

**Office of Postsecondary Education  
U.S. Department of Education**

**Annual Institutional Questionnaire on Teacher Preparation:  
Academic year: 2001-2002**

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Institution name: Central Connecticut State University

Respondent name and title: Richard L. Judd, President

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

**Paperwork Burden Statement**

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Central Connecticut State University					
Academic year 2001-2002					
295 Program completers					
Type of Assessment	Assessment Code Number	# Taking Assessment	# Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
<i>Basic Skills</i>					
PPST Reading	710	3			
CBT Reading	711	187	185	99%	100%
PPST Writing	720	3			
CBT Writing	721	184	184	100%	100%
PPST Mathematics	730	4			
CBT Mathematics	731	183	183	100%	100%
<i>Professional Knowledge</i>					
<i>Academic Content Areas</i>					
Elementary Ed Curr Instruc Assessment	011	93	92	99%	100%
Elementary Ed Content Area Exercises	012	93	92	99%	100%
English Language Lit Comp Content Knowledge	041	14	13	93%	93%
English Language Lit Comp Essays	042	14	12	86%	93%
Mathematics: Content Knowledge	061	19	19	100%	98%
Middle School Mathematics	069	3			73%
Social Studies: Content Knowledge	081	16	10	63%	91%
Physical Education: Content Knowledge	091	18	17	94%	95%
Physical Education: Analysis and Design	092	18	18	100%	100%
Business Education	100	7			100%
Music Concepts and Processes	111	7			95%
Music Content Knowledge	113	7			100%
Art Making	131	17	17	100%	93%
Art Content Trad Critic Aesthetics	132	17	17	100%	100%
Art Content Knowledge	133	17	17	100%	95%
French Productive Language Skills	171	1			
French Content Knowledge	173	1			
Biology Content Knowledge	235	8			97%
Chemistry Content Essays	242	2			

Type of Assessment	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<b>Chemistry Content Knowledge</b>	<b>245</b>	<b>2</b>			
<b>Physics Content Essays</b>	<b>262</b>	<b>2</b>			
<b>Physics Content Knowledge</b>	<b>265</b>	<b>2</b>			
<b>General Science Content Essays</b>	<b>433</b>	<b>1</b>			
<b>General Science Content Knowledge</b>	<b>435</b>	<b>1</b>			
<b>Earth Science Content Knowledge</b>	<b>571</b>	<b>1</b>			<b>100%</b>
<b>Italian</b>	<b>620</b>	<b>1</b>			
<i>Other Content Areas</i>					
<b>Technology Education</b>	<b>050</b>	<b>12</b>	<b>12</b>	<b>100%</b>	<b>100%</b>
<i>Teaching Special Populations</i>					
<b>SE Knowledge-Based Core Principles</b>	<b>351</b>	<b>24</b>	<b>22</b>	<b>92%</b>	<b>96%</b>

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<b>Central Connecticut State University</b>				
<b>Academic year 2001-2002</b>				
<b>295 Program Completers</b>				
<b>Type of Assessment</b>	<b># Taking Assessment</b>	<b># Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Statewide Pass Rate</b>
<i>Aggregate: Basic Skills</i>	<b>190</b>	<b>187</b>	<b>98%</b>	<b>99%</b>
<i>Aggregate: Professional Knowledge</i>				
<i>Aggregate: Academic Content Areas</i>	<b>210</b>	<b>197</b>	<b>94%</b>	<b>97%</b>
<i>Aggregate: Other Content Areas</i>	<b>12</b>	<b>12</b>	<b>100%</b>	<b>100%</b>
<i>Aggregate: Teaching Special Populations</i>	<b>24</b>	<b>22</b>	<b>92%</b>	<b>96%</b>
<i>Performance Assessments</i>				
<i>Summary of Individual Assessments</i>	<b>295</b>	<b>278</b>	<b>94%</b>	<b>97%</b>

**Section II. Program information.**

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **827**

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **363**

3. Please provide the numbers of supervising faculty who were:

**16** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**15** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**29** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **60**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **6:1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **13-16**. The total number of hours required is **455-560** hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

**X** Yes    \_\_\_\_\_ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? \_\_\_\_\_ Yes     No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information**

Central Connecticut State University prepares students for initial teacher licensure through NCATE accredited and Connecticut State approved programs. The program of study is clearly delineated for each certification area and rigorous criteria for admission to the professional teacher education program are established and enforced. Students who complete the program in teacher education are considered to be *program completers*. Upon meeting the additional requirement of successful completion of the PRAXIS II examination, or the ACTFL examination for Spanish certification, students are eligible to apply for certification in Connecticut.

It is important to note that taking and passing the Praxis II examination or the ACTFL examination is not a condition of CCSU graduate or post-baccalaureate completion. Students may choose to complete the program and graduate without having taken one of these exams. Some program completers will take the exams post-graduation, and it is certainly probable that some may never choose to take it at all or apply for certification in Connecticut. Central Connecticut differs from several institutions of higher education in Connecticut because it does not require passing the exams as a condition for student teaching or graduation. This aspect of the program allows flexibility for students who may plan to teach in states other than Connecticut or who want time to complete their academic and professional studies prior to taking the examination.

**Section IV. Certification.**

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 *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

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(Signature)

Ellen V. Whitford

Name of responsible institutional representative  
for teacher preparation program

Dean, School of Education and  
Professional Studies

Certification of review of submission:

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(Signature)

Richard L. Judd

Name of President/Chief Executive (or designee)

President