

# Title II Higher Education Act

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Union College  
Traditional Program  
2008-09

### Print Report Card

### Program Information

**Name of Institution:** Union College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2008-09  
**State:** Nebraska

**Address:** 3800 South 48th Street

Lincoln, NE, 68506

**Contact Name:** Dr. Joseph Allison

**Phone:** 402-486-2522

**Email:** joalliso@ucollege.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	NA
Fee/Payment	No	NA

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

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

[www.ucollege.edu/education](http://www.ucollege.edu/education)

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

Sophomore year

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

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

### 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:	96
Unduplicated number of males enrolled in 2008-09:	31
Unduplicated number of females enrolled in 2008-09:	65

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	1
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	76
Two or more races:	2

**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	540
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	25

**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 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	25	27	
English	1	1	
Business Education	0	1	

Chemistry	1	0	
Mathematics	0	3	
Music	0	1	
Biology	0	4	
Physics	0	1	
History	0	1	
Religious Education	1	2	
Elementary Education	10	15	
Middle Grades	1	0	
Middle Grades/health and pe	1	0	
Middle Grades/Health and PE	1	0	
Middle Grades/Language Arts	1	0	
Learning Disabilities	1	0	

### 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: 25

2007-08: 27

2006-07: 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	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> Math Scholarships</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>In order to attract more majors to the area of math, a plan is being developed to offer scholarships to math education majors.</p>

	<p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Work with administration to be given funding to offer the scholarships.</p> <p>Promote the idea of scholarships with area business owners and entrepreneurs.</p> <p>Seek grant and other monies from corporation's.</p>
Science	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> Science Scholarships</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>In order to attract more majors to the area of science, a plan is being developed to offer scholarships to science education majors.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Work with administration to be given funding to offer the scholarships.</p> <p>Promote the idea of scholarships with area business owners and entrepreneurs.</p> <p>Seek grant and other moneies from corporations.</p>
Special education	<p><b>Academic year:</b></p> <p><b>Goal:</b> NA</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>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2007-08</p> <p><b>Goal:</b> Add ESL endorsement</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Beginning the school year 2007-08, we added an endorsement for student in ESL.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Other (NA)	<p><b>Academic year:</b></p>

	<p><b>Goal:</b> NA</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>
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**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.**

NA

**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.**

No

**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:**

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 - COMPUTERIZED PPST						

MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	2				
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	3				
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	2				
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	19		19	100	
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	18		18	100	
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	19		19	100	

### Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	21	21	100	

### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State  
NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

### Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

**Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

**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**  
No

**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.**

The following are the course objective of the special education class that is taught on campus.

1. To discover what is meant by the terms “students with exceptionalities,” special education, and disabilities.
2. To list relevant provisions made for special populations under Federal Laws, and to discover how the provisions are currently being made in general curriculum classrooms.
3. To discuss effective instruction in the light of the special needs of students.
4. To identify possible negative effects of labeling and to discuss arguments for and against separate “special education” and inclusion.
5. To examine assessment and the role it plays in special education services.
6. To outline the characteristics, and strengths of students who have disabilities; who are different culturally, linguistically, or socio-economically; and those who are gifted and talented.

7. To review and discuss instructional approaches and teaching tactics for use with students with disabilities, giftedness, and other diverse backgrounds.

8. To indicate current issues, concerns, and trends related to special education and inclusion.

9. To gain knowledge and experience by interacting with students who are receiving special education services or students who are identified as gifted through completion of 20 hours of direct observation in public school classrooms that reflect socioeconomic and cultural diversity.

We are planning to add a class for all education majors in the methods of teaching ELL/ESL learners.

Spring 2010 - Have a planning meeting with the ESL department and the education department to work out a schedule for the new class, who will teach and what the content will cover.

Fall 2010 - Continue to develop the course for rollout in the Fall of 2011.

Fall 2011 - Require a course in ELL/ESL methods of all majors.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**

NA

- **participate as a member of individualized education program teams**

NA

- **teach students who are limited English proficient effectively**

NA

**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.**

## 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

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2008-09

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