

Title II Higher Education Act

Submit Reports

View Reports / Resources

Technical Assistance

Contacts / Help

SUBMIT REPORTS

- Instructions
- Institution/Program Information
- Section I.a Admission Requirements
- Section I.b Enrollment
- Section I.c Supervised Clinical Experience
- Section I.d Teachers Prepared
- Section I.e Program Completers
- Section II Annual Goals
- Section II Assurances
- Section III Pass Rates
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Card Certification
- Print Report Card**
- Change Program
- Account Information
- Glossary
- Contact Us
- Program Status Report
- User Activity

[Contact Us](#) - [Glossary](#) - [Log out](#)

Nebraska Wesleyan University
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Nebraska Wesleyan University

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Nebraska

Address: 5000 Saint Paul Ave.

Lincoln, NE, 68504

Contact Name: Dr. Linda Barnett

Phone: 402-465-2310

Email: lkb@nebrwesleyan.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: Attracting Excellence to Teaching Program

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	No
Fee/Payment	No	No

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

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

www.nebrwesleyan.edu/academics/academic-departments/education-department

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

Sophomore year After meeting all criteria

Does your initial teacher certification program conditionally admit students? No

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

Nebraska Department of Education rules allow a student who misses one section of the PPST by one point and has a cumulative total of 513 or above to be accepted into the Teacher Education Program.

A waiver provision is stated in the Department's Policies and Procedures document: "[Admittance into 200-level classes} may occasionally be waived for one semester only if the student petitions the Executive Committee of the Department and the majority of members approve the petition."

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:	74
Unduplicated number of males enrolled in 2009-10:	17
Unduplicated number of females enrolled in 2009-10:	57

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	73
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	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2.3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0.3
Number of students in supervised clinical experience during this academic year	34

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

Supervised clinical experience includes students engaged in methods level practica and student teaching.

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
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elementary	15
middle grades	1
natural sciences	3
special education	6
TOTAL	19

Subject area	Number prepared
biology	1
business	1
English	1
History	2
HPE	4
math	2
music	8
Spanish	2
TOTAL	21

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: 36

2008-09: 34

2007-08: 50

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: 2010-11</p> <p>Goal: Certify 3</p>

	<p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Increased collaboration with the Math Department in order to ensure success of students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Will continue collaboration with Math Department and looking into a Math support system for Math Ed majors.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: Certify 2</p> <p>Goal met? Yes</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> <p>Need to increase collaboration with the Sciences to increase this number.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: Certify 10</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Tight integration and team teaching of Elementary and Special Education programs allows students to complete both degrees in 4 years.</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: 2010-11</p> <p>Goal: Certify 6</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Created new program. First introduction course taught Spring 2010.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Introductory course was taught again Fall 2010 in order to increase the first cohort. First graduations will be Spring 2012. This goal was set prematurely.</p>
Foreign Language	<p>Academic year: 2010-11</p>

	<p>Goal: Certify 4</p> <p>Goal met? Yes</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>
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Provide any additional comments, exceptions and explanations below:

NA

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:

Matching course syllabi, instruction and assessment to State Standards.

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	2				99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	56	181	56	100	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	35	182	35	100	99	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				99	178
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	56	178	56	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	35	179	35	100	99	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				98	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	56	176	54	96	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	35	177	35	100	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	35	35	100	97

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:

NCATE

Other (specify: Nebraska Dept. of Education)

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.

Knowledge and use of technology integration is modeled throughout the Nebraska Wesleyan University Education programs. Students learn to collect, manage and assess data about students while in methods courses and in the instructional technology course. Students acquire proficiencies in a variety of assessment tools. They learn about a variety of data gathering instruments available through technology, including Nebraska State assessments where they can view tutorials. These are presented to assist students in acquiring basic proficiency to inform instructional decisions. Management and analysis of data occurs in the Special Education courses as they discuss universal design. An example of this is the annotated bibliography project the students do. They review 40 studies of an area of special education then manage and analyze the data to find trends. Through the use of Web 2.0 technology, students use interactive technology to share and gather community ideas about assessment. One of the major blocks of the Nebraska Wesleyan University Education Department foundation is creating classrooms that will meet the needs of all students, supporting the concept of universal design.

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.

Students at Nebraska Wesleyan have many opportunities to show competence in relation to working with diverse populations of students, including, but not limited to, students with exceptionalities. For example, when students take the literacy methods course, they also take the literacy adaptations course. This model of inclusion is also used with the math methods course. During these methods courses, students receive instruction on research-based methods of instruction that work for all students, but are especially effective for students with exceptionalities. The Introduction to Special Education course acquaints students with individual education plans, how to understand and how to participate. Accommodations for students who are English language learners are also addressed in each of these courses through INCLUDE plans. Further, they participate in field experiences and practical in inclusive classrooms.

The philosophy of the professors at Nebraska Wesleyan is that we should model best practice for students. As such, two professors co-teach the methods courses so that students see collaboration between elementary educators and special educators in practice. All education students also take ED 185 (Education in a Pluralistic Society) where social and equity issues faced by people with exceptionalities are examined.

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.

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In relation to special education and the law, Nebraska Wesleyan students learn basic information in the ED 1 course, learn to implement instruction and meet students' needs in the methods courses and, for special education teachers, learn to write individual education plans in accordance with current law in the Special Education Law course.

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.

Students interested in a teaching career enroll in Introduction to Education in the United States so that they have a better basis for making the decision to teach. Among other requirements, students must earn at least a 2.50 GPA, pass the PPST according to state standards, and pass the mental abilities assessment, speech clearance, and moral turpitude standards described by the Nebraska State Board of Education. To achieve student teacher status, students must earn a 2.75 GPA in their major, along with a 2.60 GPA overall. Students must have completed at least 75% of their major, most education courses, and 100 hours observing, assisting, and teaching in various school settings.

Supporting Files

[Conceptual Framework](#)

[Policies and Procedures](#)

Nebraska Wesleyan University
Traditional Program
2009-10

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