Title II
Higher Education Act

SUBMIT REPORTS

Contact Us - Glossary - Log out

SUC Geneseo
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: SUC Geneseo
Institution/Program Type: Traditional
Academic Year: 2010-11
State: New York

Address: 1 College Circle
222 Erwin
Geneseo, NY, 14454

Contact Name: Dr. Julie Rao
Phone: 585-245-5553
Email: iresearch@geneseo.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	No	No
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credites/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	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	No
Resume	No	No

Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:
http://education.geneseo.edu

Indicate when students are formally admitted into your initial teacher certification program:
Other After completion of 30 cr. hrs.

Does your initial teacher certification program conditionally admit students? Yes

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

Students allowed one semester to improve GPA to 2.75 while continuing in the program.

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	941
Unduplicated number of males enrolled in 2010-11:	240
Unduplicated number of females enrolled in 2010-11:	701

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	37
Race	
American Indian or Alaska Native:	3
Asian:	40
Black or African American:	13
Native Hawaiian or Other Pacific Islander:	2
White:	766
Two or more races:	9

Section I.c Supervised Experience

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

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	300
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)	12
Number of students in supervised clinical experience during this academic year	941

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	93

Teacher Education - Early Childhood Education	17
Teacher Education - Elementary Education	124
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	18
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	40
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Social Science	
Teacher Education - Social Studies	24
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	10
Teacher Education - Speech	48
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	4
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	93
Teacher Education - Early Childhood Education	17
Teacher Education - Elementary Education	124
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	

Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	18
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	40
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	24
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	10
Teacher Education - Speech	48
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	4
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	2
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	1
Political Science and Government	2
Sociology	
Visual and Performing Arts	
History	19
Foreign Languages	11
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	3

Mathematics and Statistics	18
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 264

2009-10: 230

2008-09: 317

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:** 25 program completers **Goal met?** No **Description of strategies used to achieve goal:** 1.Contacting freshman expressing interest in education and highlighting Math, Science and Special Education as areas of high need for employment. 2. Recruiting 2-year college students (i.e.MCC) in areas of high need. 3. Encouraging current Math students to get Master degree in secondary education. 4. Working with transfer students to consider these areas. 5. The School of Education is currently in the process of developing a graduate program in Math/Special Education. 6. Provide schedule flexibility for students enrolling in these majors. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 1. More emphasis on recruiting strategies. 2. Continue development of our Math/Special Education Dual Degree Advanced programs.
Science	**Academic year:** 2010-11 **Goal:** 20 program completers **Goal met?** Yes **Description of strategies used to achieve goal:** 1.Contacting freshman expressing interest in education and highlighting Math, Science and Special Education as areas of high need for employment.

	2. Recruiting 2-year college students (i.e.MCC) in areas of high need. 3. Encouraging current Science students to get Master degree in secondary education. 4. Working with transfer students to consider these areas. 5. Provide schedule flexibility for students enrolling in these majors. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Special education	**Academic year:** 2010-11 **Goal:** 110 program completers **Goal met?** No **Description of strategies used to achieve goal:** 1.Contacting freshman expressing interest in education and highlighting Math, Science and Special Education as areas of high need for employment. 2. Recruiting 2-year college students (i.e.MCC) in areas of high need. 3. Working with transfer students to consider these areas. 4. The School of Education is currently in the process of developing a graduate program in Math/Special Education. 5. Provide schedule flexibility for students enrolling in these majors. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 1. More emphasis on recruitment. 2. Continue development of our Math/Special Education Dual Degree Advanced program.
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** NA **Goal met?** No **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
n/a	**Academic year:** 2010-11 **Goal:** n/a **Goal met?** No **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

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:

All students who complete field experience and student teaching gain experience in working in high need schools. Many of our graduates either student teach in Rochester, NY, or have a field experience placement there. Our Xerox Center for Multicultural Education provides a series of weekly seminars focused on working with students with disabilities, students from low-income families, and students in urban environments. In addition, the Xerox Center sponsors a two-week summer camp and corresponding 'Saturday School' for urban secondary students (Grades 7-10). Many of our teacher candidates volunteer (mentor/tutor) in local schools.

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
006 -Biology CST Evaluation Systems group of Pearson Other enrolled students	1				94	250
006 -Biology CST Evaluation Systems group of Pearson All program completers, 2010-11	2				98	257
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2009-10	12	269	12	100	100	256
006 -BIOLOGY CST Evaluation Systems group of Pearson All program completers, 2008-09	3				99	257
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	1				95	253
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2009-10	2				100	255
007 -CHEMISTRY CST Evaluation Systems group of Pearson All program completers, 2008-09	3				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	3				95	248
008 -EARTH SCIENCE CST Evaluation Systems group of Pearson All program completers, 2009-10	3				99	251
090 -Elementary ATS-W Evaluation Systems group of Pearson Other enrolled students	142	271	142	100	99	260
090 -Elementary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	202	273	202	100	99	262
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson	169	272	169	100	100	262

All program completers, 2009-10						
090 -ELEMENTARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	211	273	211	100	100	262
003 -English Language Arts CST Evaluation Systems group of Pearson Other enrolled students	6				87	241
003 -English Language Arts CST Evaluation Systems group of Pearson All program completers, 2010-11	19	254	19	100	92	245
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2009-10	22	256	22	100	94	244
003 -ENGLISH LANGUAGE ARTS CST Evaluation Systems group of Pearson All program completers, 2008-09	21	258	21	100	95	245
012 -French CST Evaluation Systems group of Pearson Other enrolled students	2				77	236
012 -FRENCH CST Evaluation Systems group of Pearson All program completers, 2009-10	1				95	242
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson Other enrolled students	312	270	310	99	96	256
001 -Liberal Arts & Sciences Test (LAST) Evaluation Systems group of Pearson All program completers, 2010-11	281	270	281	100	98	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2009-10	257	269	257	100	99	258
001 -LIBERAL ARTS & SCIENCES TEST (LAST) Evaluation Systems group of Pearson All program completers, 2008-09	315	269	315	100	99	259
065 -Literacy CST Evaluation Systems group of Pearson Other enrolled students	16	274	16	100	96	262
065 -Literacy CST Evaluation Systems group of Pearson All program completers, 2010-11	36	267	36	100	98	260
065 -LITERACY CST Evaluation Systems group of Pearson All program completers, 2009-10	47	268	47	100	99	260
004 -Mathematics CST Evaluation Systems group of Pearson Other enrolled students	8				94	258
004 -Mathematics CST Evaluation Systems group of Pearson All program completers, 2010-11	18	281	18	100	97	259
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2009-10	18	282	18	100	99	261
004 -MATHEMATICS CST Evaluation Systems group of Pearson All program completers, 2008-09	30	279	30	100	100	260
002 -Multi-Subject CST Evaluation Systems group of Pearson Other enrolled students	54	264	54	100	88	243
002 -Multi-Subject CST Evaluation Systems group of Pearson All program completers, 2010-11	128	263	128	100	94	246
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson	136	263	136	100	96	248

All program completers, 2009-10						
002 -MULTI-SUBJECT CST Evaluation Systems group of Pearson All program completers, 2008-09	160	265	160	100	98	248
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	1				100	257
009 -PHYSICS CST Evaluation Systems group of Pearson All program completers, 2008-09	5				100	259
091 -Secondary ATS-W Evaluation Systems group of Pearson Other enrolled students	55	268	55	100	98	258
091 -Secondary ATS-W Evaluation Systems group of Pearson All program completers, 2010-11	88	270	88	100	99	260
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2009-10	96	270	96	100	100	261
091 -SECONDARY ATS-W Evaluation Systems group of Pearson All program completers, 2008-09	101	270	101	100	100	262
005 -Social Studies CST Evaluation Systems group of Pearson Other enrolled students	3				84	239
005 -Social Studies CST Evaluation Systems group of Pearson All program completers, 2010-11	17	257	17	100	90	243
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2009-10	22	255	22	100	94	244
005 -SOCIAL STUDIES CST Evaluation Systems group of Pearson All program completers, 2008-09	28	251	27	96	95	243
020 -Spanish CST Evaluation Systems group of Pearson Other enrolled students	12	242	11	92	92	254
020 -Spanish CST Evaluation Systems group of Pearson All program completers, 2010-11	10	243	10	100	90	249
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2009-10	7				94	250
020 -SPANISH CST Evaluation Systems group of Pearson All program completers, 2008-09	9				97	253
060 -Students With Disabilities CST Evaluation Systems group of Pearson Other enrolled students	30	250	29	97	85	236
060 -Students With Disabilities CST Evaluation Systems group of Pearson All program completers, 2010-11	89	251	89	100	93	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2009-10	89	251	89	100	94	240
060 -STUDENTS WITH DISABILITIES CST Evaluation Systems group of Pearson All program completers, 2008-09	101	250	101	100	95	240
078 -Theatre CST Evaluation Systems group of Pearson	1				90	247

All program completers, 2010-11						

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	303	303	100	93
All program completers, 2009-10	273	272	100	96
All program completers, 2008-09	315	314	100	97

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.

Our teacher candidates are provided a wide array of opportunities to study the role of technology in education and to use that technology in curriculum planning and instruction. Since Fall 2004, Milne Library and the School of Education have provided instructional technology training for teacher candidates prior to and during student teaching. In addition, School of Education faculty members have received training in the use of smart boards which have become more accessible within the School of Education. Teacher candidates in all programs are required to participate in a minimum of two instructional technology seminars which are held during the early weeks of their student teaching placements. Seminars include training in the use of different technology tools and are geared toward teaching effectively. After completing an initial technology seminar online - (Module I), which provides students with an overview including the technology requirements included in their student teaching placements, they move on to Module II (online starting Fall 2010) which covers diverse uses of technology in classrooms, kinds of technology available, as well as the technological climate of the internet in today's world. This module is an introductory lesson to appropriate and authentic uses of technology in classrooms. This lesson continues in the full seminar, should the student choose to enroll. Module III addresses the Teacher Education Resource Center, online resources for teacher candidates, Milne Library resources, and other locations students can look for technology resources. Students are guided through online resources, research sites, and they are shown TERC online. Other seminar offerings include topics such as Creating a Teacher Website, Creating an Interactive Multimedia PowerPoint, Using EduBlogs and PBWiki, Creating Podcasts & Enhanced Podcasts, webquests, interactive whiteboards, etc. All Teacher candidates are required to create and teach at least one lesson per placement that integrates educational technology. This is followed by a reflection on that lesson. Supervisors are expected to observe and evaluate the lesson using our Technology Lesson Rubric.

The principles of universal design are embedded in students' coursework, particularly in EDUC 204, SpEd 205, and EDUC 215. As students progress in the program, they are exposed to many strategies involved with differentiating instruction for all learners.

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.

SUNY Geneseo education majors receive training to teach students with disabilities and students who are limited English proficient. They all receive instruction in these areas prior to student teaching. Students in each major (Early Childhood, Childhood, Childhood with Special Education and Adolescence) all receive training in working with students with special learning issues. In our program there is a specialized class that deals with characteristics, behavior, and assessments. In addition, in our CURR 213 class, students who are limited English proficient is a focus.

In addition, they are expected to document instructional modification strategies during their student teaching semester.

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.

Our special education majors are trained to teach students with disabilities and students who are limited English proficient. In addition, they are trained to participate as a member of individualized education program teams. Starting with SPED 231, our Introduction to Special Education course, and concluding with their capstone experience of student teaching, students learn the principles of Universal Design. Differentiating their instructional program to meet the many learning/emotional needs of their students is a major focus of their training. This includes working with individualized education program teams and students who are limited English proficient.

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

SUC Geneseo
Traditional Program
2010-11

Contact Us - Glossary - Log out

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