

# Title II Higher Education Act

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Chadron State College  
Traditional Program  
2008-09

### Print Report Card

### Program Information

**Name of Institution:** Chadron State College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2008-09  
**State:** Nebraska  
  
**Address:** 1000 Main Street  
  
 Chadron, NE, 69337  
  
**Contact Name:** Dr. Margaret Crouse  
**Phone:** 308 432 6330  
**Email:** mcrouse@csc.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	No	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)	No	NA
Other (specify: no other requirements )	No	NA

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

[www.csc.edu/education/program.csc](http://www.csc.edu/education/program.csc)

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

Junior 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:	529
Unduplicated number of males enrolled in 2008-09:	182
Unduplicated number of females enrolled in 2008-09:	347

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	15
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	2
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	460
Two or more races:	0

**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	115
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1.99
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1.08
Number of students in supervised clinical experience during this academic year	90

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

Student teachers take 16 credit hours for a 16 week student internship period. Students are visited and evaluated by a supervisor 6 time during the 16 week period. Faculty receive 1 credit load for 6 visits. For the 2008/2009 period, 13 full time faculty supervised a total of 47 credit hours and 6 adjuncts (faculty employed less then full time) supervised a total of 26 credits. The undergraduate faculty load credit for two semesters is 24 credits. Thus to figure the number of faculty supervising, the total credits for clinical supervision per faculty group was divided by 24.

**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/	Number certified/	Number certified/

	licensed 2008-09	licensed 2007-08	licensed 2006-07
TOTAL (all areas/subjects)	114	89	
art	1	2	
bacis business	2	4	
business education	2	2	
English	3	3	
foreign language spanish	1	1	
health	3	3	
physcial education	7	6	
family and consumer sciences	4	1	
math	9	3	
vocial music	1	1	
theatre	1	0	
family/consumer SVCS	0	1	
natural science	4	7	
biology	0	2	
physical science	0	1	
social science	8	2	
history	3	1	
elementary	46	39	
early childhood	9	3	
middle grades	7	2	
early childhood unified	1	1	
middle grades health PE	1	0	
middle grades language arts	4	1	
middle grades natural science	1	0	
middle grades social sciences	4	1	
midl/moderate disabilities	10	5	
coaching	23	17	
driver's education	2	0	
health & physical education	4	4	
library media specialist	3	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: 114

2007-08: 89

2006-07: 121

## 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> 1%</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Increased emphasis in marketing and recruitment of teacher education majors by the institution.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>CS learned that we needed to utilize alternative forms of communication technology to reach a broader target population (. social networking programs).</p>
Science	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> 1%</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Increased emphasis in marketing and recruitment of teacher education majors by the institution</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>CSC learned that we needed to utilize alternative forms of communication technology to reach a broader target population (ie. social networking programs).</p>
Special education	

	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> 2%</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Increased emphasis in marketing and recruitment of teacher education majors by the institution</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Chadron State College learned that we needed to utilize alternative forms of communication technology to reach a broader target population (. social networking programs).</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b></p> <p><b>Goal:</b></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>
<p>Other</p>	<p><b>Academic year:</b></p> <p><b>Goal:</b></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>

**Provide any additional comments, exceptions and explanations below:**

Chadron State does not have an endorsement/program in instruction of limited English proficient students.

**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.**

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:**

Chadron State is located in a sparsely populated, geographically isolated portion of the United States. A majority of the graduates of the CSC program will teach in rural communities within Nebraska, Wyoming, and South Dakota. Therefore rural education concepts, elements and strategies are infused within the curriculum. Likewise the students are provided experiences allowing practices within this environment. The assessment results indicate that the students are prepared at a proficient level for working within the rural environment.

### 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	37		36	97		
5710 - COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	37		37	100		
5720 - COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	38		36	95		
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	47		47	100		

710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	48		48	100		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	47		46	98		

### 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	86	86	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

Other (specify: Higher Education Learning Commission -- regional institutional accreditation)

**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.**

The professional curriculum provides learning experiences for using technology to enhance learning (1) within specialized coursework of EDUC 224 Multimedia Support of Instruction/Learning; EDUC 416 & EDUC 418s Assessment of Instruction; (2) infusion into methods course and (3) thought observation in school settings. An activity within student internship is a teacher work sample which asks the student teacher to assess and analyze effects of their lessons toward student learning.

## 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.**

Courses related to special populations include SPED 230 Exceptional Learner; SPED 334 Differentiated Instruction for Diverse Classrooms; and SPED 421 Special Education practices and Strategies. These courses address the disabilities effectively and do ask students to develop strategies for disabilities. The student do know how to work as a team member on the IEP team. To address "teaching students who are limited English proficiency effectively, CSC will form a committee to address ways and means of incorporating this content into the professional education program. The committee will be a sub-committee of the CSC Teacher Education committee.

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**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**

No

**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.***

The curriculum for special education endorsement includes 44 credit hours of specialized content and two specialized clinical experiences prior to the professional internship. Teaching students with limited English proficiency is minimally addressed within this program by embedding some concepts within the existing courses.

## 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

Chadron State College  
Traditional Program  
2008-09

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