

Title II Higher Education Act

SUBMIT REPORTS

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Southern CT State University
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Southern CT State University
Institution/Program Type: Traditional
Academic Year: 2009-10
State:

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

Contact Name: Dr. Michael Sampson
Phone: 203-392-5900
Email: sampsonm1@southernct.edu

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	Yes	Yes
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	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
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	Yes	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	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 2009-10:	2470
Unduplicated number of males enrolled in 2009-10:	596
Unduplicated number of females enrolled in 2009-10:	1874

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	131
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	21
Black or African American:	120
Native Hawaiian or Other Pacific Islander:	0
White:	1982
Two or more races:	9

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	
Average number of clock hours required for student teaching	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7.25
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3.25
Number of students in supervised clinical experience during this academic year	149

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Biology	6
Earth Science	1
Education	74
English	11
Exercise Science	30
Geography	1

History	13
Mathematics	7
Physics	1
Spanish	3
Special Education	31
TOTAL	178

Subject area	Number prepared
Bilingual/Elementary Education	1
Biology (7-12)	6
Collaborative Early Childhood Education	7
Earth Science (7-12)	1
Elementary Education, 1-6	3
Elementary Education, K-6	69
English (7-12)	11
Exercise Science (K-12)	30
Geography (7-12)	1
History and Social Science (7-12)	13
Mathematics (7-12)	7
Physics (7-12)	1
Spanish (7-12)	3
Special Education (1-12)	1
Special Education (K-12)	6
Special Education/Elementary Education Collaborative	18
TOTAL	178

Section I.e Program Completers

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

2009-10: 194

2008-09: 238

2007-08: 234

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: 5 % increase</p> <ol style="list-style-type: none"> 1. We will 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 our 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 this year 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. We participated in two seminars with the group this spring and are planning more meetings for fall 2011. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ol style="list-style-type: none"> 1. Our Mathematics Competition has been ineffective. 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. Since the Speaker's Bureau is just beginning implementation, we cannot yet determine if this will have a positive impact on our program enrollment.

	<p>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. We have already approached two such junior-level candidates who have expressed the desire to do this.</p> <p>4. The Pathways to Teaching Program promises to make transfer to SCSU easier for students. We are in contact with the coordinators at the community colleges to assist in advisement and facilitate the transfer of the mathematics candidates.</p>
<p>Science</p>	<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 Goals 5% increase</p> <ol style="list-style-type: none"> 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. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We submitted a \$300,000 grant proposal for professional development, including science education, in spring 2011. If funded, it will allow us to do in-service training to high school science teachers and to potentially recruit their best students.</p>
<p>Special education</p>	<p>Academic year: 2010-11</p> <p>Goal: 2% increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>2011-2012 Goals: 2% increase</p>

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

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.

Instruction of limited English proficient students

Academic year: 2010-11

Goal: 15 in-service CT teachers

Goal met? No

Description of strategies used to achieve goal:

2011-2012 Goal Recruit 15 more CT Teachers

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

Under the umbrella of TAT, those targeted in-service teachers not only receive scholarship money, they also receive ongoing support in the form of monthly Community of Practice meetings, to ensure that they feel a sense of community and have the support needed to complete the academic program. Per the grant proposal, we are targeting four CT cities that are in need of district wide improvement: Windham, Norwich, New London, and New Haven. We have identified a number of teachers for each district and are supporting their education, as they complete the MS and the coursework necessary for the ESL or Bil Ed cross endorsement.

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We will continue to recruit teachers into this high need area. As a part of the new Liberal Education Program at SCSU, all students will be required to be proficient in a foreign language. We will use these language classes for recruitment.</p>
N/A	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

New state of CT teacher certification regulations are proposed and waiting final legislative approval. Special Education/Elementary Education collaboration will need to be redesigned or eliminated. Additional pre-requisites for SPED certification at the graduate level may delay many students' entry into a certification program.

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 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

No assessment pass rates have been reported.

Section III. Summary Rates

No summary pass rates have been reported.

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 implimented the tk20 software this academic year to capture candidate work samples. This enabled the Unit to ensure all candidates are demonstrating this requirement of K-12 student learning and that proper analysis is taking place.

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

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

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

Section VI. Teacher Training

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 CT State University
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