

Report Card

Program Information

Name of Institution: Southern Connecticut State Univ
Institution/Program Type: Traditional
Academic Year: 2010-11
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 a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate 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 GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: Portfolio)	Yes	Yes

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

<http://www.southernct.edu/education/professionalprogramrequirements/>

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

Sophomore year Also post-grad for SED comprehensive

Does your initial teacher certification program conditionally admit students? Yes

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

Standard GPA requirement is a minimum of 2.7. However, students can receive a GPA waiver from the Dean if their Undergraduate GPA is 2.5 - 2.69. A School of Education GPA Waiver Committee will convene if the undergraduate GPA is below 2.5 and the coordinator would like the student to be considered.

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

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	2366
Unduplicated number of males enrolled in 2010-11:	706
Unduplicated number of females enrolled in 2010-11:	1660

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	140

<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	20
Black or African American:	111
Native Hawaiian or Other Pacific Islander:	0
White:	1804
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	200
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	257

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	38
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	40
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	13
Teacher Education - Business	
Teacher Education - English/Language Arts	14

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	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	10
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	5
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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))

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Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	38
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	40
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	13
Teacher Education - Business	
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	5
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	2
Teacher Education - Reading	
Teacher Education - Science	1
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	10
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

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

Section I.e Program Completers

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

2010-11: 139

2009-10: 194

2008-09: 238

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 10% increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>2011-2012 Goal: 10 % increase</p> <ol style="list-style-type: none"> 1. We participate at Undergraduate Admissions Open House (fall each year), the University Fair (fall each year), and the Graduate School Open House (twice per year). These events are heavily advertised outside the university, and serve as recruitment opportunities. Math faculty will be part of the team. 2. We sponsor the New Haven Mathematics Competition (spring each year). The competition has been held for over twenty years, and was partly conceived as a recruiting tool. 3. Our faculty are listed on the Speaker's Bureau, so that they can visit area schools, give talks on mathematics, and potentially influence more students to study mathematics at SCSU. 4. The National Science Foundation (NSF) has awarded a \$600,000 grant for the creation of a Pathways to Academic Excellence (PACe) program, in which 26 outstanding high school and community college students wishing to pursue math, computer science, biology, chemistry, physics or earth science will receive full 4-year scholarships to Southern. The program was started in 2011 with the recruitment of high school students, and by the third year, will reach out to community college students. From these students faculty will also recruit any who may be interested in the teacher certification program.

5. We encourage students in elementary education who have Bachelors of Arts degrees in mathematics to pursue cross-endorsements in secondary mathematics. In addition, we also help cross-endorse current teachers who hold endorsements in other areas, such as science, for instance. There is potential for increasing the number of secondary mathematics teachers by tapping this pool.

6. The Pathways to Teaching program, a recent collaboration between the state community colleges and the state universities, has the potential to provide a pool of students who begin their studies at a community college and enter a state university prepared to pursue secondary mathematics certification.

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

1. Seven undergraduate students were admitted into the School of Education for 2011-2012, as opposed to three in 2010-2011; thus, this was an increase of over 100%. Eleven graduate students were admitted into the School of Education for 2011-2013, as opposed to five for 2010-2011. Again, this was an increase of over 100%. Since the 2010-2011 figures were unusually low, this could explain the high increases in enrollment from that year to the next, and may not be directly related to any recruiting efforts on our part.

1. Our Mathematics Competition has not been very effective. Only a few students over the years have chosen to attend SCSU and pursue secondary mathematics certification. We regard the competition as an important community service, and are planning follow-up to reach contacts made.

2. With the addition of three new faculty members for the academic year 2012-2013, we anticipate greater success with offering the Speaker's Bureau.

3. We will continue to encourage candidates in elementary education with a Bachelor of Arts in mathematics to pursue cross-endorsement in secondary mathematics certification. Some students have already pursued this avenue.

4. The Pathways to Teaching Program promises to make transfer to SCSU easier for students. We remain in contact with the coordinators at the community colleges to assist in advisement and facilitate the transfer of the mathematics candidates. To date, although we have had some applicants, they have not pursued their applications and presumably have gone to other universities or changed their minds about becoming secondary mathematics majors.

5. Should Connecticut adopt a minimum 3.0 grade point average for entrance into certification programs, this could negatively impact our enrollment numbers. Mathematics is a difficult subject for many, and requiring our students to achieve 3.0 overall with a major in mathematics could possibly result in fewer eligible candidates.

Science

Academic year: 2010-11

Goal: 5% increase

Goal met? No

Description of strategies used to achieve goal:

2011-2012 Goals 5% increase

1. We participate at Undergraduate Admissions Open House and the Graduate School Open

House (twice per year).

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

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

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

5. The National Science Foundation (NSF) has awarded a \$600,000 grant for the creation of a Pathways to Academic Excellence (PACe) program, in which 26 outstanding high school and community college students wishing to pursue math, computer science, biology, chemistry, physics or earth science will receive full 4-year scholarships to Southern. The program started in 2010 with the recruitment of high school students, and by the third year, will reach out to community college students. From these students faculty will also recruit any who may be interested in the teacher certification program.

Outcome: We experienced a decline in certification student enrollment of 40% for the 2011-2012 academic year.

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

Goals for 2012-2013:

Goal: To maintain enrollment at current level

Description of strategies to achieve goal:

1. Continue representing department at undergraduate and graduate Open Houses and Informational Meetings
2. To design and produce posters to be hung in science departments to recruit potential students.
3. Continue working the community college faculty to identify and help facilitate student transfer to SCSU. Develop recruitment material including posters and brochures to be distributed at local community colleges.

Special
education

Academic year: 2010-11

Goal: 2% increase

Goal met? No

Description of strategies used to achieve goal:

2012-2013 Goals: 2% increase

1. We participate at Undergraduate Admissions Open House (fall each year), the University Fair (fall each year), and the Graduate School Open House (twice per year). These events are heavily advertised outside the university, and serve as recruitment opportunities.

2. We participate in Dean's Day to encourage incoming Freshmen to consider special education as a prospective major.
3. We co-present programs with the elementary education faculty during new student orientation to ensure that all students interested in becoming teachers are aware of the collaborative program and the opportunity to gain dual certification.
4. Certification courses are undergraduate courses; however, we offer sections of these courses in the evening so students who are employed full-time can pursue certification.
5. We offer an off-site cross endorsement program to accommodate students who are seeking a second endorsement/cross endorsement in special education and are living in the eastern part of the state.
6. The Pathways to Teaching program, a recent collaboration between the state community colleges and the state universities, has the potential to provide a pool of students who begin their studies at a community college and enter a state university prepared to pursue special education certification.
7. We offer all of our certification courses in the summer, which permits students to complete their programs and enter the field more quickly
8. Seek Board of Regents approval to offer initial certification program at off-site location

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

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

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

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

Once approval is received from Board of Regents we will advertise initial certification program at off-site location.

Instruction of limited English proficient students

Academic year: 2010-11

Goal: 13 in-service CT teachers

Goal met? Yes

Description of strategies used to achieve goal:

2012-2013 Goal Recruit 13 more CT Teachers

Our federally funded Training for All Teachers(TAT)Program will continue to monitor the progress of the targeted scholarship recipients to ensure that they complete the coursework and obtain the ESL or Bilingual Ed cross endorsement.

Under the umbrella of TAT, the targeted in-service teachers not only receive scholarship money, they also receive ongoing support in the form of monthly Community of Practice meetings, to ensure that they feel a sense of community and have the support needed to

	<p>complete the academic program. Per the grant proposal, we are partnering with Two CT Cities that are in need of district wide improvement: Hamden, and New Haven. We have identified a number of teachers from each district and are supporting their education, as they make progress on their MS degrees and the coursework necessary for the ESL or Bil Ed cross endorsement.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We will continue to participate in joint presentations with elementary education faculty during new student orientations and advising activities to promote awareness of and answer questions about the collaborative undergraduate program.</p> <p>We will provide information about the cross endorsement program at Graduate Open House.</p> <p>We will advertise and offer cross endorsement program/master degree program at off-site location.</p>
<p>N/A</p>	<p>Academic year: 2011-20</p> <p>Goal: see narratives</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Not applicable.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Not applicable.</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

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

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	21	169	18	86	91	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	170	11	100	100	174
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	19	171	19	100	100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	25	172	25	100	98	176
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) Other enrolled students	20	148	20	100	100	150
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS	11	146	11	100	100	150

Educational Testing Service (ETS) All program completers, 2010-11						
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2009-10	19	146	19	100	100	148
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2008-09	25	150	25	100	100	150
ETS0131 -ART MAKING Educational Testing Service (ETS) Other enrolled students	20	160	20	100	97	161
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	11	163	11	100	100	164
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	19	164	19	100	100	164
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2008-09	25	161	25	100	100	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	16	166	14	88	91	167
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				96	167
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	11	165	11	100	100	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	17	164	17	100	100	168
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) Other enrolled students	1				91	153
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	1				100	160
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS)	4					

All program completers, 2008-09						
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1				91	167
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1				100	171
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	4					
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				100	178
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	177	10	100	100	177
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	25	179	25	100	100	179
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	174
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) Other enrolled students	25	174	24	96	98	176
ETS0353 -ED OF EXCEPTIONAL STUDENTS:	20	173	20	100	100	177

CORE CK Educational Testing Service (ETS) All program completers, 2010-11						
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	65	174	65	100	99	176
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	78	176	78	100	100	176
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	1				100	186
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	10	183	10	100	100	185
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	25	183	25	100	100	185
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) Other enrolled students	91	158	85	93	89	158
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2010-11	41	159	40	98	99	160
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2009-10	63	159	63	100	100	160
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2008-09	105	160	105	100	100	161
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	95	177	86	91	90	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	42	179	41	98	98	181

All program completers, 2010-11						
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	63	180	63	100	100	180
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	104	177	104	100	99	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	23	184	19	83	78	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	177	8	73	93	182
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	30	182	30	100	96	182
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	186	11	100	99	183
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) Other enrolled students	22	162	18	82	73	162
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	11	163	11	100	96	165
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	30	163	30	100	97	164
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	11	165	11	100	97	164
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	159	252	134	84	82	253
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2010-11	47	261	46	98	96	259
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2009-10	75	257	75	100	98	258

ESPO090 - FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2008-09	4				50	241
ETS0435 - GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4					
ETS0435 - GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	171
ETS0435 - GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	167
ETS0435 - GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	168
ETS0433 - GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) Other enrolled students	3					
ETS0433 - GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	2				100	156
ETS0433 - GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	4				100	155
ETS0433 - GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	1				91	153
ETS0550 - HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	8					
ETS0550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	3					
ETS0061 - MATHEMATICS: CONTENT	25	153	24	96	89	153

KNOWLEDGE Educational Testing Service (ETS) Other enrolled students						
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				100	156
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				99	153
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	13	147	13	100	100	153
ACT1010 - OPI ITALIAN American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	3					
ACT1018 - OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	4				90	7
ACT1018 - OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2010-11	1				93	7
ACT1018 - OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2009-10	2				100	7
ETS0092 - PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) Other enrolled students	12	162	12	100	96	162
ETS0092 - PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2010-11	12	161	12	100	99	162
ETS0092 - PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2009-10	29	166	29	100	100	164
ETS0092 - PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS)	39	164	39	100	100	164

All program completers, 2008-09						
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	159	10	83	83	158
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	159	12	100	97	161
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	29	162	29	100	100	163
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	39	161	39	100	99	162
ETS0262 - PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0262 - PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0262 - PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0265 - PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2					
ETS0265 - PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0265 - PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0265 - PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	558	177	532	95	99	178
ETS0730 - PRAXIS I MATHEMATICS	76	177	76	100	100	178

Educational Testing Service (ETS) All program completers, 2010-11						
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	166	178	166	100	100	178
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	229	178	229	100	100	178
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	556	177	530	95	98	178
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	75	178	75	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	164	179	164	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	225	178	224	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	554	176	536	97	99	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	72	176	72	100	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	160	176	160	100	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	223	175	222	100	100	176
ETS0543 -SE: CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	34	174	30	88	90	175
ETS0543 -SE: CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2010-11	9				98	176
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	42	166	28	67	73	168
ETS0081 -SOCIAL STUDIES: CONTENT	13	167	12	92	87	170

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	12	173	12	100	95	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	27	170	27	100	99	172
ACT2009 -WPT ITALIAN American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	3					
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	5				100	7
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All program completers, 2009-10	1				100	7

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	133	123	92	95
All program completers, 2009-10	249	249	100	98
All program completers, 2008-09	334	332	99	99

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

Section V. Technology

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 how your program 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 how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All programs prepare our candidates to integrate technology effectively into curricula and instruction. This is infused in curriculum throughout the candidates program. Some programs utilize SMART BOARDS, Mimeo Boards, and instruct candidates to review software that is available by discipline to enhance instruction. In addition, candidates enroll in IDS 471 English Language Learners in the Classroom. In this course, candidates are taught how to incorporate many web-based resources in the instruction of ELL students.

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

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

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

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

Section VI. Teacher Training

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

Beginning with the candidate's very first special education course, SED 225 - Introduction to Exceptionalities, courses focus on addressing the legal, educational, and instructional needs of all students with exceptionalities. Our candidates are prepared to assess student needs, design instructional activities to meet identified needs, and modify instruction so students can participate successfully in the least restrictive environment. In order to best prepare candidates to effectively participate as a member of the students' IEP teams, candidates take SED 445 - Collaboration in the Schools. This course prepares candidates to work collaboratively with teachers, support specialists, paraprofessionals, and parents. Candidates also take IDS 471 - English Language Learner to ensure they are able to meet the needs of students who have limited

English proficiency. To complement the coursework, several of the courses candidates enroll in have clinical field experiences. All of the following courses have clinical field experience components: SED 435 Language Arts for Exceptional Individuals and lesson planning, SED 365 Basic Principles of Academic Assessment and Remediation for Exceptional Individuals, and SED 449 School Based Experience in Special Education. In addition, there are 5 additional Special Education courses that in addition to preparing candidates to gain the content knowledge necessary to address the needs of students with special needs also include clinical field experience to augment the courses.

Section VII. Contextual Information

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

Supporting Files

Southern Connecticut State Univ
Traditional Program
2010-11