Title II
Higher Education Act

SUBMIT REPORTS

Contact Us - Glossary - Log out

SUC Oswego

Traditional Program

2010-11

Institution/Program Information

Name of Institution: SUC Oswego

Institution/Program Type: Traditional

Academic Year: 2010-11

State: New York

Address: 7060 State Route 104

Oswego, NY, 13126

Contact Name: Mr. Joggeshwar Das

Phone: 315-312-3858

Email: jogy.das@oswego.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

SUC Oswego

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

Section I.a Admission Requirements

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/credites/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
Recommendation(s)	No	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Resume	No	Yes
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	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 specific programs. For Adolescence Chemistry and Math, 7-12 MST/MAT programs, if the GPA is 2.69 or below, ONLY GRE score is accepted (MAT score not accepted).

SUC Oswego

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

Section I.b 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:	2032
Unduplicated number of males enrolled in 2010-11:	726
Unduplicated number of females enrolled in 2010-11:	1306

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	74
Race	
American Indian or Alaska Native:	5
Asian:	16
Black or African American:	42
Native Hawaiian or Other Pacific Islander:	0
White:	1834
Two or more races:	37

SUC Oswego

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

Section I.c Supervised Clinical Experience

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

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	14
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	22
Number of students in supervised clinical experience during this academic year	752

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

We have 589 Cooperating Teachers in School Districts helping our Teacher Candidates in Supervised Clinical Experiences. These have not been included in the above numbers under "Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)".

SUC Oswego

Traditional Program

2010-11

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

- -

SUC Oswego

Traditional Program

2010-11

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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	138
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	1
Teacher Education - Art	8
Teacher Education - Business	3
Teacher Education - English/Language Arts	31
Teacher Education - Foreign Language	6
Teacher Education - Health	46
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	118
Teacher Education - Mathematics	20
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Social Science	

Teacher Education - Social Studies	53
Teacher Education - Technical Education	2
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	2
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	10
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

SUC Oswego

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	138
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	1
Teacher Education - Art	8
Teacher Education - Business	3
Teacher Education - English/Language Arts	31
Teacher Education - Foreign Language	6
Teacher Education - Health	46
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	118
Teacher Education - Mathematics	20
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	8
Teacher Education - Social Science	
Teacher Education - Social Studies	53

Teacher Education - Technical Education	2
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	10
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:	

SUC Oswego

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

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: 453

2009-10: 424

2008-09: 453

SUC Oswego

Traditional Program

2010-11

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

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	**Academic year:** 2010-11 **Goal:** To increase enrollment **Goal met?** Yes **Description of strategies used to achieve goal:** 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. See additional comments and explanations in the overall section below. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Targeting high school students at an earlier grade level, attending more graduate fairs
Science	**Academic year:** 2010-11 **Goal:** To increase enrollment **Goal met?** Yes **Description of strategies used to achieve goal:** 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. See additional comments and explanations in the overall section below
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	Targeting high school students at an earlier grade level, attending more graduate fairs
Special education	**Academic year:** 2010-11
	Goal: To increase enrollment
	Goal met? No
	Description of strategies used to achieve goal:
	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. See additional comments and explanations in the overall section below.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	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.
Instruction of limited English proficient students	**Academic year:** 2010-11
	Goal: To increase enrollment
	Goal met? Yes
	Description of strategies used to achieve goal:
	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. See additional comments and explanations in the overall section below.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	Appointment of an education faculty as Director of Linguistics Program, will provide an avenue for recruiting additional students into TESOL Program.
NA	**Academic year:** 2010-11
	Goal: NONE
	Goal met?
	Description of strategies used to achieve goal:
	SEE BELOW
	Description of steps to improve performance in meeting goal or lessons

| | **learned in meeting goal:** |
| | SEE BELOW |

Provide any additional comments, exceptions and explanations below:

In July 2011, we were awarded funding to develop and implement an innovative clinically rich graduate level teacher preparation program, the Oswego Residency Initiative for Teacher Excellence (O-RITE). Students in this program will be based in either NYC, Syracuse, or Oswego County as they simultaneously complete a 180-day secondary classroom-based clinical residency and take coursework to support their development as teachers. In this 37 credit MAT program, which culminates in recommendation for dual certification in Students with Disabilities 7-12 Generalist and either Mathematics 7-12, TESOL K-12, or Biology, Chemistry, Earth Science or Physics 7-12, students will complete 20 credits (54%) via a synchronous on-line learning platform.

SUNY Oswego is offering its first MAT degree program in which apprentice teachers will complete coursework while undertaking intensive residency experiences in high-need schools in both rural and urban areas. Funded by the New York State Department of Education, the 13-month MAT program is designed to prepare teachers to work in the areas of Secondary Special Education and Science, Math or TESOL in high-need schools in Oswego, Syracuse and New York City. This means one can work close to home, in a school that needs them, while completing coursework toward a Master's Degree and Initial Teaching Certification.

Our Program:

• 13-month intensive teacher preparation program offering $10,000 tuition remittance and $30,000 living stipend.

• Full community immersion through intensive school-based residencies and internships at community-based organizations.

• Learn to teach in the classroom with an experienced, helpful mentor teacher.

• Become part of a supportive community of learners and teachers, for the duration of the program and beyond.

• Work in high-need schools in shortage areas to help improve student learning.

• Graduate with authentic teaching experience and initial dual certification in Students w/Disabilities 7-12 Generalist and a secondary Math/Science or TESOL discipline.

• On-going professional development and placement support for degree recipients.

Another strong initiative is through the Teaching Opportunity Corps (TOC) Trust initiative, students in the SOE have made a number of presentations in Syracuse schools and several other schools in the region played an integral part in the recruitment of students of color. Additionally, TOC scholars have hosted 3 groups, about 50 students in all, from urban and/or high need groups. These high school students were all exploring teaching careers and the TOC scholars led campus tours and answered students' questions about career and college planning.

Other Initiatives:

• Program Advisory Group (PAG), which are advisory boards consisting of School of Education, Arts & Sciences (or School of Business or School of Communication, Media, and The Arts) faculty as appropriate; school practitioners; and candidates. The Program Advisory Groups are organized in each department to meet the unique needs of candidates in each program. The Program Advisory Groups consult to make recommendations about program changes and improvements.

• Pursue grant opportunities to support students who wish to pursue certification.

• Develop multiple pathways to teaching certification.

• Develop a graduate-level, residency-based certification model.

• Communicate with our business partners to recruit possible career-changers who may wish to pursue a teaching

license

• Work with our Office of Research to encourage faculty to write grants that will enhance opportunities and support for prospective teachers in certification areas.

<div align="right">

SUC Oswego

Traditional Program

2010-11

</div>

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

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.

Team Sheldon maintains three PDS sites while supporting the development of Professional Development Partnership Schools (PDPSs) in four sites that may eventually become full-fledged PDSs as well. The PDPS model is unique in utilizing college student teacher supervisors as professional development coordinators in the school, supported by funding from the school district and SUNY. These sites host candidates in our Childhood, Adolescence, TESOL, and Technology Education programs.

The School of Education is involved in numerous professional development school (PDS) initiatives in Oswego and Onondaga Counties. All are designed to promote authentic learning for P-12 students, promote professional growth among pre-service and in-service teachers, and use an inquiry approach to address the diverse learning needs of P-12 students. More than a dozen faculty members from the departments of Curriculum & Instruction, Technology, and Counseling & Psychological Services participate in various PDS initiatives.

Professional development school initiatives are established at several schools in the Syracuse City School District that host candidates in our Adolescence, Childhood, and TESOL programs, including Henninger High School, Huntington K-8 School and Delaware Elementary. The Onondaga Nation School Partnership is a literacy professional development initiative that involves candidates in our Literacy program.

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).

We have developed a course on Culturally Relevant Teaching. In addition, we regularly organize seminars/discussions on using culturally relevant teaching to help students learn. Topics include "Addressing Issues Related to Academic Achievement through Multicultural Education"; "Philosophical Aspects of Cultural Difference in Learning"; and "Responding to Cultural Difference in Teaching and Learning."

Throughout the program, students are taught about culturally relevant pedagogical practices, and discuss how this concept is applied in different contexts – i.e. urban and rural schools. In addition, ongoing conversations on how context impacts students' ability to learn occur throughout the program, and include discussions on children from low-income families.

One of the most successful strategies includes the culminating experience offered at the end of the program. Candidates are expected to provide an overview of the students in their classes while in clinical experiences. At that time they: assess the needs of their students; plan to meet the individual needs of all students in their classes; provide instruction according to the plan; assess students' progress; and begin the cycle again after they reflect on the success of their practice.

SUC Oswego

Traditional Program

2010-11

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

- -

SUC Oswego

Traditional Program

2010-11

Section III Assessment Pass 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
068 -Agriculture CST Evaluation Systems group of Pearson Other enrolled students	1					
068 -Agriculture CST Evaluation Systems group of Pearson All program completers, 2010-11	3					
068 -Agriculture CST Evaluation Systems group of Pearson All program completers, 2009-10	2					
068 -Agriculture CST Evaluation Systems group of Pearson All program completers, 2008-09	2					
006 -Biology CST Evaluation Systems group of Pearson Other enrolled students	6				94	250
006 -Biology CST Evaluation Systems group of Pearson All program completers, 2010-11	3				98	257
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	8				100	256
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2008-09	9				99	257
069 -Business And Marketing CST Evaluation Systems group of Pearson Other enrolled students	10	233	10	100	81	231

069 -BUSINESS AND MARKETING CST Evaluation Systems group of Pearson All program completers, 2009-10	13	240	11	85	93	239
069 -Business And Marketing CST Evaluation Systems group of Pearson All program completers, 2008-09	14	238	13	93	96	241
007 -Chemistry CST Evaluation Systems group of Pearson Other enrolled students	1				97	253
007 -Chemistry CST Evaluation Systems group of Pearson All program completers, 2010-11	3				95	253
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2009-10	3				100	255
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2008-09	2				99	254
008 -Earth Science CST Evaluation Systems group of Pearson Other enrolled students	1				86	240
008 -Earth Science CST Evaluation Systems group of Pearson All program completers, 2010-11	8				95	248
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2009-10	2				99	251
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2008-09	1				99	248
090 -Elementary ATS-W Evaluation Systems group of Pearson Other enrolled students	17	261	16	94	99	260
090 -Elementary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	107	262	106	99	99	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	218	264	218	100	100	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	239	265	239	100	100	262
003 -English Language Arts CST Evaluation Systems group of Pearson Other enrolled students	2				87	241

003 -English Language Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	28	232	23	82	92	245
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	27	240	24	89	94	244
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	32	243	30	94	95	245
022 -Esol CST Evaluation Systems group of Pearson Other enrolled students	1				94	248
022 -Esol CST Evaluation Systems group of Pearson All program completers, 2010-11	8				97	249
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2009-10	10	243	10	100	98	250
022 -ESOL CST Evaluation Systems group of Pearson All program completers, 2008-09	15	254	15	100	99	254
072 -Family And Consumer Sciences CST Evaluation Systems group of Pearson Other enrolled students	2					
072 -Family And Consumer Sciences CST Evaluation Systems group of Pearson All program completers, 2010-11	13	259	13	100	98	253
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2009-10	1				100	256
072 -FAMILY AND CONSUMER SCIENCES CST Evaluation Systems group of Pearson All program completers, 2008-09	1				98	252
012 -French CST Evaluation Systems group of Pearson All program completers, 2010-11	1				85	239
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2009-10	3				95	242
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2008-09	4				84	238
013 -German CST Evaluation Systems group of Pearson All program completers, 2009-10	1					

001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson Other enrolled students	298	260	294	99	96	256
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	318	257	314	99	98	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	468	257	463	99	99	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2008-09	474	257	472	100	99	259
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	61	256	59	97	99	260
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2008-09	74	258	74	100	99	259
004 -Mathematics CST Evaluation Systems group of Pearson Other enrolled students	7				94	258
004 -Mathematics CST Evaluation Systems group of Pearson All program completers, 2010-11	16	271	16	100	97	259
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	15	273	15	100	99	261
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2008-09	11	271	11	100	100	260
002 -Multi-Subject CST Evaluation Systems group of Pearson Other enrolled students	34	250	32	94	88	243
002 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2010-11	106	253	104	98	94	246
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2009-10	152	249	147	97	96	248
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2008-09	189	250	187	99	98	248
009 -Physics CST Evaluation Systems group of Pearson Other enrolled students	1				93	252

009 -Physics CST Evaluation Systems group of Pearson All program completers, 2010-11	1				98	258
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2009-10	3				100	257
091 -Secondary ATS-W Evaluation Systems group of Pearson Other enrolled students	71	254	71	100	98	258
091 -Secondary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	201	256	197	98	99	260
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	247	258	246	100	100	261
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	242	257	242	100	100	262
005 -Social Studies CST Evaluation Systems group of Pearson Other enrolled students	9				84	239
005 -Social Studies CST Evaluation Systems group of Pearson All program completers, 2010-11	45	241	40	89	90	243
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	63	238	52	83	94	244
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2008-09	45	239	42	93	95	243
020 -Spanish CST Evaluation Systems group of Pearson Other enrolled students	2				92	254
020 -Spanish CST Evaluation Systems group of Pearson All program completers, 2010-11	5				90	249
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	10	233	10	100	94	250
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2008-09	7				97	253
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	11	253	11	100	94	240

060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2008-09	15	253	15	100	95	240
077 -Technology Education CST Evaluation Systems group of Pearson Other enrolled students	15	244	14	93	83	236
077 -Technology Education CST Evaluation Systems group of Pearson All program completers, 2010-11	46	248	46	100	99	248
077 -TECHNOLOGY EDUCATION CST Evaluation Systems group of Pearson All program completers, 2009-10	61	252	61	100	100	250
077 -Technology Education CST Evaluation Systems group of Pearson All program completers, 2008-09	79	252	79	100	99	249
079 -Visual Arts CST Evaluation Systems group of Pearson Other enrolled students	5				82	240
079 -Visual Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	12	235	12	100	92	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	14	243	14	100	94	242
079 -VISUAL ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	6				97	243

SUC Oswego

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

Contact Us - Glossary - Log out

SUC Oswego
Traditional Program
2010-11

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	337	316	94	93
All program completers, 2009-10	502	477	95	96
All program completers, 2008-09	515	503	98	97

SUC Oswego
Traditional Program
2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego
Traditional Program
2010-11

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

SUC Oswego
Traditional Program
2010-11

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

Section V Use of 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.

One of the undergraduate General Education requirements is a computer literacy course. In 2009, a new course was created specific for education majors (CSC103). Three sections of 49 students each are offered each semester. The sections are taught by adjunct instructors with Masters level degrees. One of the sections is taught by the Technology Support Professional from the School of Education's Dean's Office. Assignments in the courses are customized for pre-service teachers with authentic learning tasks. Textbook chapters address the integration of technology into lesson plans. Basic concepts in productivity software are part of the computer lab component of the course.

In the Methods course required of each pre-service teacher, integrating technology into lesson planning is a major component. Writing assignments develop skills of assessment, use of instructional technology, and critical reflection

and analysis of student learning.

All of the School of Education courses offered to pre-service teachers are taught in our Smart Classrooms. These classrooms are equipped with wireless connectivity and networked computers with projection. Podiums in most of the classrooms also support document cameras, VCR, DVD, and external laptop connections. The School of Education has 5 classrooms equipped with interactive whiteboards by Smart Technologies. There are 7 computer labs with 20-28 PCs or MACs. Student-accessible computers are available in 7 additional classrooms. This equipment is updated every 5-6 years through a state-funded program called SCAP (Student Computing Access Program). SUNY Oswego's Campus Technology Services department supports and manages all of this equipment.

Methods candidates and student teachers in the Curriculum and Instruction department, plus student teachers in the Technology department are required to purchase a subscription to Tk20© , an online assessment system. These candidates are required to submit electronic artifacts that demonstrate their ability to plan, deliver, and assess a standards based instructional sequence. Tk20© contains templates for the candidates to upload lesson plans, assessment plans and evaluations, and reflections on their preparation and execution. College faculty and cooperating teachers make online assessment of the candidates' work in methods and student teaching placements.

Additional professional development is available to our pre-service teachers in workshops that are held several times each semester. We offer instruction in using the Tk20© system and using SmartBoard technology.

SUC Oswego

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

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. Working with students with limited English proficiency is infused in all Literacy coursework. Teacher candidates 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. Teacher Candidates will be able to provide a rationale for collaborative teamwork related to inclusive education and articulate multiple strategies to facilitate student success.

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 Plan 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.

SUC Oswego
Traditional Program
2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego
Traditional Program
2010-11

Section VII Contextual Information (Optional)

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's implementation of a comprehensive data management system called Tk20 has moved forward as planned. 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 with full implementation planned 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 is 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

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS

SUC Oswego

Traditional Program

2010-11

Section VIII Report Card Certification

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	1776	2032	14.41%
Male Enrollment	723	726	0.41%
Female Enrollment	1053	1306	24.03%
Hispanic/Latino Enrollment	44	74	68.18%
American Indian or Alaska Native Enrollment	12	5	-58.33%
Asian Enrollment	24	16	-33.33%
Black or African American Enrollment	27	42	55.56%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	1657	1834	10.68%
Two or more races Enrollment	0	37	
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3	14	366.67%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	11	22	100.00%
Number of students in supervised clinical experience during this academic year	710	752	5.92%
Total completers for current academic year	474	453	-4.43%
Total completers for prior academic year	490	424	-13.47%
Total completers for second prior academic year	489	453	-7.36%

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section.
Once your report card is certified you will not be able to edit your data.

Certification of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of responsible representative for teacher preparation program:

Title:

Certification of review of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of reviewer:

Title:

Certify and Submit Report Card

SUC Oswego

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)