

Title II Higher Education Act

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Doane College
Traditional Program
2008-09

Print Report Card

Program Information

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

Address: 1014 Boswell
Education Division
Crete, NE, 68333

Contact Name: Dr. Lyn Forester
Phone: 402-826-8631
Email: lyn.forester@doane.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	Yes
Fee/Payment	Yes	Yes

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

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

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

Sophomore year The students are admitted in the summer between the sophomore and junior years.

Does your initial teacher certification program conditionally admit students? Yes

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

The teacher education program conditionally admits undergraduate students only. There is no conditional admittance for the graduate initial program. Students must meet all requirements except the PPST. They have one semester(1st semester Junior Year) to complete the PPST successfully.

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:	115
Unduplicated number of males enrolled in 2008-09:	28
Unduplicated number of females enrolled in 2008-09:	87

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	109
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	224
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3.01
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2.91
Number of students in supervised clinical experience during this academic year	178

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

The clock hours required prior to student teaching include sophomore, junior and alternative certification practicum experiences.

The Clock hours required for student teaching vary between 560 and 900 clock hours depending on the major.

Number of students in supervised clinical experience include sophomore, junior, and senior students and alternative certification practicum and student teaching students.

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)	57	72	
Art	1	5	
Basic Business	2	3	
Business	1	0	
English	6	10	
Language Arts	4	6	
German	0	1	
Spanish	2	1	
Eng. as a Second Language	3	1	
Physical Education	1	2	
Mathematics	6	3	
Music	5	6	
Natural Science	1	3	
Biology	1	5	
Chemistry	0	3	
Social Science	1	10	
History	2	3	
Physics	1	0	
Elementary Education	31	24	
Early Childhood	11	10	
Middle Grades	5	2	
Middle Grades language Arts	3	1	
Middle Grades Health and PE	0	1	
Middle Grades math	3	1	
Middle School Natural Science	2	0	
Middle Grades Social Science	2	1	
Special Education	13	11	

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: 57

2007-08: 72

2006-07: 68

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: 6</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Mentoring by IHE faculty in Mathematics and Teacher Ed.</p> <p>Extensive field experiences</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: 2</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Mentoring by science faculty and teacher education faculty; field experineces;</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: 13</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Mentoring by Special education and elementary education faculty; combining special</p>

	<p>education and elementary education and requiring the two majors; Field experiences in special education</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2008-09</p> <p>Goal: 3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Offering the endorsement for ESL as an add on to any other endorsement; Field experiences; work with ESL students in school settings outside of field experiences</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</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.

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.

Yes

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:

All programs at Doane College meet the NE State Department of Education requirements. Training is linked with the needs of schools and to state K-12 standards. Students seeking certification in secondary schools have a content major. Elementary and Special Education majors have a heavy arts and sciences requirement in the content areas. The variety of experiences prior to and during student teaching are a key to success. Students complete four semesters of practicum experiences and generally two semesters of student teaching. These experiences are in urban and rural settings, with low income, students with special needs, and children with limited english.

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	15		15	100		
5710 - COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	14		14	100		
5720 - COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	14		14	100		
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	42		42	100		
710 - PPST READING Educational Testing Service (ETS) All program completers, 2008-09	43		43	100		
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	43		43	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	57	57	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 Learning Commission)

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.

All students in teacher education receive instruction in assistive technology and universal design. These concepts are practiced in the practicum experiences. All students take a course in assessment which helps them understand how to manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Further assessment instruction is found in method's course work

in the content areas. Students also take a technology course to learn how to integrate technology into instruction. In addition, each methods course models the use of technology for teaching and learning and students are required to use technology in their instruction in practicum and student teaching experiences.

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**
Yes

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.

All general education teachers are required to teach students with disabilities. In this course, students learn about the IEP and SAT processes and working with individualized education program teams. There is an identified course each student must take. In addition methods courses integrate information about students with disabilities into their curriculum. Finally, students must spend at least part of their practicum experiences in classrooms that have students with special needs. In the student teaching semester, students participate in SAT or IEP meetings and with the individual education teams.

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**
Yes

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.

Students working toward licensure in special education learn to teach students with disabilities effectively. Students learn different models for teaching the special education student in the mildly/moderately handicapped classroom and in classrooms where they are integrated into the general education population. Course work includes appropriate methods, IDEA, IEP processes, SAT processes, and working within an

individualized education program teams. Students also work with students with handicapping conditions in practicum and student teaching assignments. Finally, teaching the limited English Speaking student is addressed in method's course work, special education course work and in practicum and student teaching experiences.

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.

Description Doane College is a private liberal arts college in Southeast Nebraska. It is the oldest Liberal Arts College in Nebraska. The Doane Teacher Education Program is characterized as performance-based and developmental. Students begin the program in the freshman year. Through a series of sequenced experiences, pre-service teachers complete approximately 240 hours of hands-on practicum experiences with K-12 students prior to student teaching. Following graduation, students extend their training into a summer semester of graduate work prior to employment. Doane guarantees all students employment and offers a first year teacher mentor program. In addition, Doane is the only College in Nebraska to offer an absolute warranty to hiring school districts on the quality of the graduates. Practicum course work is completed in a sequence. Clinical experiences are tied to course work. Students complete a minimum of 240 hours of clinical experiences prior to student teaching. DEPTH PROGRAM PRACTICUM AND STUDENT TEACHING SEQUENCE AT A GLANCE YEAR PRACTICUM EXPERIENCE COURSE WORK Freshman Year Introductory Course Education 101 Sophomore Year Practicum IA and IB Education 211 and Edu 221 (Clinical Experiences) Junior Year Practicum IC and ID Education 321 and Edu 341 (Clinical Experiences) Senior Year Student Teaching Education Majors Elementary Education; Special Education . Course work in Early Childhood, Middle Grades Education, and English as a Second Language may be paired with Elementary or Special education. Content Majors: All individuals interested in a secondary content area for 7-12 schools declare a major in an area and then take the pedagogy in addition to the content course work required for the major. Areas include the following: Art, Biology, Chemistry, English, English/Language Art, French, German, History, Mathematics, Music, Natural Science, Physical Education, Physical Science, Physics, Political Science, Social Science, Spanish, Speech Communication, and Theatre Faculty The Division has 9 full time faculty members. Dr. Lyn Forester, Chair Teacher Education Dr. Frank Daniels, Department of Special Education Dr. Tom King, Director of Secondary Education Dr. Julie Kozisek, Director of Elementary Education Dr. Kay Hegler, Special Education Dr. Marilyn Johnson Farr, Elementary Education Dr. Rod Diercks, Elementary Education/Middle Grades Education Dr. Linda Kalbach, Secondary Education Ms. Denee Wehrs, Elementary/Special Education Requirements: Programmatic requirements for entrance and continuing in the program are the following. Entrance into Teacher Education (End of Sophomore Year) GPA 2.6 in all courses GPA 2.8 in all education courses GPA 2.5 in all courses in the major Recommendations from faculty Recommendations from K-12 cooperating teachers Recommendation of Student Life Office Achieve a passing score on the PPST Background Check Entrance into Student Teaching (End of Junior Year) GPA 2.75 in all courses GPA 3.0 in all education courses GPA 2.6 in all courses in the major Recommendations from faculty Recommendations from K-12 cooperating teachers Demonstration of proficiency in written English by successfully completing 15 credits of writing course work Background Check Certification (End of Senior Year and summer program) Successful completion of student teaching Successful completion of an undergraduate degree (BA or BS) GPA 3.0 in all courses GPA 3.0 in education courses GPA 2.8 in all courses in the major Successful completion of 12 graduate hours in summer after graduation. Partnerships: The Doane College Teacher Education Division maintains partnerships with surrounding school districts, including Crete Public Schools and Lincoln Public Schools Accreditation and Memberships: The Teacher Education Division at Doane College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., N.W., Suite 500 Washington , DC

20036; phone 202/466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. Doane College is accredited by the Higher Learning Commission. Doane College and the Teacher Education Division are members of the American Association of Colleges of Teacher Education (AACTE), Council of Independent Colleges (CIC), Nebraska Association of Colleges of Teacher Education (NACTE); Nebraska Council for Teacher Education (NCTE); Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE);

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2008-09

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