide any additional comments about the information provided above:

The median GPA calculation for individuals admitted into programs is based on undergraduate coursework only based on state admission regulations.

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 2014-15:	458
Unduplicated number of males enrolled in 2014-15:	63
Unduplicated number of females enrolled in 2014-15:	395

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	42
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	9
Black or African American:	19
Native Hawaiian or Other Pacific Islander:	0
White:	346
Two or more races:	15

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	200
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	18
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	26
Number of students in supervised clinical experience during this academic year	191

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 2014-15. 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	45
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	29
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	

Teacher Education - Agriculture	
Teacher Education - Art	16
Teacher Education - Business	
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	23
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Italian	2

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	31
Teacher Education - Special Education	45
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	14
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	

Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	12
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	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
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	2
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	19
Psychology	6
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	2
Visual and Performing Arts	3
History	22
Foreign Languages	7
Family and Consumer Sciences/Human Sciences	
English Language/Literature	23
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	3
Engineering	1
Biology	4
Mathematics and Statistics	7
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Phvsics	

Business/Business Administration/Accounting	4
Computer and Information Sciences	
Other Specify: Recreation & Leisure	2

Section I.f Program Completers

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

2014-15: 144

2013-14: 177

2012-13: 444

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 2014-15

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

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

- The Mathematics Department is monitoring closely students as they progress through the program. By advising students on what next steps need to be and the importance of maintaining their GPA's, as well as prepare for the gate assessments that students need to pass, we hope to retain a larger number of undergraduates in our program.
- The Department also decided to reinstitute the issuance of letters of academic excellence to high performing mathematics students in mathematics classes. The goal of such letters is to attract undergraduates who may be interested in becoming a mathematics major in one of our three undergraduate degree programs, one of which is the secondary mathematics certification program.
- As second strategy to attract majors is to contact students at accepted students day, during the majors expo and at the admissions open house. At that time, the chair discusses the option of pursuing a degree in mathematics, one program of which is mathematics education.
- The Mathematics Department is considering offering a Masters degree with a specialization in elementary mathematics education. Candidates completing the program would qualify to be mathematics specialists or coaches at the k-8 level.
- The Pathways to Academic Excellence (PACe) Program has completed its 5-year grant this year, but the plan is to reapply for that funding and to financially support students who will enter college intending to major in mathematics education.

Provide any additional comments, exceptions and explanations below:

- The number of program completers for 2014-2015 was 4 undergraduate students, the same number as the previous year. One graduate student completed the program but needed to complete here DSAP (Durational Shortage Area Permit) at the beginning of the 2015-2016 academic year to fulfill the 10 month continued service requirement. The number is less than expected because four undergraduate candidates switched out of the certification track and one graduate student did not successfully complete the required courses in the program.
- The total number of candidates in the program is currently 11. We admitted two graduate candidates and four undergraduate candidates (a total of 6 new candidates, which is the same number of those who graduated in 2014-2015). We fell short of our goal of adding two candidates to the program above the previous year, since we had four candidates switch out of the certification track, decreasing our expected total.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

- The number of undergraduate program completers for 2015-2016 is expected to be 1 student. The number is three less than expected due to one student dropping out of the program after taking the secondary mathematics methods course and two students not meeting the Praxis II requirement for student teaching. One graduate student completed her DSAP (Durational Shortage Area Permit) in the fall of 2015. Two graduate students will complete their certification program requirements at the end of the academic year, one after completing one year of successful teaching under a DSAP, and the other after successfully completing student teaching.
- There are currently 6 undergraduate students in the School of Education in either Gate 2 or Gate 3.

Academic year 2016-17**Will your program prepare teachers in mathematics in 2016-17?**

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

- Our estimate is based on our current enrollment. We currently have 23 students who are preparing to pass through Gate 1 and enter the school of education. This number fluctuates as students experience the difficulty of mastering the upper level mathematics classes.
- The number of program completers is expected to be 6 (1 grad and 5 undergrad) which exceeds the current year by 2.

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 2014-15**Did your program prepare teachers in science in 2014-15?**

Yes

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

10

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Although we prepared 10 students in our methods course in the fall of 2014, not all the students participated in student teaching during the spring 2015 semester. During that time, we had only 4 student teachers complete student teaching. Two student teachers dropped out of the program and the others are student teaching during the 2015-16 academic year.

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

We allow student to be flexible when they student teach. The sequence between science methods and student teaching is not predetermined and allows candidates to student teach when they have completed their content coursework.

Provide any additional comments, exceptions and explanations below:

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

Academic year 2015-16**Is your program preparing teachers in science in 2015-16?**

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

12

Provide any additional comments, exceptions and explanations below:

This past year, we had 16 students take science methods during the fall 2015 and 12 went into student teaching in the spring of 2016. It is undetermined if this was an anomaly or will this be the norm.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

We will try to maintain a solid 10 teacher candidates for the 2016-17 academic year.

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 2014-15

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

Yes

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

1

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We participated in university open houses, promotional materials and advertisement activities.

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 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

We will continue to participate in university open houses, promotional materials and advertisement activities.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

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 2014-15

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

Yes

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

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

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

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

We admitted 16 new certified K-12 teachers who started our MS/TESOL program for 2015-2016 academic year in the fall, of 2015. Of these 16, 8 were financially sponsored through our federally funded Training for All Teachers Program.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

We have no guarantee of federal funding for this coming academic year, so we have reduced by three the estimated number of teachers we plan to admit; if we are refunded, we will be able to return to our projected target of 10. We will not know if we are refunded until July, 2016.

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 (%)
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	2			
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	12	174	10	83
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	34	174	32	94
ETS0133-ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0132-ART CONTENT TRAD CRITIC AESTHETICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0131-ART MAKING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0242-CHEMISTRY CONTENT ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	56	161	56	100
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	61	174	61	100

ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	57	169	57	100
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	174	14	100
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0353-ED OF EXCEPTIONAL STUDENTS CORE CK(DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	17	179	17	100
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	3			
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0012-ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2012-13	54	159	53	98
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2012-13	54	178	52	96
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	19	171	10	53
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	30	178	24	80
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	49	177	36	73
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2012-13	59	177	48	81
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) Other enrolled students	19	178	15	79
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	30	182	29	97
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	49	181	45	92
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	59	182	58	98

Educational Testing Service (ETS) All program completers, 2012-13				
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	19	164	8	42
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	30	175	25	83
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	49	175	42	86
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2012-13	60	176	57	95
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	19	159	11	58
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	30	169	22	73
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	49	170	40	82
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2012-13	60	173	55	92
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) Other enrolled students	3			
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	17	180	17	100
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2012-13	19	181	18	95
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0042-ENG LANG LIT COMP ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	7			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	6			
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	51	250	42	82
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2014-15	71	250	59	83
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2013-14	86	254	79	92
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2012-13	147	256	141	96
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS)	4			

All program completers, 2012-13				
ETS0433-GENERAL SCIENCE CONTENT ESSAYS (DISC) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) Other enrolled students	6			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	17	158	17	100
ACT1005-OPI ENGLISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT1006-OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1006-OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT1007-OPI GERMAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT1010-OPI ITALIAN American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1010-OPI ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2014-15	2			
ACT1010-OPI ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	5			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	4			
ACT3002-OPIC SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT3002-OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	1			

ETS0092-PHYSICAL ED ANALYSIS AND DESIGN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	6			
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	14	179	13	93
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	30	177	26	87
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0262-PHYSICS CONTENT ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	242	178	241	100
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	96	178	96	100
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	105	177	105	100
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	210	177	209	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	237	178	237	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	92	178	92	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	105	177	105	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	205	177	204	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	238	176	238	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	94	176	94	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	106	176	105	99
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	207	176	206	100
ETS5622-PRINC LEARNING AND TEACHING K-6	9			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	40	177	38	95
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	56	178	56	100
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	29	175	29	100
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	40	175	40	100
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	43	176	43	100
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	40	175	40	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	167	11	79
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	16	169	15	94
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	17	171	17	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	26	170	23	88
ACT2005-WPT FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT2005-WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	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, 2014-15	3			
ACT2009-WPT ITALIAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	6			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	5			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
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All program completers, 2014-15	143	120	84
All program completers, 2013-14	160	139	87
All program completers, 2012-13	380	346	91

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. Mar programs also instruct candidates how to use flipped classrooms to effectively integrate technology. Some professors have incorporated BYOD (Bring Your Own Device) to teach candidates how to utilize smart phones as an instructional tool. In addition, all candidates enroll in IDS 471 English Language Learners in the Classroom. In this course, candidates are taught how to incorporate many web-based resources in the instruction of ELL students.

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

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

Universal Design for learning is infused throughout many of the programs. This concept promotes the idea of designing all lessons/learning experiences right from the beginning to be accessible to the broadest range of learners. Candidates are taught to provide multiple means of representation (to present all information in a variety of formats/media), to provide multiple means of expression (all students to demonstrate knowledge in a variety of ways, not just through writing), and to provide multiple means of engagement (design learning opportunities to engage learners such as working with partners or small groups as well as letting students select the type of material from which they want to learn specific information). Again, this is taught to our candidates from the beginning of their program and infuse 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 need; 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 participation 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 2014-15