

Title II Higher Education Act

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Union College
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Union College
Institution/Program Type: Traditional
Academic Year: 2009-10
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	Yes	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

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 2009-10:	101
Unduplicated number of males enrolled in 2009-10:	29
Unduplicated number of females enrolled in 2009-10:	72

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	3
White:	86
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	640
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	17

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Elementary	12
Secondary	5
TOTAL	17

Subject area	Number prepared
Biology	1

History	3
Mathematics	1
TOTAL	5

Section I.e Program Completers

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

2009-10: 17

2008-09: 25

2007-08: 27

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: Math Scholarships</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</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>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</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>Academic year: 2008-09</p> <p>Goal: Science Scholarships</p> <p>Goal met? No</p>

	<p>Description of strategies used to achieve goal:</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>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</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>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2007-08</p> <p>Goal: Add ESL endorsement</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Beginning the school year 2007-08, we added an endorsement for student in ESL.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
NA	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

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:

Field experiences are a cornerstone of the unit's program towards the development of knowledge, skills, and professional dispositions that support learning for all students. The NDE Rule 20 requires a minimum of 100 hours of field experience before candidates can student teach. Union College is in the College View neighborhood in Nebraska's capital, and in 2008-2009, 90% of the unit's candidates completed their field experiences in the Lincoln Public School District (LPS). LPS is a multilingual environment, with over 50 languages represented, and with increasingly diverse ethnic and racial demographics due to the fact that Lincoln is a relocation center for refugees. In October 2009, for example, Caucasians represented approximately 72% of the student population; African Americans or Black 7%; American Indian 1.3%; Asian or Pacific Islander 4.5%; Hispanic 10.1% and Multi-Ethnic 5.2%.

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
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				99	180
ETS0730 - PRAXIS I MATHEMATICS	14	182	12	86	99	180

Educational Testing Service (ETS) Other enrolled students						
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	15	179	14	93	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	21	180	21	100	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				99	178
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	14	180	14	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	15	180	15	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	21	180	21	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				98	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	14	176	13	93	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	15	176	15	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	21	176	20	95	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	15	14	93	97
All program completers, 2008-09	21	20	95	99

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.

Each student has to take a required technology course as part of the general education at Union College. Further assignments are given in each of the education classes which require students to use technology for classroom presentation and in lesson planning for their practicum and student teaching.

Unit faculty model the use of technology which includes web sites, video/DVDs, Smartboard, and PowerPoint. This is modeled for candidates since they are required to incorporate technology in preparation and presentation of course assignments, evaluation of web sites, software, and assistive technology.

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.

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.

Teacher candidates in elementary and secondary education programs are required to demonstrate their content knowledge by successfully completing a comprehensive, multi-disciplinary program of study and a sequence of professional courses in education, theory, and teaching methods. The general education (LEAD) core requirements for all education candidates emphasize a liberal arts foundation and consist of 53 hours in the areas of communication, fine arts, health and human performance, history, humanities, religion, science, social science, and technology. Elementary education candidates complete the major requirements in a spectrum of academic areas that consist of 57 credit hours, 37 credit hours of professional education courses and 16 credit hours of student teaching. Secondary candidates complete the major requirements in an academic discipline that varies from 30 to 59 credit hours, 23 credit hours of professional education courses and 16 credit hours of student teaching. All programs are centered on certification standards that have been developed in line with standards established by the Nebraska Department of Education (NDE). The Unit Faculty work with Arts and Science faculty and administrators in the content areas to ensure that course content reflects the requirements outlined in each content area. Each summer, program reviews are submitted to the NDE for approval. Over the last three years, a total of 47 candidates completed endorsements in the following areas: BS in Elementary Education (34) and BS in Language Arts (7) and BS in Math Education (6). In the education program, three key assessments that provide evidence of candidate knowledge in the content area are: (1) a cumulative GPA of 2.5 or higher to become eligible for provisional, full, and student teaching admission, graduation and initial state certification; (2) a grade of "C" or higher in courses in the major; (3) passing scores on the Pre-Professional Skills Test (PPST) as determined by the NDE. • Average GPA in major – Elementary Education - 3.62; Language Arts - 3.37; Math Education – 3.58 • Overall GPA Range – 2.59 – 3.97 (A=4.0) • PPST scores – 60% above the national median; 100% met NDE requirements Candidates complete a professional course of study based upon the Unit's conceptual framework that includes a well-planned sequence of courses designed to provide the candidates with the pedagogical content knowledge necessary to help all students learn. The sequence allows all candidates the opportunity to study theory, observe instructional techniques associated with a content area, and gain practical experience in their major in P-12 classrooms. Rule 20 of the NDE requires a minimum of 100 hours of field experience prior to the student teaching. Methods courses are designed around certification standards (Rule 24), which incorporate the INTASC standards and standards established by the learned societies. All methods courses require performance-based assessments requiring candidates to observe, plan, instruct, and assess activities for students in P-12 classrooms. Candidates present lessons to their peers and P-12 students in order that they might be assessed on the challenging, clear, and compelling ways in which lesson is taught. Candidates receive the feedback and reflect on ways that a lesson might be improved. In the education program, two key assessments providing evidence of candidate pedagogical content knowledge and skills are: (1) a grade of "C" or higher in all required professional education courses; (2) completion of a minimum of 100 hours of field experience. • Average GPA in professional courses – 3.59 • Number completing minimum 100 hours - 47 students with 100 to 140 hours As candidates student teach, lesson plans are derived from mandated curriculum standards within in which candidates are student teaching. Candidates are required to identify in their lesson plans ways in which technology can be integrated into

instruction, strategies to enhance instruction for special needs students and strategies for dealing with student diversity in a positive way. Candidates' teaching and lessons plans are assessed based upon the outcomes identified in the conceptual framework. The outcomes for the conceptual framework have been aligned with NCATE, INTASC and NDE Standards. The candidates are assessed by their Cooperating teacher and College supervisor. Additionally, candidates reflect on their experiences and develop plans for personal improvement during student teaching. During student teaching, candidates complete a TWS and their year 3 portfolio. Senior elementary and math education candidates are required to take the Praxis II for program completion. In the education program, seven key assessments providing evidence of candidate professional and pedagogical knowledge and skills are: (1) a grade of "C" or higher on all lesson plans; (2) an average score of 2 or higher on teaching performance evaluation; (3) a score of 2 or higher in each section of the TWS; (4) a score of 2 or higher on year 3 portfolio; (5) average GPA for student teaching; (6) passing scores (159) on the Praxis II as determined by the NDE; (7) completing the Praxis II math field test. • Average Grade on Lesson Plans – A- (90%) • Average Score on performance evaluations – 2.43 • Average Score on TWS – Elementary – 2.80 (82%); Secondary - 3.00 (100%) • Number of students with 2 or higher on year 3 portfolio – 47 • Average GPA for student teaching - 3.78 • Elementary education Praxis II scores – 91% (53% above the national median) • Math education Praxis II scores – Average 165.7 In the education program, three key assessments providing evidence of candidate professional disposition are: (1) an average score of 3 or higher on disposition survey; (2) an average score of 3 or higher on student cooperating teacher evaluations in the area of disposition; (3) a score of 2 or higher on portfolio in the area of disposition. • Average score on disposition survey – 2007 – 4.31; 2008 – 4.30; 2009- 4.40 • Average score on student teaching evaluations – 2007 – 4.55; 2008 – 4.34; 2009 – 4.40 • Number of students with 2 or higher of disposition on all three portfolios – 47 Candidate performance on the key assessments for content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, and professional disposition indicates that they have met or exceeded the standard. Two studies are conducted to determine how well our candidates were prepared for the world of teaching. Each spring new teachers and their supervisors are surveyed. Follow-up studies of first year teachers show that the teachers rated themselves on average as adequate or strong when assessing their skills. The following are six areas that all first year teachers rated themselves as strong or outstanding: • Develop awareness and appreciation of cultural and ethnic backgrounds • Exhibit positive, supportive behavior/role model • Demonstrate proficiency in basic academic skills • Demonstrate enthusiasm for teaching and the subject • Conduct self in accordance with accepted professional standards • Relate to others in ways which promote positive interaction Over the past three years, supervisors of new teachers have given an average performance rating of 4.33 on a 5 point scale. The supervisors have given the highest rating for the category labeled "Personal Characters" with a three year average of 4.72. This indicates that each new teacher: "Is friendly, enthusiastic, in good health; has good relationships with various public; models Christian standards; is actively involved in service projects; develops skill and evidences a caring attitude toward students." The 5 year (2004) graduates rated themselves on average as outstanding or strong in all areas with an average rating of 3.57. This shows that after five years of teaching, our graduate continue to grown professionally. The follow-up surveys confirm that our candidates have the knowledge, skills and professional dispositions necessary to help all students learn and be successful in their first year and beyond.

Supporting Files

Union College
Traditional Program
2009-10

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

