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Southern Connecticut State Univ
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Southern Connecticut State Univ
Institution/Program Type: Traditional
Academic Year: 2015-16
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 / 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 reques 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	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	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 2015-16

3.25

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 2015-16

3.53

Please provide any additional comments about the information provided above:

The GPA calculation for applicants admitted into initial educator preparation programs is based on all undergraduate coursework taken based on state admission regulations.

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	No	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	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 2015-16

3.2

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.84

Please provide any additional comments about the information provided above:

The GPA calculation for applicants admitted into initial educator preparation programs is based on all undergraduate coursework taken 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 2015-16:	374
Unduplicated number of males enrolled in 2015-16:	93
Unduplicated number of females enrolled in 2015-16:	281

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	34
Race	
American Indian or Alaska Native:	0
Asian:	8
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	288
Two or more races:	15

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	26
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	27
Number of students in supervised clinical experience during this academic year	144

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 2015-16. 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	39
Teacher Education - Early Childhood Education	10
Teacher Education - Elementary Education	38

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	11
Teacher Education - Business	
Teacher Education - English/Language Arts	13
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	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	18
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	11
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2
Teacher Education - Spanish	2
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:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the numbe 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	23
Teacher Education - Special Education	39
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	10
Teacher Education - Business	
Teacher Education - English/Language Arts	

Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	10
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	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	20
Psychology	2
Social Sciences	
Anthropology	
Economics	1
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	1
History	13
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	
English Language/Literature	13
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	5
Engineering	
Biology	5
Mathematics and Statistics	5
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	
Other Specify:	

Section I.f Program Completers

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

2015-16: 149

2014-15: 144

2013-14: 177

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 2015-16

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

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

The strategies used in the past have had limited success because the students declaring 7-12 mathematics education as their major have not been successful in upper level mathematics classes required in the program. In order to improve the quality of mathematics majors in general at Southern, the Mathematics Department has intiated several efforts to improve the incoming majors and retain those students who have already declared their major. The initiatives include:

1. Offering the MAPP Competition, a program that brings in high school students and their teachers to engage in solving mathematics puzzles and culminating with a scavenger hunt using mathematics problem solutions to guide the hunt.

2. Bringing in students and teachers from the Amity School District to visit the university to find out about the programs offered by the university in mathematics and science. The program is run by the Center for Excellence in Mathematics and Science (CEMS).

3. Offering extra help to students in mathematics courses leading to and including Calculus I using undergraduate students as Supplemental Instructors (Sis). These S have regular hours to meet with students to go over homework and the content of the course.

4. Redesigning the mathematics curriculum to offer an extra course to students coming into the university for STEM related courses. This extra course bridges the gap in students knowledge from Intermediate Algebra to Pre calculus, a gap that was leading to many students not prepared for the Calculus sequence, a hurdle that man candidates for the program are not satisfactorily completing.

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 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

See the comments above for explanations regarding what the program is doing to recruit more and qualified teacher candidates.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

2

Provide any additional comments, exceptions and explanations below:

The Department will establish a committee to review the past programs, evaluate their effectiveness and establish a more detailed plan for recruitment and retention in the teacher preparation program.

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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

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

12

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We were proactive with retaining prospective applicants by continually following up with phone calls and email communication. This was to our benefit. There is a lot of competition for secondary science candidates amongst the teacher education program in the southern tier of CT.

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

Personal connection is the best means toward recruitment. We have been active in this regard.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

12

Provide any additional comments, exceptions and explanations below:

We increased the number of students by two from 2015-16 to 2016-17 by the personal contact and the connections we made during the summer months of 2016. Flexibility is key in this regard.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

12

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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 2015-16

Did your program prepare 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

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We continued to participate in in 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 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

We will continue to participate in in Open Houses, promotional materials, and advertisement activities.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

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 2015-16

Did your program prepare 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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

The program used a variety of recruitment tools, including Graduate School Open House, visits to school sites for professional development training, scholarships supported by our NPD grant.

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

The program continues to use a variety of recruitment tools, including Graduate School Open House, visits to school sites for professional development training, scholarships supported by our NPD grant.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

10

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

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

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Group				
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, 2015-16	10	169	8	80
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	12	176	12	100
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	8			
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			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	152	161	150	99
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	156	176	156	100
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	151	170	151	100
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS5022-EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	7			
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			
ESP5002-EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson Other enrolled students	9			
ESP5002-EARLY CHILDHOOD EDUCATION TEST 2	13	238	12	92

Evaluation Systems group of Pearson All program completers, 2015-16				
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	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			
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	24	174	16	67
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	24	172	19	79
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5003-ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) Other enrolled students	3			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	22	182	21	95
ETS5033-ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	40	179	34	85
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	23	169	15	65
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	20	167	15	75
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5002-ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) Other enrolled students	3			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	22	183	22	100
ETS5032-ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	40	181	38	95
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS)	20	159	4	20

Other enrolled students				
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	25	171	18	72
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5005-ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) Other enrolled students	3			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	22	178	21	95
ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	40	175	35	88
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	21	161	10	48
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	23	166	16	70
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5004-ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) Other enrolled students	3			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	22	173	20	91
ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2013-14	40	172	36	90
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	2			
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
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	8			
ETS5039-ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	11	179	10	91

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	52	246	36	69
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	70	254	67	96
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2014-15	73	252	66	90
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2013-14	90	255	84	93
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) Other enrolled students	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
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			
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	3			
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	2			

American Council on the Teaching of Foreign Langua All program completers, 2015-16				
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			
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	8			
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2015-16	18	177	18	100
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	14	100
ETS0262-PHYSICS CONTENT ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	123	177	123	100
ETS0730-PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	99	178	99	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
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	121	178	121	100
ETS0710-PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	98	178	98	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
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	122	176	122	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	98	176	98	100
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS)	94	176	94	100

All program completers, 2014-15				
ETS0720-PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	106	176	105	99
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	40	177	38	95
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	24	176	23	96
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2015-16	35	176	33	94
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
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	172	10	83
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	10	168	10	100
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
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	2			
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	5			
ACT2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	2			
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			

Section III Summary Pass Rates

Group	Number	Number	Pass

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	146	130	89
All program completers, 2014-15	143	131	92
All program completers, 2013-14	160	149	93

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. Some programs also instruct candidates how to use flipped classrooms. Some professors have incorporated BYOD (Bring Your Own Device) to teach candidates how t utilize smart phones an as 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 some 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). Technology integration in the classroom will be a large focus for review in the next academic year.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

- teach students with disabilities effectively

Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, **and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

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

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, **and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

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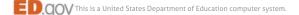
Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

AY 2015-16

ED.gov This is a United States Department of Education computer system.

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