

Title II

Higher Education Act

SUBMIT REPORTS

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Union College
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: Union College
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Nebraska

Address: 3800 South 48th Street

Lincoln, NE, 68506

Contact Name: Dr. Denise White
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
Secondary Education, Language Arts Education, 7-12	No
Secondary Education, Art Education 7-12	No
Secondary Education, Biology Education 7-12	No
Secondary Education, Business, Marketing, and Information Technology 7-12	No
Secondary Education, Chemistry Education 7-12	No
Secondary Education, General Art Education K-6	No
Secondary Education, History Education 7-12	No
Secondary Education, Instrumental Music Education K-8; 7-12	No
Secondary Education, Mathematics Education 7-12	No
Secondary Education, Music Education 7-12	No
Secondary Education, Physical Education K-12	No
Secondary Education, Physics Education 7-12	No
Secondary Education, Religious Education	No
Secondary Education, Science Education, 7-12	No
Secondary Education, Social Science Education 7-12	No
Secondary Education, Vocal Music Education K-8; 7-12	No
Total number of teacher preparation programs: 17	

Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

No

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

www.ucollege.edu/education

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

When all criteria is met.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Felony Statement, Personality Test, Speech and Hearing Clearance	Yes	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.38

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.47

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry

and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program (s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c 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 2011-12:	61
Unduplicated number of males enrolled in 2011-12:	20

Unduplicated number of females enrolled in 2011-12:	41
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2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	50
Two or more races:	2

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	27
Number of students in supervised clinical experience during this academic year	16

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	8
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	2
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	2
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	2
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
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	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify :	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	8
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	2
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	2
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	2
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
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	
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 :

Section I.f Program Completers

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

2011-12: 16

2010-11: 18

2009-10: 17

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Previous goals included development of scholarships to attract math education students. Thus far, the Unit has been unable to implement this and are in the process of developing new goals.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

0

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Previous goals included development of a scholarship system to attract more science education students. The unit has been unable to meet this goal and is unlikely to soon. We are in the process of developing new goals.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

No

How many prospective teachers did your program plan to add in special education in 2011-12?

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

No

How many prospective teachers does your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

No

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared 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 2010-2011, 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 (%)
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	183	10	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	21	180	21	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	16	179	16	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	14	184	13	93
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	15	179	14	93
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	180	10	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	22	179	22	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	16	179	16	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	14	181	14	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	15	180	15	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	176	10	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	21	176	21	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	16	176	16	100

ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	14	177	13	93
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	15	176	15	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	16	16	100
All program completers, 2010-11	14	12	86
All program completers, 2009-10	15	14	93

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

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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 is required to complete a technology course as part of the general education at Union College. Additional 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, Smartboard software, document camera and PowerPoint. Exposure to the above listed technology is important for candidates since they are required to incorporate technology in preparation and presentation of course assignments, evaluation of web sites, software, and technology to assist in teaching.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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 2013 - 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 the evidence your program uses to show that it 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.

Regarding Section 1.c Enrollment: Completers for the 2011-12 year were not included in the enrollment numbers. However, it is apparent that the completers were included in the enrollment figures from previous years. The comparison in this area is not an accurate reflection of the numbers. 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 four years, a total of 63 candidates completed endorsements in the following areas: BS in Elementary Education (42) and BS in Language Arts (7) and BS in Math Education (8). 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 - 3.56; Language Arts - 3.37; Math Education – 3.59 • Overall GPA – 3.51 (A=4.0) • PPST scores – 46% 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 – 3.51 • Number completing minimum 100 hours - 63 students with 100 to 140 hours (4 years) 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 Score on performance evaluations – 2.51 out of 3 • Number of students with 2 or higher on year 3 portfolio – 63 • Average GPA for student teaching - 3.75 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. 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. 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
2011-12

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