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SUC Oswego  
 Traditional Program  
 2008-09

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[Program Information](#)

**Name of Institution:** SUC Oswego  
**Institution/Program Type:** Traditional  
**Academic Year:** 2008-09  
**State:** New York

**Address:** 7060 State Route 104  
 Oswego, NY, 13126

**Contact Name:** Dr. John McCarthy Jr.  
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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	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No

Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum high school GPA	Yes	No
Minimum undergraduate GPA	No	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	Yes
Resume	No	Yes
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Program Advisement, evaluation, work verification )	Yes	Yes

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

<http://www.oswego.edu/admissions/>

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

Freshman year

**Does your initial teacher certification program conditionally admit students?** No

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

-Technology Education a copy of initial certification -- allow conditional admission.

-A minimum Undergraduate GPA of 2.7 is required for ALL graduate teacher education programs. For GPA below 2.69, GRE or MAT (Miller Analogies Test) is required for admission to Adolescence 7-12, MSED, Childhood 1-6,MSED, Childhood Special Education 1-6 MSED, Literacy B-6 & 5-12 MSED, and C&I MSED programs. Further, for Adolescence Chemistry and Math, 7-12 MSED programs only GRE score is accepted, if the GPA is 2.69 or below.

### 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 2008-09:	1987
Unduplicated number of males enrolled in 2008-09:	763
Unduplicated number of females enrolled in 2008-09:	1224

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	40
<i>Race</i>	
American Indian or Alaska Native:	9
Asian:	23
Black or African American:	21
Native Hawaiian or Other Pacific Islander:	0
White:	1928
Two or more races:	6

**Section I.c Supervised Experience**

**Provide the following information about supervised clinical experience in 2008-09.**

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	12
Number of students in supervised clinical experience during this academic year	338

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

**Section I.d Certified Licensed**

**Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.**

Teaching subject/area	Number certified/ licensed	Number certified/ licensed	Number certified/ licensed

	2008-09	2007-08	2006-07
TOTAL (all areas/subjects)	524	505	530
Adolescence Education	141	98	118
Elementary Education (N-6) Reading	0	2	3
Elementary Education (N-9)	0	1	1
Technology Teacher Education	89	69	73
Teaching English to Speakers of Other Languages	9	7	3
Vocational Teacher Preparation	17	19	16
Art Education MAT	12	13	18
Childhood Education	175	216	225
Literacy Education	66	68	63
Special Education	15	12	10

Section I.e Program Completers

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

2008-09: 527

2007-08: 517

2006-07: 590

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: 2008-09</p> <p>Goal: To increase enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p>

	<p>High school and community college students visit campus attending particular session; Open House: collaboration through the community to include individuals outside the School of Education on advisory-type (review) committees. Faculty diversity coordinator.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Targeting high school students at an earlier grade level, attending more graduate fairs</p>
Science	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> To increase enrollment</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>High school and community college students visit campus attending particular session; Open House: collaboration through the community to include individuals outside the School of Education on advisory-type (review) committees. Faculty diversity coordinator</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Targeting high school students at an earlier grade level, attending more graduate fairs</p>
Special education	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> To increase enrollment</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>High school and community college students visit campus attending particular session; Open House: collaboration through the community to include individuals outside the School of Education on advisory-type (review) committees. Faculty diversity coordinator.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Targeting high school students at an earlier grade level, attending more graduate fairs; School of Education has submitted a new program proposal for Special Education Childhood-- Professional Certification in order to attract additional graduate students who seek to have initial certification in Special Education.</p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> To increase enrollment</p> <p><b>Goal met?</b> Yes</p>

	<p><b>Description of strategies used to achieve goal:</b></p> <p>High school and community college students visit campus attending particular session; Open House: collaboration through the community to include individuals outside the School of Education on advisory-type (review) committees. Faculty diversity coordinator.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Appointment of an education faculty as Director of Linguistics Program, will provide an avenue for recruiting additional students into TESOL Program.</p>
	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></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:**

The following strategies/initiatives/partnerships have contributed to SUNY Oswego's success in meeting the assurances listed in Section II regarding the rigor and breadth of training of the School of Educations' special education and general education teachers:

SUNY Oswego's Team Sheldon is a partnership among the Oswego County public schools, the Oswego County Board of Cooperative Educational Services (BOCES), and the SUNY Oswego School of Education. Team Sheldon looks at issues surrounding provision of appropriate training for prospective teachers in identifying educational needs at the local level, through this collaborative forum. Other collaborative issues addressed by this partnership include, but are not limited to, Field Placement (student teaching), needs assessment for new programs, implementation of instructional techniques for diverse populations, and review of programmatic coursework to ensure that the rigor of the curriculum is meeting the needs of the (continuously) changing learning environment.

Further, our Center for Urban Schools in the School of Education is a resource center for communication among students, staff, faculty, and others who are interested in urban education issues. The initiatives of the Center for Urban Schools support the School of Education's goal to provide every candidate a field experience in an urban high needs school setting. The Center works to establish a presence in those schools where student poverty rates are the highest, student diversity is the norm not the exception, educational resources are extremely scarce, and where student achievement as well as teacher availability are the lowest; namely New York State urban schools. Since the Center for Urban Schools was created, the numbers of SUNY Oswego teachers taking positions in urban schools has risen slightly, and the numbers of urban field placements, participation in urban education courses, faculty engaged in urban education scholarship, and urban school partnerships have risen dramatically.

SUNY Oswego's prospective special education teachers enter into the School of Educations' graduate program already certified; having received instruction and coursework in core academic subjects as well as specialized training in providing instruction to children with disabilities. Further, general education teachers, as part of their core curriculum requirements, must participate in coursework focused at providing an introduction to federal laws and state regulations for educating students with disabilities. Characteristics of various disabilities are presented and discussed with a focus on educational implications. Course content emphasizes effective strategies for meeting individual student needs within the regular classroom (e.g., curriculum, instruction and assessment practices for diverse groups, collaboration with special education teammates).

**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
68 -Agric. CST Evaluation Systems group of Pearson All program completers, 2008-09	2					

68 -Agric. CST Evaluation Systems group of Pearson All program completers, 2007-08	1					
90091 -ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	456		455	100		
90091 -ATS-W Evaluation Systems group of Pearson All program completers, 2007-08	436		435	100		
6 -Biology CST Evaluation Systems group of Pearson All program completers, 2008-09	9					
6 -Biology CST Evaluation Systems group of Pearson All program completers, 2007-08	7					
69 -Bus.and Mark.CST Evaluation Systems group of Pearson All program completers, 2008-09	13		12	92		
69 -Bus.and Mark.CST Evaluation Systems group of Pearson All program completers, 2007-08	11		11	100		
7 -Chemistry CST Evaluation Systems group of Pearson All program completers, 2008-09	2					
7 -Chemistry CST Evaluation Systems group of Pearson All program completers, 2007-08	2					
8 -Earth Science CST Evaluation Systems group of Pearson All program completers, 2008-09	1					
8 -Earth Science CST Evaluation Systems group of Pearson All program completers, 2007-08	2					
3 -English Language Arts CST Evaluation Systems group of Pearson All program completers, 2008-09	30		27	90		
3 -English Language Arts CST Evaluation Systems group of Pearson All program completers, 2007-08	21		20	95		
22 -ESOL CST Evaluation Systems group of Pearson All program completers, 2008-09	15		15	100		
22 -ESOL CST Evaluation Systems group of Pearson	5					



All program completers, 2007-08						
72 -Fam.and Con.Sci.CST Evaluation Systems group of Pearson All program completers, 2008-09	1					
12 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2008-09	4					
1 -LAST Evaluation Systems group of Pearson All program completers, 2008-09	465		461	99		
1 -LAST Evaluation Systems group of Pearson All program completers, 2007-08	431		427	99		
65 -Literacy CST Evaluation Systems group of Pearson All program completers, 2008-09	65		65	100		
65 -Literacy CST Evaluation Systems group of Pearson All program completers, 2007-08	78		78	100		
4 -Math CST Evaluation Systems group of Pearson All program completers, 2008-09	11		11	100		
4 -Math CST Evaluation Systems group of Pearson All program completers, 2007-08	9					
2 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2008-09	179		177	99		
2 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2007-08	184		182	99		
9 -Physics CST Evaluation Systems group of Pearson All program completers, 2007-08	2					
5 -Social Studies CST Evaluation Systems group of Pearson All program completers, 2008-09	42		36	86		
5 -Social Studies CST Evaluation Systems group of Pearson All program completers, 2007-08	40		35	88		
20 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2008-09	7					
20 -SPANISH CST	8					

Evaluation Systems group of Pearson All program completers, 2007-08						
60 -Stu.W/Disab.CST Evaluation Systems group of Pearson All program completers, 2008-09	15		15	100		
60 -Stu.W/Disab.CST Evaluation Systems group of Pearson All program completers, 2007-08	16		16	100		
77 -Tech.Ed. CST Evaluation Systems group of Pearson All program completers, 2008-09	74		74	100		
77 -Tech.Ed. CST Evaluation Systems group of Pearson All program completers, 2007-08	65		65	100		
79 -Visual Arts CST Evaluation Systems group of Pearson All program completers, 2008-09	6					
79 -Visual Arts CST Evaluation Systems group of Pearson All program completers, 2007-08	8					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	505	485	96	
All program completers, 2007-08	493	475	96	

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:**

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.**

Course instructors, student teaching supervisors, and practitioners in the field, during field experiences (pre-student teaching and student teaching), will collaborate on development and implementation of both written assignments and field experiences targeted at development of skills of assessment, use of instructional technology, and critical reflection and analysis on student learning. Students are exposed to not only professional education courses, but an aggregate of technology laboratory courses in order to challenge our students to foster and participate in authentic learning tasks. Through the implementation of multiple instructional strategies, including technology, students begin to develop a body of knowledge as well as a process for directed application of this knowledge through practice and promotion of authentic learning environments and success in the classroom.

## 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.**

Instructional coursework infused within the curriculum provides an introduction and overview to federal laws and state regulations for educating students with disabilities. Students are oriented to characteristics of various disabilities, with a focus on educational implications. Instruction emphasizes effective strategies for meeting individual student needs within the regular classroom (e.g., curriculum, instruction and assessment practices for diverse groups, collaboration with special education teammates). Further, field-based experiences require students to observe and explore the roles and responsibilities of classroom teachers related to teaching learners with disabilities. Field experiences will focus on implementing instructional activities for small groups in classrooms which include students with disabilities. Learned competencies will accentuate teaching practices that address the needs of individual students with disabilities within school classrooms. Students will be able to provide a rationale for collaborative teamwork related to inclusive education and articulate multiple strategies to facilitate student success.

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**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.**

Specific course work includes detailed preparation in the referral process for special education and the roles and responsibilities of general educators as members of the Individualized Education Program team.

These courses also explore utilization of effective practices for English language learners as well as other diverse student populations. Other significant coursework is guided by local, state, and national learning standards as planning, instructional strategies, assessment strategies, and management models are introduced for grades 7-12 foreign and second language classrooms. Instruction includes development of a knowledge-base around familiarity with theories concerning the nature of language, the function of language across social class, geographic regions and time, the acquisition of language, the nature of "proficiency," and reasons and goals for learning a foreign or second language. The curricular emphasis here is focused on students' transformation into professionals through reflective and practical application of theory and research to build professional understanding, skill, and dispositions, and encourages continuing growth in second/foreign language teaching.

## 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.**

The School of Education began implementation of a comprehensive data management system called Tk20, in the fall 2009, with phase 1 of implementation of this system. This data management system enables the School of Education to

capture important, key assessment data in pre-student teaching and student teaching in a centralized repository. Implementation phase-in continues as of the time of this writing, with full implementation planned for by fall 2010, across the School of Education. Faculty (clinical) supervisors and teacher mentors provide up-to-date evaluations of key assessments on teacher candidates, who in turn are able to review valuable feedback online in a fast, secure, and efficient manner. Further, the faculty of the School of Education foster extraordinary educators and learners, through communication and collaboration promoted by cross-departmental and cross-institutional organizational structures that advocate for autonomy, optimal allocation of resources, and state-of-the-art facilities and physical space. Further, faculty are committed to habits of mind (professional dispositions) and authentic learning teaching. Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. The conceptual framework uses weaving a braid as a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of KNOWLEDGE, PRACTICE, REFLECTION, COLLABORATION and LEADERSHIP, thus creating a complex braided school fabric in which AUTHENTIC LEARNING is an everyday reality for diverse students. Concern for SOCIAL JUSTICE anchors the educational process; it is the knot at the top of the braid. Educators must express professional values, commitments and ethics in order to promote authentic learning by all students in socially just school environments. We expect the potential for these dispositions to be exhibited by candidates at entrance to all programs. Faculty, administrators, teachers and other school personnel associated with programs in the School of Education support the development of candidates' understanding and practice of these professional dispositions within a socio-cultural perspective. Our goal is to prepare educators to function effectively as socially conscious catalysts for change, who create and sustain school environments where excellence is cherished and social justice flourishes. Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice. Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools. Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others to improve their own practice. Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community. Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others; and believe all students can learn authentically at high levels. Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community. Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

#### Supporting Files

SUC Oswego  
Traditional Program  
2008-09

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